

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


The curriculum was designed for use in adult ESOL classes.

Contents


Introduction

Unit 1: Talking with the Health Care Provider

 Lesson 1: Talking with the Doctor

 Lesson 2: Asking Important Questions

Unit 2: Taking Medications

 Lesson 1: Warning Stickers

 Lesson 2: The Right Dose

Unit 3: Good Nutrition

 Lesson 1: The Food Guide Pyramid

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.

Health Awareness Unit, Low Beginner Level

Unit 1: Talking with the Health Care Provider

Purpose:

Learners will begin to identify difficulties of communicating with a health care practitioner, ways to improve communication, and patients' rights and responsibilities in the United States.



Lesson 1: Talking with the Doctor



Lesson 2: Asking Important Questions

Health Awareness Unit, Low Beginner Level

Unit 1: Talking with the Health Care Provider

Lesson 1: Talking with the Doctor

Life Skills:

Learners will...

- Understand more about the mainstream U.S. health care culture.
- Understand more about patients' responsibilities in the U.S.
- Develop questions to ask a health care provider.

Technology Skills:

Learners will...

- Access information on the Internet.

Language Skills:

Learners will...

- Reconstruct a sequence of events orally and in writing.
- Express opinions and offer suggestions.
- Develop word identification skills.
- Practice sequencing words and sentences.

EFF Skills:

Learners will...

- Speak so others can understand.
- Listen actively.
- Critically observe visual information and integrate it with prior knowledge.
- Solve problems and make decisions.

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:

Computers with Internet access or handouts of the picture story "A Doctor's Appointment" from www.cal.org/ncle/health

A board or flip chart

Chalk or markers

Sentence strip cards (optional)

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?*

If they say yes, ask if they spoke English with the health care provider. *What was it like? Easy? Difficult? Confusing?* Ask for examples.

2. 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"

The picture story, detailed background information and lesson ideas can be found at <http://www.cal.org/ncle/health/>.

To go directly to the picture story itself, type

<http://www.cal.org/ncle/health/story/doctor.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/doctor.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, "A Doctor's Appointment."

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 low beginners. For frame 8, a simpler expansion of the discussion 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?*

You can give out information about their rights, 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 ok, but a topic for further discussion might be whether or not it is ok for children to interpret about their parents' health. Example:
 - Is it ok 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!
- *Is it ok to ask the doctor questions in your country? In the United States?*
Mention to students that in the United States you should ask the doctor questions. 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 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.

5. 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!

Health Awareness Unit, Low Beginner Level

Unit 1: Talking with the Health Care Provider

Lesson 2: Asking Important Questions

Life Skills:

Learners will...

- Learn important questions to ask a health care provider about using medications.
- Understand why it is important to ask questions in US health care culture.

Technology Skills:

Learners will...

- Use a word-processing program to practice spelling.

Language Skills:

Learners will...

- Learn vocabulary related to medicine usage.
- Practice question and answer formation.
- Role play conversations with health care providers.

EFF Skills:

Learners will...

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

Word Bank:

side effects - extra problems you get when you take a medicine

NOTE: 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.

(many of the following symptom terms can be explained with pantomime)

upset stomach

diarrhea

vomiting

rash

difficulty breathing

fatigue – when you are very tired; you have no energy

headache

shaking

dose - how much medicine you take

how much/many - what number

how often - (give example) how many times in one day, 4 times in one day

Materials Needed:

A board or flip chart

Chalk or markers

Handout 1: Important Questions about your Prescription

Enough copies of **Handouts 2a** and **2b (What Is This Medicine?)** in their uncut form for each student to have one of each (for Activity 2).

Strips made from **Handouts 2a** and **2b** for matching. Preparation instructions are listed in lesson under Activity 3.

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. List any questions they come up with on the board.

2. Tell the students 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 the students today they will practice questions and answers about taking medicines.

Activity 1: Learning Questions

- Give each student a copy of **Handout 1**.
- Ask them to look at the questions in small groups to see what they already know or don't know.
- When students have had time to look the paper over, go through the questions one-by-one with the class.
- Do choral pronunciation practice and check their understanding of the question. Ask them what a good answer would be. An answer key is provided for the handout.
- Write answers on the board for students to copy on their papers.
- Have students repeat questions and answers after you, as whole, then half class, then individually.
- Have students practice in pairs, playing the roles of doctor and patient.
- Have students volunteer to present their question and answer dialogue to the whole class.

Activity 2: Dialogue Practice

- Using the questions on Handout 2a and the answers on Handout 2b, help students practice the Claritin dialogue. Let them practice as a whole group

and in pairs until they are comfortable enough with the dialogue to proceed to the matching activity (Activity 3).

Activity 3: Matching Game

BEFORE CLASS:

- Make enough copies of Handout 2a on one color of paper to give each small group in your class one copy.
- Make enough copies of Handouts 2b on a different color paper to give each small group in your class one copy.
- Cut each handout into strips, then paper clip each set together. You should have copies of 2 sets, with each set on a different color paper.

IN CLASS:

- Have students work in small groups (3-4 people). Give each group one set of Handout 2a strips and one set of Handout 2b strips. You may want to ask if anyone knows the drug Claritin, to focus their comprehension.
- Have the students match questions with appropriate answers.
- Circulate and check the groups' progress, providing feedback as necessary.
- When a group is done, they can practice reading the strips aloud and can copy the new conversation in their notebooks.
- When all groups are done, go over pronunciation and vocabulary as a whole class.
- Collect the strips.

Variation or Further Practice:

- Give single strips to individual students. Use all of both 2a and 2b.
- Have students with question strips (2a) ask their questions to students with the other color of strips. The answering students should read the answer off of their strip.
- If the question and answer match, the students stand together at the front of the room and wait for others to find matches.
- If the question and answer don't match, the 2a students continue asking others.
- When everyone has found a match, the pairs should read their questions and answers aloud for the whole class to check.

Listening expansion: Spelling quiz

- This can be done on notebook paper or in a word processing program on the computer. If you choose the computer, it is advisable to set the program up before the class to save time.

Words:

1. what
2. take
3. feel

4. side
5. better
6. many
7. for
8. are
9. long
10. when

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?

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 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 to low beginners are: upset stomach, diarrhea, vomiting, rash, difficulty breathing, fatigue, headache, shaking. Again, you can decide how much your students will understand and absorb.

Low Beginner Health Awareness, Unit 1, Lesson 2, Handout 2a: 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?

Low Beginner Health Awareness, Unit 1, Lesson 2, Handout 2b: 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.

Health Awareness Module, Low Beginner Level

Unit 2: Taking Medications

Purpose: Learners will begin to understand vocabulary of warnings and dosing information on medicine labels. They will also begin to practice asking questions about medication instructions and side effects.



Lesson 1: Warning Stickers



Lesson 2: The Right Dose

Health Awareness Module, Low Beginner Level

Unit 2: Taking Medications

Lesson 1: Warning Stickers

Life Skills:

- Learners will become more aware of medication safety by learning to read and understand label warnings.

Technology skills:

- Learners will practice typing and editing in a word processing program using the spell-checking function.

Language skills:

Learners will...

- Interview others and record responses in writing.
- Acquire basic vocabulary needed to understand medicine sticker warnings.
- Read label drug information to understand medication better.
- Practice affirmative and negative forms of imperatives.
- Scan medicine containers for warning information.

EFF Skills:

Learners will...

- Read with understanding.
- Speak so others can understand.
- Listen actively.
- Cooperate with others.
- Observe critically.
- Guide others.
- Use information and communication technology.

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 List:

- If possible, ask a pharmacist for warning stickers and/or empty prescription bottles, or bring in empty ones from home w/the prescription label removed.
- Empty over-the-counter medication containers can also be helpful.
- **Handouts 1 Info Grid**
- **Handout 2 Warning Stickers**
- **Handout 3 Warning Sticker Explanations**
- **Handout 4 Home Task**
- **Handout 5a and 5b Pair Dictation**
- **Handouts 2 and 3** need to be cut in advance into matching sets, preferably with enough for 2-3 students to work with one set. It might help to copy each handout on a different color paper so labels are easily distinguished from their meanings. Handout 4 can be cut in half to make 2 copies.

Presenting the Concepts:

- Tell the 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 - for a headache, fever.)
- Ask them 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).
- **Handout 1 - Information Grid.** With a student or volunteer's help, demonstrate how to ask, answer, and write the information on the grid. Any answers are fine, be they traditional cures from students' native cultures, or mainstream U.S. treatments. The purpose is to get students interacting and thinking on the topic of medications. Have students circulate and complete the grid. When most are finished, debrief the group on what kinds of answers they came up with.
- Ask if anyone ever had a problem from taking a medication before. Did a medication ever make them sick? Sometimes if you are not careful, medications can make problems.
- Tell the 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!"
- 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.
- Write warnings from **Handout 2** on the board one by one. As you write one, discuss what it means with the students. Ask if anyone has seen it before on a medicine. Help students practice pronunciation of key words.

Activities

1. Matching. Give sticker cards (made from Handout 2) to groups of 2-3 students each. Have students read the sticker cards together and discuss what they mean. Then give out the explanation cards (made from Handout 3) to each group. Have them read the explanation cards together, then match one explanation to one sticker card.

Circulate and check as the groups finish. When they have matched cards correctly, they can copy down any pairs that they didn't know. Students who finish more quickly can play face-up or face-down concentration with the card sets.

2. Home task. Have students check their medications at home. On Handout 4, have them copy down any warning stickers they find. They should not copy down names of the medications as that is personal. (**Note:** Handout 4 is formatted to get 2 handouts from 1 photocopy. They can be cut halfway down the page.) The next day the class can discuss what any new sticker warnings mean.






3. Listening Expansion Activity - Paired Dictation, Handouts 5a and 5b. Have students pair up. The student with Handout 5a listens as the other student dictates a complete sentence from Handout B. The first student writes the missing word on his/her paper. When the top section is done, the process is reversed. When both parts are done, students can put the papers together and check their work.

4. Internet Expansion Activity. In Microsoft Word, students can type some or all of the sentences from the Paired Dictation activity above. The instructor can show them how to check spelling by clicking on Tools, then Spelling. The instructor will need to explain and demonstrate the "ignore" and "change" options.

- **Additional internet resource: US Pharmacopeia Pictograms, url:**
http://www.usp.org/frameset.htm?http://www.usp.org/information/just_a_sk/propuse.htm

These downloadable illustrations are designed for use as pictorial medication warnings for people with low or no literacy. If the instructor feels students need fewer words or more pictorial prompts in lieu of the warning stickers used in the above lesson, the instructor could download pictures, enlarge them and make flashcards with them for a matching game.

SEE LANDSCAPE PDF DOCUMENT FOR
Low Beginner Health Awareness Curriculum Taking Medications,
Lesson 1, Handout 1

 <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 1-2 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>

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

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

Listen and write the word your partner says.

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.

Now say the sentences below to your partner.

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.

Say the sentence to your partner.

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.

Now listen and write the word your partner says.

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.

Health Awareness Module, Low Beginner Level

Unit 2: Taking Medications

Lesson 2: The Right Dose

Life Skills:

Learners will ...

- become more aware of medication safety by learning to read label dosage information.

Technology skills:

Learners will...

- practice typing and editing in a word processing program.

Language skills:

Learners will...

- Acquire basic vocabulary needed to understand medication dosages.
- Read label drug information to understand medication better.
- Generate questions to get necessary information before taking a medicine.
- Write simple sentences or vocabulary words as picture captions.
- Answer questions orally on medicine instructions.
- Listen and write dictated information.

EFF Skills:

Learners will...

- read with understanding.
- speak so others can understand.
- listen actively.
- cooperate with others.
- observe critically and negotiate.

Word Bank: dose, dosage

tablet, pill

capsule

drop

spray

ointment, cream

syrup

apply

once, twice

teaspoon, tablespoon

Materials list:

- Medicine containers from home. (Perhaps teachers at your site could make a collection of realia for teaching about health. For example, containers for aspirin, acetaminophen, advil, first aid cream, nasal spray, and visine could be included.) It's best to have examples of the items listed in the word bank.
- Also, pictures of different ways of administering medications are available at: <http://www.kidsmeds.org/admin.ccml> or in the **Basic Oxford Picture Dictionary** (1994 ed.) on p. 64.
- **Handout 1**
- **Handout 2a, 2b**
- **Handout 3.** Handout 3 can be cut in half.

Presenting the concepts:

- Tell the class that today you are going to talk about different doses of medication. Write "dose" on the board and ask if anyone can explain it. If necessary, you can explain that it means how much medication you take, and when you take it. Explain that people say "dosage" as well as "dose."
- You can ask questions to promote comprehension like, "*If you have a headache, how many aspirin should you take?*" "*If you take 2 at 11:00, can you take 2 more at 11:30?*"
- Go over names of forms of medication. Hold up a tablet and a capsule, for example. Ask if they are the same or different. Point out the different forms, by drawing them on the board if necessary. Introduce tablet or pill vs. capsule. Explain that we say "take" with each of these. Then show the visine and pretend you are dropping some in your eye. Ask if anyone knows the name for what you are doing. Explain that we say "put drops in your eye." Continue demonstrating spray, ointment or cream, and syrup, telling students what verbs are used with each.

Activities

1. Vocabulary Practice - Handout 1. Give each student the handout. Ask the class what the first picture is (tablets). Ask what you do with tablets (take them). Have the students write under the picture. More advanced students can write a sentence using the noun and verb, e.g. Take 2 tablets. Others can focus on writing the name. Do another example as a whole group, then if they are up to it, let students try to write answers themselves. Review as a whole group. Examples of possible sentences are:

1. *Take 2 capsules.*
2. *Put the drops in your eye.*
3. *Spray the medication in your nose.*
4. *Apply the ointment to your skin.*
5. *Drink a cup of cough syrup.*
6. *Take a teaspoon of syrup.*
7. *Take a tablespoon of syrup.*

2. Understanding dosage instructions.

Write the following on the board:

Take 2 tablets twice a day.

Ask the class how many tablets you take in one day. (4) Ask if you take 2 tablets at 12:00 PM, when do you take the next tablets? (12 AM)

Put 3 drops in right eye four times daily.

Point out that "daily" means the same as "a day." Ask what eye the drops are for. (right) Ask how many drops you use in a whole day (12). Ask: If you put drops in at 8 AM, when do you put the next drops in? (4PM)

Take one tablespoon once a day.

Ask: *Do you use a small spoon or a big spoon? How many times do you take it in one day?* (1 - You may want to point out that "once" in English is very different in meaning from the Spanish "once" - you don't take 11Tbsps.!)

If necessary, provide more similar examples until students are more comfortable with the material.

3. Handouts 2a and 2b. Reading comprehension and paired listening.

For lower readers, you might want to put the sentences from the top halves of these handouts on large sentence strip cards and do a reading comprehension activity for a large group. You could present the strips individually to the group, read them together, practice pronunciation, discuss what each strip means, and discuss which ones mean the same thing. Then you could mix the cards up (have them taped to the board or spread on a table top) and then let students match the strips with similar meanings together by getting up and moving the cards together.

For higher readers: Demonstrate this activity first with a more advanced student. One student reads a dose instruction from their handout 2a. The other student must look at the sentences at the top of 2b to find one that means the same thing as the first student's instructions. The second student reads his/her sentence aloud and both students decide if it is correct. When they are finished the top half of the paper, roles are reversed for the bottom half.

4. Home task. Have students check their medications at home. On Handout 3, have them copy down 1 dose instruction. (Prescriptions containers will be easier than over-the-counter containers.) They should not copy down names of the medications as that is personal. (**Note:** Handout 4 is formatted to get 2 handouts

from 1 photocopy. They can be cut halfway down the page.) The next day the class can discuss what any new dose instructions mean.

Computer Expansion Activity:

Using Microsoft Word, students can type in words that the instructor dictates. After the dictation, the students can use the spell-checking feature to check their spelling. The instructor can show students how to check spelling by clicking on Tools, then Spelling. The instructor will need to explain and demonstrate the "ignore" and "change" options.

Suggested dictation list:

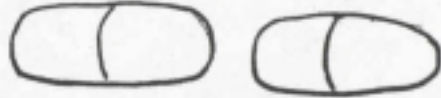
Take, dose, apply, tablespoon, once, daily, times.

Note: This can get tricky if student spelling is far from the correct form. For example, if someone spells "times" as "taims", the correct choice won't appear. You might want to explain that spell check only works if the spelling is similar to the correct one. It may be best to have students collaborate on choosing the correct form and/or check back on handout 2a or 2b before calling you over for help.

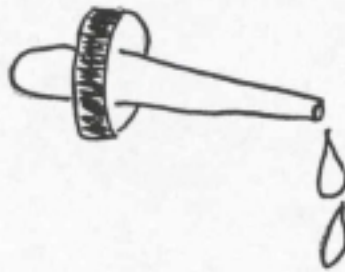
Write the name under the picture.



1. _____



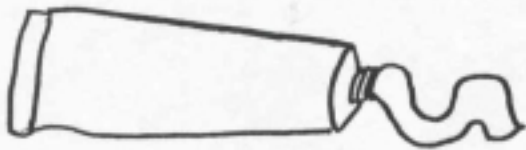
2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

Read these instructions to your partner:

1. Take 2 teaspoons 4 times a day.
2. Spray twice in right side of nose 3 times daily.
3. Apply to skin 4 times a day.
4. Put 3 drops in left ear once daily.
5. Take 2 capsules with food 3 times a day.
6. Take 2 tablespoons twice a day.

Now listen to your partner. Find a sentence below that means the same thing. Say the sentence to your partner.

- Use the spray in your nose two times a day. Put it in the left and right sides.
- Take 4 capsules a day and drink a lot of water with them.
- Use three small spoons of medicine one time a day.
- In one day put 4 drops in your left eye.
- Use 6 drops in your left ear in one day.
- Put cream on your skin two times a day.

Listen to your partner. Find a sentence below that means the same thing. Say the sentence to your partner.

- Put ointment on your skin 4 times in one day.
- Take 4 big spoons of medicine in one day.
- Take 8 small spoons of medicine in one day.
- Take two capsules every time you eat.
- Spray six times in one day in your nose.
- Use 3 ear drops one time a day.

Now read these instructions to your partner:

1. Take 3 teaspoons once a day.
2. Apply to skin twice daily.
3. Put 2 drops in left eye twice a day.
4. Spray once in right and left side of nose twice a day.
5. Take 1 capsule with plenty of water 4 times a day.
6. Put three drops in left ear twice daily.

What dose instructions are on medications at home?
Write them here.

What dose instructions are on medications at home?
Write them here.

**Health Awareness Module, Low Beginner Level
Good Nutrition**

Purpose:

Learners will become familiar with the Food Guide Pyramid and the US perspective on good nutrition.



Lesson 1: The Food Guide Pyramid

Note: Because nutrition information is very technical, teachers are encouraged to go at a slower pace in this unit than in others.

Health Awareness Module, Low Beginner Level Good Nutrition

Lesson 1: The Food Guide Pyramid

Life Skills:

Learners will...

- Gain familiarity with US standards of good nutrition as illustrated by the Food Guide Pyramid.
- Reflect on own nutritional needs.

Technology Objectives:

Learners will:

- use the Internet to find basic information
- gain proficiency in locating letters on the keyboard to type simple words
- use the "drag and drop" and scroll bar keyboarding features

ESOL and Literacy Skills Addressed:

Learners will:

- learn nutrition-related vocabulary
- learn computer-related vocabulary
- state comparisons in basic terms
- orally categorize items
- Practice yes/no questions
- Interview others and write responses.
- State opinions.
- Write simple sentences expressing personal need.
- Read a simple story and answer comprehension questions.

EFF Skills Addressed:

Learners will:

- use information and communications technology
- reflect on personal needs
- voice opinions
- propose solutions
- listen actively

Note: This unit presupposes familiarity with basic food names as are commonly found in a beginner textbook.

Word Bank: Some vocabulary may have already been learned in a food unit. The list can be adapted as necessary.

nutrition, nutritious – when food is good for your health; it gives you things your body needs, like vitamins

fats, oils - you can bring in examples or pictures from magazines
sweets – foods with lots of sugar, like candy and desserts
dairy - give examples like milk, yogurt, cheese, ice cream
vegetable
meat (poultry, fish, beans, eggs, nuts)
fruit
grains (bread, cereal, rice, pasta)
serving - how much is ok to eat at one time for your good health
use sparingly – use very, very little
need – like water, air, money – things that are necessary for your life
more (demonstrate)
less (demonstrate)

Materials Needed:

Computers with Internet access (or, if computers are not available, handouts of food pyramid from <http://www.nal.usda.gov/fnic/Fpyr/pyramid.gif>)

Presenting the Concepts:

1. Conversation: Explain to students that the class will be practicing English while talking about nutrition today. Write the word "nutrition" on the board and ask if anyone knows what it means. If necessary, you can give a simple explanation, like "Nutrition means eating foods that are good for your health/make you strong, etc." Ask if people speak about nutrition in their native country. *Do people have good nutrition there? Do people have good nutrition in the United States?*
2. Say some foods, and ask students if the foods are nutritious or not nutritious. E.g. hot dogs, steak, mangoes, french fries, rice, cabbage, ice cream, fish. If helpful for your level, you might want to bring in pictures from the paper or magazines, or realia (e.g fake food, real food, food containers that have pictures of what was inside them).
3. Ask students what other foods they think are good for their health. Write the elicited foods on the board. Help students pronounce the names of the foods and the words nutrition and nutritious. (Nutrition and nutritious provide a quick opportunity to point out to students the pronunciation of the syllables -tion and -tious.)
4. After teacher modeling, students can work in pairs to ask each other "Is _____ nutritious?" "Yes, it is./No, it isn't." or "Are _____s nutritious?" "Yes, they are/No, they aren't." This could also be done as a line dialogue.

Activity 1. Understanding the Pyramid

1. Tell the students that you are going to be looking at the U.S. government's Food Guide Pyramid. Write Food Guide Pyramid on the board. Ask if anyone has heard of it. Explain that doctors made it for the government to help people in the United States know what foods are nutritious, and how much of the foods they should eat every day for good health. Ask students what foods they think they should eat every day.

2. Whole group discussion

Have students turn on their computer monitors or look at handouts showing the pyramid at <http://www.nal.usda.gov/fnic/Fpyr/pyramid.gif> . Ask students what foods they see in the food pyramid; starting at the bottom is probably easiest. Ask what the name of the food group is (bread, cereal, rice & pasta group). Ask how many servings you should eat every day. Repeat this procedure with as many food groups as necessary for most students to understand the chart.

Activity 2: Using the Pyramid

Handout 1, small group discussion:

Have students get in small groups of 3-4 people. Go over the pronunciation of the questions in **Handout 1**, The Food Guide Pyramid, and then have the students complete it by having conversation in small groups. When they are done, debrief as a whole group. Ask them what their group answered for the last questions: *"What does your group think? Is the Food Guide Pyramid correct, or not correct? Why?"*

Activity 3: Pair Interview

Handout 2. Model the questioning process for the students so students realize they need to write the information about their partner, not themselves. Have 2 students interview and fill in the grid for each other. This may take time as students figure out names and spellings for foods. It might be helpful to have picture dictionaries with food names on hand, or the teacher might want to elicit food names and write them on the board for students to refer to.

Activity 4: Whole group processing.

Ask students what foods they need to eat more of/ less of. Ask if they think the Food Guide Pyramid is helpful or not.

Reading extension:

Write the following story on the board, or make up a story about the teacher's eating habits.

Every day Tran eats rice. Every day he eats beef or fish. Every day he eats a lot of candy. Tran doesn't like vegetables. He doesn't like fruit. He

doesn't eat them very much. He needs to eat more vegetables. He needs to eat more fruit. He needs to eat less candy.

Read the story to the students. Have the students read it as a whole group and individually. Ask comprehension questions. E.g. What does Tran eat every day? What foods doesn't Tran like? What foods does he need to eat more? What foods does he need to eat less?

Writing extension:

Have students write sentences about their nutrition needs. Models:

I need to eat more _____.

I need to eat less _____.

If time allows or if students need more of a challenge they can write sentences about their partner in 3rd person singular using the information from handout 2, or a story like Tran's.

Listening extension:

Dictation, Handout 3. Have students fold the paper in half and look at the cloze on the bottom half. Read the sentences to the class. Have students fill in the missing words in the story. They can check their work by looking at the top half. Lower students can copy from the top half if dictation is too difficult.

Computer expansion activities:

There are several useful games on the internet for reinforcing nutrition concepts. Teachers should be sure to try the games out before class so they will know the procedures and get ideas for explaining them to students.

1. http://www.dairycouncilofca.org/activities/pyra_main.htm

This children's site of the Dairy Council of California has basic games on the food pyramid groups and servings. The first game allows students to practice dragging and dropping items with the mouse while working with food group vocabulary. Once students have correctly constructed the pyramid, they can try to read and copy sentences about the food groups when they put the arrow over a particular part of the pyramid. It may be best to do the game together first as a whole group exercise to walk through the drag and drop motions, then let student replay it to practice drag and drop more on their own.

The second game involves dragging food to the appropriate group to determine the number of daily recommended servings. If students work in pairs you could have them identify the foods and discuss where to put them for conversation practice.

2. <http://www.scottforesman.com/resources/health/hpyramid.html>

This game is a little more complicated but provides the opportunity for conversation between partners and problem solving. Again, you might want to play it together first, or have students work in pairs, so that they can guide each other. Students drag pictures of food they eat to plates for each of the 3 daily meals. They then see how their food choices compare to the pyramid. They have to think of more nutritious choices if necessary.

3. <http://monarch.gsu.edu/nutrition/download.htm>

At this site students can click on one of 37 languages, including Amharic, Korean, and Farsi, for downloadable, translated nutrition information.

The Food Guide Pyramid, page 1

Have a conversation about these questions in your group.

The Bread, Cereal, Rice and Pasta Group

1. What foods do you see in the picture?
2. How many servings should you eat every day?
3. Do you eat enough servings from this group every day?
4. Do you think the pyramid is correct for this group?

The Vegetable Group

1. What foods do you see in the picture?
2. How many servings should you eat every day?
3. Do you eat enough servings from this group every day?
4. Do you think the pyramid is correct for this group?

The Fruit Group

1. What foods do you see in the picture?
2. How many servings should you eat every day?
3. Do you eat enough servings from this group every day?
4. Do you think the pyramid is correct for this group?

The Milk, Yogurt and Cheese Group

1. How many servings should you eat every day?
2. Do you eat enough servings from this group every day?
3. Do you think the pyramid is correct for this group?

The Food Guide Pyramid, page 2

The Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group

1. What foods do you see in the picture?
2. How many servings should you eat every day?
3. Do you eat enough servings from this group every day?
4. Do you think the pyramid is correct for this group?

The Fats, Oils and Sweets Group

1. What fats, oils and sweets do you eat?
2. Do you eat enough or too many fats, oils, and sweets?
3. Do you think the pyramid is correct for this group?

What does your group think? Is the Food Guide Pyramid correct, or not correct? Why?

**SEE LANDSCAPE PDF DOCUMENT FOR
Low Beginner Health Awareness Unit: Good Nutrition,
Lesson 1, Handout 2**

Handout 3 - Sofia's Story

1. Sofia feels very tired.
2. She goes to the doctor.
3. The doctor says she needs better nutrition.
4. Now she does not eat much fruit.
5. She needs more fruit every day.
6. She needs to eat more green vegetables.
7. She also needs to eat more red meat.

Sofia's Story

1. Sofia _____ very tired.
2. She goes to the _____.
3. The doctor says she _____ better nutrition.
4. Now she does not _____ much fruit.
5. She needs _____ fruit every day.
6. She needs to eat more _____ vegetables.
7. She also needs to eat more red _____.