





 Welcome to the
Low Intermediate 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.

Low Intermediate Health Awareness Curriculum

Unit 1: Communicating with the Health Care Provider

Purpose: Learners will increase awareness and skills for communicating with health care providers in order to access affordable care, advocate for their financial and health needs, clarify medical instructions and provide a clear information.



Lesson 1: Taking Care of Business



Lesson 2: Clarifying Information with the Health Care Provider



Lesson 3: Reading and Writing Medical Information: Medical History Forms



Lesson 4: Reading and Writing Medical Information: Understanding Discharge Instructions

Low Intermediate Health Awareness Curriculum
Unit 1: Communicating with the Health Care Provider

Lesson 1: Taking Care of Business

Life Skills:

Learners will...

Technology Skills:

Learners will...

- 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:

Coverage

Negotiate

Payment plan

Self-pay

Installments

Credit

Reduce, reduced rate

Afford

Charity

Uninsured

Appendicitis

Sharp

Surgeon, surgery

Receive

Materials needed:

Handout 1: Thuy's Story

Handout 2: Miguel's Story

Handout 3: Miguel's Conversation sentence strips

Presenting the Concepts:

—Ask students how much it costs to go to the doctor in the United States. How much do they think it costs for:

- [A visit to the emergency room? \(hundreds to thousands of dollars\)](#)
- A check-up at the doctor's office? (at least 100 dollars for a thorough check-up with blood work)
- A prescription medicine for arthritis, allergies or asthma? (possibly a couple hundred dollars a month)
- 2 Tylenol or a band-aid at the hospital (varies, could be several dollars)

Ask students how people pay for health care in the United States. List ideas they come up with on the board.

Tell students that today they will be reading some stories about people who needed help paying for their health care.

Activity 1: Thuy's Story

Distribute **Handout 1** to the class.

Ask students to read the story and underline any words they don't understand.

Ask them to decide what problem Thuy has.

When students have finished reading the story, elicit unfamiliar vocabulary and discuss meanings as a whole group.

Read the story aloud to the class so they can hear correct pronunciation.

Ask some true/false and yes/no questions to confirm their understanding.

Ask what Thuy's problem is.

Ask the class what solutions they can recommend and write them on the board.

Students may come up with a variety of creative solutions, such as borrowing money, paying with a credit card, etc.

- If no students think of it, suggest that Thuy ask the hospital and doctor for **payment plans**. See if anyone can explain what this means. Some students might say they have done this themselves before and can describe their own experience. If not, you can explain that doctors and hospitals will sometimes allow you to pay the same amount each month until you have paid everything off. Typically they ask for \$50 month.
- Doctors' offices usually have a billing office or a billing clerk to whom billing questions should be addressed. Hospitals may have billing offices or financial social workers to help with billing problems.

- If a patient without insurance asks, sometimes a doctor or hospital will be willing to reduce the bill to a special **uninsured** or **self-pay rate**. This information is not always offered. You need to ask for the discount to get it.
- You may find that some students have ignored bills because they felt they couldn't pay them. It's a good idea to discuss good and bad credit records and the importance of credit ratings when looking for an apartment, buying a car, or paying for a house or college education in the United States. Level-appropriate readings on credit and debt can be found at <http://www.cityfamily.org/v2/cicityFamily.asp> and <http://www.thebeehive.org/>. Click on Money on either site to find articles.

Activity 2: How to Ask

1. Have your class pretend that they are Thuy. She decides to ask the surgeon for a reduced bill and a payment plan because she doesn't have insurance or money to pay the whole bill. Work together and brainstorm a conversation between Thuy and the billing clerk. Write it on the board. An example might look this:

Thuy: Hi. My name is Thuy Nguyen. Could you please help me with something? I received a bill from Dr. Raymond for emergency surgery.

Clerk: Let me look up your record in the computer. Here it is. What can I help you with?

Thuy: Well, I don't have health insurance, and I don't make much money. Would it be possible to reduce the bill a little since I don't have insurance?

Clerk: I'll have to check and get back to you. Sometimes the doctor gives a special rate for self-pay patients. Let me see what I can do.

Thuy: Also, I'm afraid I can't pay it all off in one month. Would it be possible to have a payment plan?

Clerk: I think we can do that. The doctor likes people to pay a minimum of \$50 a month. I'll make a note in your computer record.

Thuy: Thank you very much. When will I hear from you about reducing the bill?

Clerk: I'll talk to the billing manager this afternoon. I'll give you a call tomorrow. Is your phone number still 703-555-8794?

Thuy: Yes, it is. Thank you.

Clerk: You're welcome. Have a nice day.

1. **Miguel's Story.** Have students read the story on **Handout 2**. Go over any vocabulary questions they have. Ask what Miguel's money problem is. How is his problem different from Thuy's? Does anyone have an idea to help Miguel?

If students don't come up with it themselves, you can mention that hospitals often have charity programs for low-income patients who don't have enough insurance

and can't pay. The charity program pays what the patient can't afford. Miguel needs to speak with a hospital billing clerk or social worker. He might have to show paycheck stubs and other information to apply for the assistance. If he is a U.S. citizen, he might have to prove he has applied for public benefits (welfare, disability payments; the hospital will want to know that the patient is asking for all federal and state assistance available before asking the hospital. Having public benefits doesn't mean the patient will be turned down for charity assistance. Public benefits may take a very long time and an appeals process before they kick in.).

Again, if he doesn't ask, it is possible that no one will mention the charity program to him.

Handout 3: Miguel's Conversation Sentence Strips. Cut the strips apart and clip them together (or give students scissors and ask them to do it). Have students work in groups of 3-4. Give one clipped group of sentence strips to each small group. Have the group members work together to sequence the conversation. Circulate and check their progress. When they have correctly completed the conversation, they can copy it in their notebooks, practice it with a partner, and present it to others. Collect the strips to save for the future.

Ask students what kinds of questions they think the social worker might ask about Miguel's family, income and expenses. (e.g., How many dependents? How much money did you make last year? Do you own any property/cars/etc.?)

Listening/Computer Practice

Dictate the following sentences to students. Have them write the sentences on their papers or type them in Microsoft Word. Tell students how many words to listen for before you say the sentence the first time.

1. (6 words) I don't have any health insurance.
2. (5 words) My insurance only covers 70%.
3. (8 words) Would it be possible to reduce the bill?
4. (6 words) Can you afford \$50.00 a month?
5. (9 words) I'll need to see your last 2 paycheck stubs.
6. (9 words) Would it be possible to have a payment plan?

Check as a whole group on the board or with an LCD projector.

Thuy's Story

One day Thuy was at her job in a restaurant when she got sharp pain in her right side. The pain was very bad. She got a fever also. She had to go to the hospital.

When she got to the emergency room, the doctor examined her and told her she had appendicitis. She had to have an operation to take out her appendix. She was in the hospital for 2 days.

A week later Thuy felt better, but then she received bills from the surgeon and the hospital. The bills made her feel terrible! She owed \$6,000 for the surgery. She didn't have the money. She didn't have health insurance. What could Thuy do about her problem?

Miguel's Story

Miguel is from Bolivia. He is 40 years old. He has a wife and three children.

He worked hard in his construction job until last March. In August he got a very bad cough and he had to stop working. He went to the doctor. The doctor sent him to specialists for tests. He was glad he had health insurance from his wife's job to pay the doctors' bills.

Three months later, he found out he had lung cancer. He had an operation in December. The doctor took out Miguel's bad lung. The doctor said in January Miguel should start chemotherapy so the cancer will not come back.

There was a big problem! Miguel's insurance coverage changed on January 1. Now it only pays for 70 percent. The total bill is about \$50,000. Miguel has to pay for 30%. Thirty percent is a lot of money for chemotherapy. How can he pay for his treatment and feed his family? What can Miguel do?

Miguel's Conversation. Cut into strips and sequence.

Miguel: Hi. My name is Miguel Almanza. Could you please help me with something?

Clerk: I'll try. What is the problem?

Miguel: I have to begin chemo for my lung cancer. My insurance just changed, and now it only covers 70%. I can't work right now, and I can't afford to pay for 30% of the chemo.

Clerk: Let me look up your record in the computer, Mr. Almanza. Here it is. OK, I see you started chemo today, and you have HealthFirst Insurance. We can start an application for charity assistance.

Miguel: What is that? I don't understand.

Clerk: Well, it means that if you qualify, the hospital will give some money to pay your part of your chemo bills.

Miguel: That sounds great. How do I apply?

Clerk: If you like, I can ask you some questions about your family, your income and expenses today. You can bring me paycheck stubs and proof that you have applied for Medicaid next time you come to the hospital.

Miguel: Thank you.

Low Intermediate Health Awareness Curriculum
Unit 1: Communicating with the Health Care Provider

Lesson 2: Clarifying Information with the Health Care Provider

Life Skills:

Learners will...

- Gain understanding of the importance of asking questions in the role of patient.
- Practice asking questions to a health care provider on medical tests, procedures and treatment instructions.

Technology Skills:

Learners will...

- Access and process information from a government web page.

Language Skills:

Learners will...

- Learn new vocabulary.
- Formulate questions and answers for medical treatment situations, orally and in writing.

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.

Word Bank:

Procedure (e.g., surgery, operation)

Risky

Medical test

Medical advice

Patient's responsibility

Anesthesia

Recovery

Materials needed:

Handout 1a: Brainstorming

Handout 1b: Possible Answers TEACHER REFERENCE ONLY

Handout 1c: Teacher Reference Sheet TEACHER REFERENCE ONLY

Handout 2: Questions to Ask About Medical Tests

Handout 2 Answer Key

Handout 3: Recommended Questions

Handout 4: Sample Dialogue

Handout 5: Dialogue Topics

Website: **Quick Tips – When Talking with your Doctor** at

<http://www.ahcpr.gov/consumer/quicktips/doctalk.htm>

Index cards made from **Handout 4**

NOTES BEFORE YOU START:

- The purpose of this lesson is to help students become familiar with questions to ask the health care provider about tests, procedures, and medical instructions. Although examples in the lesson allow students to practice medical names, don't let students feel they have to master the medical terminology. Keep them focused on the goal of the lesson while letting them get some practice with the terminology.
- To give students enough practice and to reinforce use of the questions for the three different areas of care, you might want to do this lesson slowly, over a few classes.
- One copy of **Handout 5: Dialogue Topics** needs to be cut up. Each topic should be stuck on an index card.

Presenting the Concepts:

- Tell students you are going to talk about different questions to ask the doctor about treatment. Ask them if it's ok for patients to ask the doctor questions in their native country. Point out that in the U.S. healthcare system, it is the patient's responsibility to ask questions. It is also important because time with the doctor is often very short, so you might only get some information if you ask for it.
- Tell the students you want them to think of different words they know for things you have done by the doctor. What are some tests the doctor gives you? What are some procedures a doctor might do? (If necessary, explain that "procedure" means an operation or surgery.) Next, ask students, what are some things the doctor might tell you to do to be more healthy?
- Distribute **Handout 1a**. Brainstorm answers for parts 1 and 2 as a whole group. Write answers on the board. Certainly, students will have very uneven knowledge of terms in English, depending on their own education and family health experiences. Have more examples ready to offer as needed. (For a short list of **possible answers**, see **Handout 1b**. Handout 1b is for your reference only, as is the more detailed Handout 1c.)

- After generating a couple examples for part 3 as a whole group, have students work in small groups to brainstorm health care providers' instructions. When small groups are finished, have them share their ideas with the whole class.

Activities

Activity 1: Making questions for the health care provider

- Now that students have brainstormed tests, procedures, and medical instructions, ask them for a few examples of questions that they would want to ask the doctor about these things. Stress that in the United States, asking the health care provider questions is important, and it is the patient's responsibility.
- **Question formation practice.** Distribute **Handout 2: Questions to Ask About Medical Tests**. Tell students that the paper has questions on it that are good to ask before you have a medical test. Each question has a mistake in it. They need to work in pairs to find the mistake and correct it. Then they can practice saying the corrected question. Circulate, help students with the corrections, and assist them with pronunciation.
- When students are finished, go over the handout as a whole group, checking corrections, and then practicing pronunciation. Go over what each question means, and what possible answers from the health care provider might be.

Activity 2: Recommended questions about procedures

- Distribute **Handout 3, More Recommended Questions**. Practice reading the questions on **procedures** aloud as a whole class. Work on pronunciation as needed. Discuss what each question means and why it is important. Ask what kinds of answers a health care provider might give to the various questions.

Activity 3: Dialogue Practice

- Before distributing **Handout 4**, read the sample dialogue aloud to students. Let them listen and try to figure out what is being said. Have them tell you questions and answers they heard in the dialogue. (You may need to repeat it a few times.) Distribute the handout. Have students read through it and ask you any remaining questions they have about vocabulary and pronunciation. Have them practice the dialogue with a partner.

- Give pairs of students an index card with one procedure or test from **Handout 5** on it. (Before class you need to cut up the handout into topics and put each on an index card.) Make sure everyone understands the words on their paper or card. Have partners write a dialogue in which the health care provider tells the patient he or she needs the procedure or test. The patient asks questions (at least 4) and the health care provider answers. Students can make answers according to their own knowledge or they can create humorous answers, as long as they are practicing and demonstrating an understanding of the target questions. Have pairs present their dialogues to the class. The class should listen for the question and answer.

Activity 4: Clarifying the Health Care Provider's Instructions and Advice

- Point out to the class that for the health care provider's instructions, there are many different questions they can ask.
- Ask them to name the WH- question words in English. These words can help them think of questions to ask. Write the words on the board to guide them.
- Tell the class that the doctor has told them that they need to lower their cholesterol. Ask them what questions they can come up with using the wh- words. Point out that they won't necessarily be able to make a relevant question with each, but they can with most of the words.
Examples for lowering cholesterol:
Who – no question
What – What should I do to lower it? What foods can I eat? What foods should I not eat (avoid)? What will happen if my cholesterol is high? What will happen if my cholesterol is lower? What is a good cholesterol level?
When – When will I get my next cholesterol test?
Where – Where should I get my next cholesterol test?
Why – Why do I need to lower my cholesterol?
How – How can I lower it? How much should I lower my cholesterol?
- Now give the class some more instructions.
For example, say:
You should lose weight.
You need to get chemotherapy.
- Have each student write down questions to ask about the instruction. Circulate and help students with structure and spelling.
- Have students share their questions with the class.

Computer/Writing Expansion Activity:

Set computers up on ***Quick Tips – When Talking with your Doctor*** at <http://www.ahcpr.gov/consumer/quicktips/doctalk.htm>

This webpage gives advice from the Agency for Health Care Research and Quality.

- Have students work in pairs at computers. Have them read the webpage together and decide what it means.
- Have them take notes on new advice that is helpful for them.
- Have pairs ask questions to the whole group about things they didn't understand.
- Have individual students write a paragraph on what information was interesting for them on the webpage. Have students share their reactions with the whole group.

Some Possible Answers: Brainstorming
TEACHER REFERENCE ONLY.

NOTE: There are many possible answers. Below are some examples of more common ones. Choose terms to share that are especially relevant or interesting to your particular group of learners.

1. Tests the doctor gives you

Examples: check Cholesterol, check iron in blood, MRI (magnetic resonance imaging)

Check blood pressure

x-ray

ultrasound –this test uses sounds to make pictures of inside your body

blood tests – these can detect many things, such as presence and level of vitamins, minerals, red blood cells, white blood cells, platelets, cholesterol, thyroid stimulating hormone (TSH), glucose, etc.

allergy skin test – things are stuck on your skin to see if you get a problem from them, like a rash.

pap smear – a test to check a woman’s cervix for cancer

breast exam – the health care provider feels a woman’s breast for lumps

mammogram – this test takes a picture of inside a woman’s breast

biopsy – a doctor cuts a small sample from your body to check it and learn more about your illness

vision test

hearing test

prostate exam - the doctor checks a man’s prostate to see if it feels normal or different

electrocardiogram (ECG, EKG) – studies electrical activity of the heart

pulse ox (pulse oximetry) – uses clip on finger to see how much oxygen is in your blood

reflex tests – e.g., hammer on knee

pregnancy test

2. Procedures / Operations

Example: open heart surgery, tonsillectomy

appendectomy

amputation

transplants

angioplasty – a balloon-like device is inflated in an artery to unblock it

plastic surgery

coronary bypass surgery – this surgery helps blood move better to the heart

hip replacement

arthroscopy – the doctor uses a tube to look into your joints. Many athletes have this surgery in their knees.

LASIK eye surgery – surgery with a laser to fix your eyes so you don't need glasses any more
nasal airway surgery – many people get surgery for “deviated septum” and other things that give them problems breathing with their nose

3. Things the doctor tells you to do

Example: Get more exercise, take a prescription medicine

Quit smoking

Eat more vegetables

Eat less fat

Eat less cholesterol – in animal products only

Reduce stress

Lose weight

Take more medicine, take less medicine

Sleep more

Get a blood transfusion – get new blood from another person put in your body.

Transfusions are used if you lose a lot of blood, or if something in your blood is not working correctly and is making you sick.

Get chemotherapy – for cancer

Get dialysis – when kidneys are not working well, a dialysis machine can clean toxins (bad things) out of your blood. Without dialysis, people with bad kidneys could die.

Get a shot (injection) – like a medicine to help you or kill pain

Get a vaccination – to prevent (stop) you from getting some kind of sickness in the future.

Handout 1c: Extended Teacher Reference Sheet

TEACHER REFERENCE ONLY

NOTE: This handout is provided only as a resource for teachers to look up procedures and instructions if a student asks you a name for something they have heard about which you aren't sure of. Don't distribute this page to students, as the vocabulary is too extensive and complicated for their level.

1. Tests the doctor gives you

Examples: check Cholesterol, check iron in blood, MRI

CAT or CT scan

x-ray

ultrasound –this test uses sounds to make pictures of inside your body

blood tests – these can detect many things, such as presence and level of vitamins, minerals, red blood cells, white blood cells, platelets, cholesterol, thyroid stimulating hormone (TSH), glucose, etc.

allergy skin test – things are stuck on your skin to see if you get a problem from them, like a rash.

pap smear – a test to check a woman's cervix for cancer

breast exam – the health care provider feels a woman's breast for lumps

mammogram – this test takes a picture of inside a woman's breasts

biopsy – a doctor cuts a small sample from your body to check it and learn more about your illness

urinalysis – a test to examine urine

vision test

hearing test

upper GI series – a test to examine the top of your digestive tract: the esophagus, the stomach, and part of the small intestine

glucose tolerance test – this test looks at how your body handles sugar; it checks for diabetes.

prostate exam - the doctor checks a man's prostate to see if it feels normal or different

bone density scan – this test checks how strong your bones are (usually for women, to check for osteoporosis)

echocardiogram – studies heart structure and function

electrocardiogram (ECG, EKG) – studies electrical activity of the heart

cardiac stress test – uses treadmill to check on your heart's activity

pulse ox (pulse oximetry) – uses clip on finger to see how much oxygen is in your blood

amniocentesis – the doctor puts a needle in the belly of a pregnant woman to check the liquid around the baby

endoscopy – fiberoptic tube in digestive tract

sigmoidoscopy – this test checks your rectum and lower colon

Positron Emission Tomography (PET) – radioactive imaging of brain and heart

reflex tests – e.g., hammer on knee

spinal tap – checks for abnormal spinal fluid

thyroid scan – this test takes pictures of your thyroid to see if it is working ok

pregnancy test

2. Procedures / Operations

Example: open heart surgery, tonsillectomy

appendectomy

amputation

bone graft

skin graft

In vitro fertilization

transplants

lumpectomy

mastectomy

angioplasty – a balloon-like device is inflated in an artery to unblock it

plastic surgery

thyroidectomy – the doctor takes out your thyroid

coronary bypass surgery – this surgery helps blood move better to the heart

hip replacement

laparoscopy – the doctor uses a tube to look into your belly to find problems

arthroscopy – the doctor uses a tube to look into your joints.

Hysterectomy – the doctor takes out a woman's uterus

LASIK eye surgery

nasal airway surgery

3. Things the doctor tells you to do

Example: Get more exercise, take a prescription medicine

Quit smoking

Eat more vegetables

Eat less fat

Eat less cholesterol – in animal products only

Reduce stress

Lose weight

Take more medicine, take less medicine

Sleep more

Get a blood transfusion – get new blood from another person put in your body.

Transfusions are used if you lose a lot of blood, or if something in your blood is not working correctly and is making you sick.

Get chemotherapy – for cancer

Get radiation therapy – for cancer

Get dialysis – when kidneys are not working well, a dialysis machine can clean toxins (bad things) out of your blood. Without dialysis, people with bad kidneys could die.

Get a shot (injection) – like a medicine to help you or kill pain

Get a vaccination – to prevent (stop) you from getting some kind of sickness in the future.

Handout 2: Questions to Ask About Medical Tests

Directions: Each question below has a mistake. Correct the mistake.

*Example: What ~~does~~ **is** the name of the test?*

1. What information does give the test?
2. What happen in the test?
3. Where I go for the test?
4. What I should do to prepare for the test?
5. Is the test hurt?
6. Is the test being risky?
7. When I get the results?
8. How I will get the results?
9. What happens after I'm getting the results?
10. How much is costing the test?

Handout 2 Answer Key: Questions to ask About Medical Tests

Directions: Each question below has a mistake. Correct the mistake.

Example: What ~~does~~ is the name of the test?

1. What information does give the test?

Answer: What information does the test give?

2. What happen in the test?

Answer: What happens in the test?

3. Where I go for the test?

Answers: Where will I go for the test? /Where do I go for the test?

(Maybe it will be in the doctor's office, or maybe you will need to go to a hospital or laboratory.)

4. What I should do to prepare for the test?

Answer: What should I do to prepare for the test?

(For example, do not eat or drink for 12 hours before a test.)

5. Is the test hurt?

Answer: Does the test hurt?

6. Is the test being risky?

Answer: Is the test risky?

(Alternative question: Will the test will give me some problems?)

7. When I get the results?

Answer: When will I get the results?

8. How I will get the results?

Answer: How will I get the results?

(Will the doctor's office or clinic call you? Should you call them? Will you receive a report in the mail?)

9. What happens after I'm getting the results?

Answer: What happens after I get the results?

10. How much is costing the test?

Answer: How much does the test cost?/How much will the test cost?

Recommended Questions:

Questions to ask before Surgery

- 1. What is the name of the surgery?**
- 2. What is the surgery for?**
- 3. What happens in the surgery?**
- 4. Is surgery necessary now? *Is there anything different I can do first?***
- 5. What problems can happen in the surgery?**
- 6. What are benefits *(good things)* from the surgery?**
- 7. How much experience do you have doing this surgery?**
- 8. Where will the surgery be? *(What hospital or surgery center?)***
- 9. Will I have anesthesia? What kind?**
- 10. How long is the surgery?**
- 11. What should I do to prepare for the surgery? *(For example, don't eat or drink for 12 hours before surgery; don't wear jewelry; don't take any medicine.)***
- 12. What should I do after the surgery? *(For example, stay in bed for 3 days; change your bandage every day; don't pick up heavy things for one week.)***
- 13. How long is my recovery?**
- 14. How much will the surgery cost?**

Sample Dialogue

Health Care Provider: I'd like you to have an MRI.

Patient: What information does the MRI give?

HCP: It gives a very clear picture of inside your knee, so we can see why it hurts.

Patient: What happens in the test?

HCP: Well, first you dress in a special gown. You take off everything metal, like your jewelry and watch. Then you lie down and go inside a machine for about 40 minutes. The machine makes loud noises and takes pictures.

Patient: Does the test hurt?

HCP: No, but some people get very nervous inside the machine. If you think you will be nervous, we can give you some medicine 1 hour before the MRI to help you relax.

Patient: That's probably a good idea. When will I get the results?

HCP: Two days after the MRI. I will call you and tell you about them.

Patient: How much does it cost?

HCP: It's very expensive, but your insurance will cover it.

Patient: Where do I go for the test?

HCP: My assistant will help you find a place that is covered by your insurance company.

Patient: Thanks for the information.

Handout 5: Dialogue Topics – Cut out and stick on index cards.

MRI	tonsillectomy
appendectomy	cholesterol test
biopsy	echocardiogram
transplant	plastic surgery
pregnancy test	hearing test
amputation	allergy test

Low Intermediate Health Awareness Curriculum Talking with the Health Care Provider

Lesson 3: Reading and Writing Medical Information: Medical History Forms

Life Skills:

Learners will...

- Increase familiarity with medical terminology used in reporting personal medical history.
- Practice providing personal medical history in writing on a medical history form.
- Practice listening for medical history information.

Technology Skills:

Learners will...

- Access and process information from a government webpage.

Language Skills:

Learners will...

- Learn new medical vocabulary.
- Practice writing personal medical information.
- Practice listening to medical history information.

EFF Skills:

Learners will...

- Read with purpose and understanding.
- Convey ideas in writing.
- Speak so others can understand.
- Use information and communication technology.
- Reflect and evaluate.
- Listen actively.
- Observe critically.
- Solve problems and make decisions.
- Cooperate with others.

Word Bank:

Medical history

Claim form

(Other medical terms are presented in relation to medical history form within the lesson.)

Materials needed:

Handout 1A: Matching Vocabulary

Handout 1B: Matching Definitions

Handout 2: Example of a Medical History Form

Websites: *My Medicines*, at http://www.fda.gov/womens/taketimetocare/Meds_Eng.html , plus optional recommended websites listed in the lesson for practice with women's medical history forms.

Presenting the Concepts

- Tell students that they will be practicing reading and writing medical information. Ask students to tell you some things that you need to read and write when you go to the doctor or hospital. There are many examples! Some ideas are:
 - Patient education brochures about your health problem (read)
 - Patient information forms that you fill out for the doctor (read and write)
 - Medical history forms that you fill out for the doctor (read and write)
 - Bills for doctors' services (read)
 - Insurance claim forms (read and write)
 - Pharmacy information about your medicine (read)
 - Informed consent forms. These forms say you understand a procedure the doctor will do and you give the doctor your permission to do it. (read and write)
 - Pre-op instructions. These instructions tell you what to do to prepare for an operation. (read)
 - Discharge instructions. These tell you what you to do after an operation. (read)

- Tell students that they will be practicing reading and writing medical history forms. Medical history forms are important so that the health care provider knows a lot of health information about you. They have difficult language. Tell students they don't have time to learn everything in class, so they should always ask questions at the doctor's or hospital if they don't understand. Asking questions is ok and necessary to get good health care.

Activity 1: Your Medical History

- Tell students that they are doctors and they need to make a medical history form for their office or clinic. What information do they think is important for the form? What do they want to ask the patients?

- **Handouts 1A** and **1B** are a matching set to practice more challenging vocabulary from the medical history form students will do on Handout 2A.
- **Handout 2** is a simplified composite form made from contents of many medical history forms. Have students go over it as a whole class. Let them fill it out if they like. If they feel it is too personal, tell them they can fill in false information to get practice writing on the form. You could also

let students practice filling out information at home, and then you could check it privately and return it in an envelope with feedback on it. The goals of the activity are to help students increase familiarity with the terminology and learn how to provide clear information.

Note: If you have a situation in your class in which you can have a pull-out group for female students, and if the female students are interested and comfortable with the idea, here are some URLs for online women's health history forms you can present information from and practice with:

<http://www.bvwhc.org/medicalform.html>

http://www.siue.edu/HEALTH/Womens_Health_History_Form.doc

<http://www.losolivos-obgyn.com/formph.htm>

<http://www.mckinley.uiuc.edu/Forms/womenshhf.pdf>

Listening Expansion Activity:

Give students another clean copy of Handout 2. Read the following information to the class and have them fill out the correct places on the form for the imaginary patient.

1. The patient's name is Martin Wells.
2. Martin was born on September 17, 1975.
3. He's 6'2" tall.
4. He's allergic to aspirin.
5. It gives him a skin rash.
6. He's also allergic to peanuts.
7. If he eats them, he can't breathe.
8. He takes a multivitamin pill every day.
9. Martin has problems with his back.
10. He also has sinus difficulties.
11. The doctor told him to lower his cholesterol.
12. Martin lost 10 lbs. in the last 6 months.
13. He had a kidney transplant on March 5, 2001.
14. His father died in 2003.
15. His mother died of breast cancer.

Computer Expansion Activity:

- Have students look at the following webpage, *My Medicines*:
http://www.fda.gov/womens/taketimetocare/Meds_Eng.html .
- Have partners read the information together and discuss its meaning. If neither partner understands something, have them ask the whole group to clarify.
- If possible, have students print out a copy for themselves and any other family members they are taking care of.

- Have them fill out the information for themselves and their dependents at home so they can keep the page as a reference.

Matching Vocabulary. Cut out and stick on index cards to make matching set.

Swollen	reaction
hives	frequency
dose	stroke
diabetes	severe
thyroid	dizziness
pulse	hepatitis
ulcer	genetic
epilepsy	sinus

Matching Definitions. Cut out and stick on index cards to make matching set.

When you hurt part of your body and it gets larger, like a swollen ankle.	The problem that happens when you have something you are allergic to.
When you have an allergy you can get these red areas on your skin	How often; for example, how many times in one day
How much medicine you take at one time	When there is bleeding in your brain or your brain doesn't get enough blood
When your body has a problem with insulin; the body has a problem changing sugar into energy	Very, very bad or serious
It is in your neck. It controls how fast your body parts work.	When your head feels funny, like the room is moving.
Your heart beat; you can feel it in your wrist or neck.	A serious disease of the liver; There are 3 kinds: A, B, and C.
Serious irritation in the stomach (or other parts of the body). It's like a hole in the stomach wall	A condition you are born with, from your mother and father
A condition of the brain. The person with this is unconscious and their body shakes	The space in your head behind your nose

Example of a Medical History Form

Patient's Name _____

Address _____

Home Phone _____

Work Phone _____

Birth date _____

Height _____ **feet** _____ **inches**

Weight _____ **pounds**

Drug allergies:

Allergic to:	Reaction:
<i>Example: penicillin</i>	<i>Example: My tongue gets swollen.</i>

Other allergies:

Allergic to:	Reaction:
<i>Example: strawberries</i>	<i>Example: They give me hives on my skin.</i>

Medications you are taking now (prescription and over-the-counter; include vitamins and herbs):

Medication Name	Dose (How much?)	Frequency (When?)
<i>Example: aspirin</i>	<i>325 mg</i>	<i>Once a day</i>

Personal History:

Have you ever had the conditions (problems) below? Check yes or no.

Condition	Yes	No	Condition	Yes	No
Blood disorder			Back problems		
High blood pressure			Hepatitis		
Stroke			Arthritis		
Heart attack			Irregular pulse		
Diabetes			Sinus problems		
High cholesterol			Lung problems (like asthma)		
Cancer			Tuberculosis		
Frequent or severe headaches			Ulcers		
Thyroid problems			Vision problems		
Depression			Kidney/bladder problems		
Other psychiatric conditions			Genetic problems		
Severe dizziness			Epilepsy		
Hearing problems			HIV/AIDS		

Do you smoke? _____ If yes, how much? _____

Do you drink alcohol? _____ If yes, how much? _____

Did you gain or lose a lot of weight in the last year? _____

If yes, how many pounds? _____

Surgeries

Name of surgery	Date	Reason
<i>Example: appendectomy</i>	<i>8/7/99</i>	<i>I had appendicitis.</i>

Family History

Mother:

Birth date _____

Alive? _____ **If not, year of death** _____

Cause of death _____

Mother's illnesses and conditions (health problems):

Father:

Birth date _____

Alive? _____ **If not, year of death** _____

Cause of death _____

Father's illnesses and conditions (health problems):

How many brothers and sisters do you have? _____ **brothers**

_____ **sisters**

What illnesses and conditions (health problems) do your brothers and sisters have?

Mother's parents:

Illnesses and conditions

Father's parents:

Illnesses and conditions

Is there anything else you would like the health care provider to know about your health?

Low Intermediate Health Awareness Curriculum
Talking with the Health Care Provider

Lesson 4: Reading and Writing Medical Information: Understanding Discharge Instructions

Life Skills:

Learners will...

- Increase familiarity with medical terminology used in hospital discharge and other treatment instructions.

Technology Skills:

Learners will...

- Use a word processing program to practice typing, spelling, using navigation and correction keys and spell check.

Language Skills:

Learners will...

- Learn new medical vocabulary used in hospital discharge instructions.
- Practice imperative and conditional forms of verbs.
- Practice reading and understanding health care instructions.
- Practice listening to and understanding health care instructions.
- Practice requesting clarification.

EFF Skills:

Learners will...

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

Word Bank:

discharge
avoid
experience (verb)
urgent care center
strenuous
hazardous
double vision
pain
wound
incision
pus

resume (verb)

Materials needed:

Handout 1: Discharge Instructions

Handout 2A: Discharge Instructions Matching Activity: Vocabulary

Handout 2B: Discharge Instructions Matching Activity: Explanations

Handout 3A. Pair Listening Practice

Handout 3B. Pair Listening Practice

Handout 4: Conversation with the Discharge Nurse

Handout 5: Spelling Dictation

NOTE: Copy Handouts 2A and 2B on different colored paper (e.g., 2A on pink paper, 2B on green.) Cut the cards out. For added durability, paste the cards onto index cards. Clip together sets. One set is one copy of all the cards made from a sheet of 2A combined with one copy of all the cards made from a sheet of 2B. Make enough sets for each group of 3-4 students in the class to get one set.

Presenting the Concepts

Tell students that they will be learning about hospital or urgent care center discharge instructions. Ask if anyone knows what it means to be *discharged* from the hospital. What are discharge instructions?

- Ask if anyone ever went to the emergency room. When they were leaving, did the doctor or nurse give them a paper with instructions on it? What were the instructions for? Did they understand all the instructions? Do they remember some of the instructions? (List them on the board.)
- Emphasize that discharge instructions are important to practice because after you have had an operation or an accident, you might not feel very good or awake, but you need to understand what you have to do to get healthy and stay healthy.
- Ask students to imagine that they were riding a bicycle and had an accident. They had a bad cut on their leg. They get stitches in the emergency room. They get instructions to take care of the wound on their leg. What do they think some instructions for taking care of the wound might be? If necessary, you can prompt them with the following examples (say them and write them on the board):
 - Keep it clean.
 - Keep it dry.
 - Put a fresh band-aid on it every day.
 - Put antibiotic cream on it every morning for 2 days.

Go to your doctor in 7 days to get the stitches out. Etc.

Activity 1: Discharge Instruction Vocabulary

Tell students that patients normally receive discharge instructions in writing. They might have to sign a paper saying that they understand the instructions. A nurse might go over the instructions with them. The class is going to practice reading some instructions, pronouncing them, listening to them, and asking for explanations.

Distribute **Handout 1: Discharge Instructions**. First have students read the handout silently so they can begin to wrestle with the vocabulary. Then read it together as a class, with students volunteering to read parts of it. Explain that the information in parentheses explains the discharge instruction vocabulary. Talk about what the instructions mean. Have students practice the pronunciation in the whole group. Then have them read the instructions in pairs, prompting each other when they hear something mispronounced.

Activity 2: Matching with Discharge Instruction Vocabulary

Have students work in groups of 3-4. Give each group a set of matching cards made from **Handouts 2A** and **2B**. (See instructions on first page of the lesson for making matching card sets.) Have groups match vocabulary with explanations. Circulate and check the groups' progress. After they have correctly matched the cards, have group members practice reading the vocabulary aloud to one another to practice pronunciation. If students want or need the writing practice, they can copy down vocabulary and definitions in their notebooks.

Activity 3: Paired Listening.

Have students work in pairs. Give one half of each pair **Handout 3A**. Give the other **Handout 3B**. Have the student with 3A read a sentence from the top half of their paper to the other student. Have the second student look for a sentence which means the same thing on the top half of 3B and read it aloud to the first student. If both students agree on the match, they can continue with the other sentences on the top half. When they have finished the top half, they reverse roles and continue on the bottom half.

Activity 4: Dialogues

Remind students that sometimes a nurse will go over discharge instructions with patients before they leave the hospital. Tell them they are going to practice having a conversation with a nurse about discharge instructions. Present the example on Handout 4 orally. Before handing it out, let them listen to it and try to understand what you are saying. Then distribute **Handout 4**. Have the class practice the dialogue together. Check for comprehension. Then have the class practice in pairs.

- Have pairs write their own dialogues. They can make up any condition they want. They should use at least 4 of the instructions they practiced on **Handout 1**, and they need to include a minimum of 3 clarification questions. You might want to elicit from them or give them examples of clarification questions in advance. Examples:

Could you explain that, please?

Did you say...?

Let me see if I got that right. I need to..., then..., right?

Would you repeat what you just said, please?

Does that mean...?

Can I...?; Is it ok if I...?

- Have pairs present their dialogues to the whole class. The audience should listen and write down a minimum of 2 instructions that they hear in each dialogue.

Computer Expansion Activity (Optional): Spelling Dictation

Set up Microsoft Word on the computers. Tell students they will work with a partner to practice spelling their new vocabulary on the computer. Give each pair one copy of **Handout 5: Spelling Dictation**. (Note: Handout 5 can be cut into 2 copies.) Tell students they should type a number, period, then 2 spaces before they type a word. One partner should say the words to the other. After the students type a word, they should hit enter to go to the next line. When the first student has finished typing, partners should switch roles.

You might want to pre-teach the following, depending on learners' familiarity with the keyboard and Word:

Enter

Backspace key

Delete key

Arrow keys

Spell check

Discharge Instructions

Discharge instructions can say many different things, because they can be about many different conditions. Here are some examples of language in discharge instructions. Read them with your teacher, talk about what they mean, and practice pronouncing the words.

1. Discharge instructions often have these words, with a list of symptoms after them:

- **If you experience any of these symptoms, seek care immediately:**
- **Call your doctor immediately if you experience any of the following:**

The 2 lines above mean: *If you have the problems in the list of symptoms below, you need to call a doctor quickly.*

Maybe the instructions say:

If you experience any of these symptoms, seek care immediately:

- **Fever**
- **Increased pain** (*more pain, more hurt*)
- **Drainage from the wound** (*liquid is coming out of the wound or cut area*)
- **Swelling** (*The hurt area is getting bigger. Blood is staying inside the area.*)
- **Numbness** (*You can't feel the area that was hurt. You lose feeling.*)

Other symptoms for different conditions might be:

- **You have difficulty breathing.**
- **You cough up blood.**
- **You have a severe headache.** (*Severe means very, very bad.*)
- **You feel weak.** (*You have no energy.*)
- **You feel confused or strange.** (*Maybe you don't know where you are for a moment, or you can't remember what is happening for a moment.*)
- **Your stitches or staples come out.** (*The surgeon puts in stitches or staples to close you up when surgery is finished.*)
- **You have difficulty sleeping.** (*You cannot fall asleep or you wake up a lot.*)
- **You have double vision.** (*You see 2 of everything.*)
- **You see pus in your incision.** (*You see thick, yellow-white liquid coming out of the cut. This liquid means your cut is infected.*)

2. Discharge instructions also often have these words, with a list of activities after them:

Avoid these activities:

The line above means: Don't do the activities in the list now. They may hurt you or make your problem worse.

Maybe the instructions say:

Avoid these activities for 7 days:

- **Lifting heavy objects** (*Don't pick up heavy things, including children*)
- **Climbing stairs** (*Going up stairs.*)
- **Strenuous activity** (*Don't do anything that uses a lot of energy and muscle power. For example, don't do the vacuuming.*)
- **Consuming alcoholic beverages** (*Don't drink beer, wine or liquor.*)

After general anesthesia (when you are put to sleep for surgery), the instructions often say:

Avoid these activities for 24 hours:

- **Being alone**
- **Driving a car**
- **Operating hazardous machinery** (*Don't use big machines, like a car, tractor, forklift, exercise machines, or construction equipment, because you might have an accident with them.*)
- **Making legal decisions.** (*Don't decide anything important, like who should take care of your bank account or have custody of your children. Don't sign a contract to buy a house or car. You might make bad decisions, because your thinking is not clear from anesthesia.*)

3. Other things you might see in discharge instructions are:

- **Resume normal activities in 24 hours.** (*Relax and follow the doctor's instructions for 24 hours. Then you can do everything that is normal for you.*)
- **You should begin to feel better in 4-5 days.**
- **Your doctor is giving you a prescription for _____ (prescription drug name). Take it as directed for pain.** (*Your doctor is giving you this drug to help you feel less pain. Follow the directions on the prescription bottle.*)
- **It is ok to take over-the-counter drugs like acetaminophen for pain.** (*It is ok to take non-prescription drugs from the pharmacy for your pain. Acetaminophen is the same as Tylenol.*)

Discharge Instructions Matching Activity: Vocabulary. (Copy on different color paper from explanations on Handout 2B.)

If you experience swelling	Seek care
strenuous	over-the-counter pain medication
operating hazardous machinery	Avoid
pus coming out of your incision	increased pain
Resume	alcoholic beverages

Discharge Instructions Matching Activity: Explanations. (Copy on different color paper from instructions on Handout 2A.)

if the hurt area is getting bigger	Call a doctor (get help)
uses a lot of energy or muscle power	Medicine for pain that you can buy without a prescription, like Tylenol or Advil
Examples are driving a tractor, using exercise machines, or using construction equipment.	Don't do this.
yellow-white liquid coming out of the cut you got in surgery	You hurt more, or you have worse pain.
Start again or continue	beer, wine, or liquor

Pair Listening Practice.

Say these sentences to your partner. Your partner will look on his or her paper to find a sentence that means the same thing.

- 1. Call your doctor immediately if you experience swelling.**
- 2. Seek care immediately if you experience double vision.**
- 3. Avoid strenuous activity for 72 hours.**
- 4. It is ok to take over-the-counter pain medication as needed.**
- 5. After anesthesia, avoid operating hazardous machinery.**

Listen to the sentences your partner says. Don't look at your partner's paper. Find a sentence below that means the same thing. Say it to your partner and see if he or she agrees with you.

- a. Do not drink beer, wine, or liquor for 1 day.**
- b. If you hurt more, or you feel more pain, call the doctor now.**
- c. Don't pick up heavy things, including your children, for one week after your operation.**
- d. Start to do everything you do regularly after 2 days.**

Call the doctor now if you see yellow-white liquid coming out of the cut you got in surgery. You probably have an infection.

Pair Listening Practice.

Listen to the sentences your partner says. Don't look at your partner's paper. Find a sentence below that means the same thing. Say it to your partner and see if he or she agrees with you.

- a. It is ok to take medicines you can buy without a prescription, like Tylenol or Advil, when you need them for your pain.**
- b. Call your doctor now if the hurt area is getting bigger or fatter.**
- c. Don't drive a tractor, use exercise machines, or use construction equipment, because you might feel sleepy or confused and have an accident.**
- d. Don't do anything that uses a lot of energy or muscle power for 3 days.**
- e. Call a doctor now if you see 2 of everything.**

Say these sentences to your partner. Your partner will look on his or her paper to find a sentence that means the same thing.

- 1. Avoid lifting heavy objects for seven days after your surgery.**
- 2. Call your doctor immediately if you see pus coming out of your incision.**
- 3. If you experience increased pain, seek help immediately.**
- 4. Resume normal activities in 48 hours.**
- 5. Avoid alcoholic beverages for 24 hours.**

Conversation with the Discharge Nurse

Nurse: Here are your discharge instructions. Let's go over them together and make sure you understand them.

Patient: OK. I'm still a little sleepy from the anesthesia, but I'll try to understand.

Nurse: Ask me if you don't understand something, OK?

Patient: OK.

Nurse: First, because you had general anesthesia, you need to avoid driving, using hazardous machinery, being alone, drinking alcoholic beverages, and making legal decisions for 24 hours.

Patient: Could you explain what "hazardous machinery" means, please?

Nurse: It means things like power tools, gym equipment, and stuff like that. If you are still sleepy or confused, you might make a mistake and hurt yourself or someone else.

Patient: Oh, ok.

Nurse: You also need to keep an eye on your surgery incision. Call your doctor immediately if it looks swollen. Also, call if you have a fever. That could mean you have an infection.

Patient: So I should call if it's swollen or if I get a fever. Is that right?

Nurse: That's right. Try not to get it wet for 3 days. Change the Band-Aid every day.

Patient: Can I take a shower or a bath?

Nurse: Yes, but keep that part out of the water. Avoid strenuous exercise for 3 weeks. If it hurts, take some Tylenol.

Patient: OK. I think I understand. Keep it dry, only do gentle exercise for 3 weeks, and take Tylenol for pain, right?

Nurse: Right. Call your doctor's office if you have any questions when you get home. Call him in one week to get an appointment to take your stitches out. Please sign your name right here.

Dictation

Words: Say these words to your partner. Your partner should type them on the computer. If you don't have a computer, your partner should write them on a piece of paper.

1. avoid
2. numb
3. fever
4. double
5. stitches
6. symptom
7. immediately
8. care
9. incision
10. resume

CUT-----

Dictation

Words: Say these words to your partner. Your partner should type them on the computer. If you don't have a computer, your partner should write them on a piece of paper.

1. avoid
2. numb
3. fever
4. double
5. stitches
6. symptom
7. immediately
8. care
9. incision
10. resume

Low Intermediate Health Awareness Curriculum

Unit 2: Taking Medications

Purpose: Learners will practice reading, pronouncing and understanding selected vocabulary and instructions from pharmacy printed patient education information and health information websites.



Lesson 1: Getting Information about Over the Counter Medications



Lesson 2: Getting Information about Prescription Medications

Low Intermediate Health Awareness Curriculum Unit 2: Taking Medications

Lesson 1: Getting Information about Over the Counter Medications

Life Skills:

Learners will...

- Become familiar with patient education and safety information for over-the-counter medications.

Technology Skills:

Learners will...

- Find information on an interactive health education website.
- Test their knowledge of content on an interactive health education website.

Language Skills:

Learners will...

- Learn new vocabulary.
- Read patient safety information on drug labels
- Ask and answer questions about medication safety orally and in writing.
- Discuss opinions.
- Read and discuss a story about patient safety and over-the-counter drug labeling.

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:

Over-the-counter medication

Prescription medication

Symptoms

Side effects

Avoid

Patient education brochures/print-outs

Sample patient education language: (can be presented in context of reading activity; doesn't need to be learned in advance)

For over-the-counter drug example:

Active ingredients

Use (noun)
Warning
Inactive ingredients
Avoid
Symptoms
Treat (verb)

Materials needed:

Board or flipchart, chalk or markers
Computers with Internet access (optional)
Realia: Empty over-the-counter medication containers with new drug information labeling
Handouts 1, 2a, and 2b
Websites: <http://www.bemedwise.org/label/label.htm> over-the-counter drug label
http://www.bemedwise.org/quiz_facts/quiz.htm over-the-counter drug label quiz

Presenting the Concepts:

Tell students that today they will be discussing how to get important information about medications.

Ask them what they do now when they take a medication to learn about it. (For some students, this discussion might serve as a useful recap of earlier lessons on talking with the health care provider.)

Do they ask questions? To whom?

Do they read about the medication? Where?

What information do they think is important to know about a new medication?

Did anyone have a bad experience with a new medication before? Does anyone want to share a story about what happened?

Tell students that there are 2 kinds of medications available at a pharmacy: over-the-counter and prescription.

Ask if anyone can explain the difference between over-the-counter and prescription. In this lesson, students will be looking at getting information on over-the-counter medications. Show examples (containers only!). (You might want to explain if there is any confusion that some prescription drugs become over-the-counter drugs after a few years. One example of this is Claritin.)

Elicit more examples of each kind of medication and write 2 lists of examples on the board. Some examples:

Over-the-counter: Sudafed, Tylenol, Advil, vitamin supplements, Tylenol PM, Robitussin, Neosporin ointment, etc.

Prescription: antibiotic pills, birth control pills, Vioxx, Lipitor, insulin, Allegra, etc.

Activity 1: The New Over-the-Counter Drug Information Label

Have students look at the **new drug information label for over-the-counter drugs**. You can bring in examples of containers with the new label. You might want to also bring an example of the old, very difficult to read label so students can see the difference. (It's a vast improvement!)

Have students look at an interactive version of the new label online at <http://www.bemedwise.org/label/label.htm> . Students can point the mouse at the red circles at the left of the screen to see explanations of the different sections on the label. The explanations are fairly simple for the intermediate level, but it's advisable to preview them to see if there is vocabulary you will need to explain to your students.

If you don't have classroom access to computers, you can print out a version of this label complete with explanations. On the interactive page listed above, click on printer-friendly version. This will open a PDF file that you can print from.

Activity 2: Checking Our Knowledge

If your class has computer access, they can work in pairs to complete the over-the-counter drug label quiz at http://www.bemedwise.org/quiz_facts/quiz.htm. Students will need to discuss answers with each other and choose one that they think is best. The computer will check their work. As always, preview the quiz so you will know what might need explaining for your particular students.

If your class does not have computer access, you can print the quiz in advance and let students discuss the answers. Be sure to check the answers to the quiz for yourself before class.

Activity 3: Handout 1: Examining Over-the-Counter Drug Labels

Distribute **Handout 1**. Give out empty containers of over-the-counter drugs to students. You can give one container to 2 or 3 students. Pairs or groups should work together to identify the necessary information from the label, then they should write it on their individual handouts. You can circulate and see if students are finding the information and writing it correctly.

Homework: Give students a second copy of **Handout 1**. Have them take it home and answer the questions for one over-the-counter medication they have at home or see in the pharmacy.

Reading Expansion Activity: Marta's Story (Handout 2a)

Have students read Marta's story individually and then read it as a whole group. Go over any vocabulary and pronunciation questions students have. Let students take turns reading parts of it aloud if they find that helpful.

Ask questions to check on the students' comprehension, such as:

What was wrong with Marta at the beginning of the story? What were her symptoms? What is her job? What did she want to get at the pharmacy? What information did she miss when she didn't read the label? How much medicine did she take? When did she take it? What happened?

Have students discuss the follow-up questions to Marta's Story on **Handout 2b** in small groups. Have them report their answers back to the whole group.

Activity 4: Asking Questions at the Pharmacy

Elicit from students questions that Marta could ask the pharmacist (or a health care provider) to get good information about medication if she doesn't understand the label.

Examples might be:

What is this medicine used for?

What is in this medicine?

I'm allergic to _____. Is it in this medicine?

What are side effects of this medicine?

I am pregnant. Can I use this medicine?

I am breastfeeding/nursing. Can I use this medicine?

How much should I take at one time?

How many times a day should I take it?

How much can I take in one day?

How should I store it?

Have students role-play conversations between a customer and a pharmacist. The customer can ask the questions above, and the pharmacist can look for the information on a container that you give him and answer the questions.

Examining Over-the-Counter Drug Labels

With your group, look at the drug information label your teacher gave you. Find the correct information and write it down on this paper.

1. What is the name (active ingredient) of this drug? _____

2. What is the active ingredient or ingredients in this drug?

3. What is one of the inactive ingredients in this drug?

4. Are you allergic to any of these ingredients? _____

5. Can you drive when you use this medicine?

6. Do you think you should drink alcohol when you use this medicine?

7. If you are a child of 7 years old, how much of this drug can you take?

8. What are some side effects you might get from this drug?

9. If you are an adult of 20 years old, what is the largest amount of this drug you should take in one day? _____

10. Is it ok to keep this medicine in a hot place? _____

11. Is it ok to keep this medicine in a wet place like the bathroom after a shower? _____

12. What are some reasons you should ask a doctor before you take this medicine?

Low Intermediate Health Awareness, Unit 2, Lesson 1, Handout 1
Examining Over-the-Counter Drug Labels Answer Key

With your group, look at the drug information label your teacher gave you. Find the correct information and write it down on this paper.

1. What is the name of this drug? *chlorpheniramine maleate (we don't know the brand name.)*

2. What is the active ingredient or ingredients in this drug?

chlorpheniramine maleate

3. What is one of the inactive ingredients in this drug?

D&C Yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch

4. Are you allergic to any of these ingredients? *Variable answers.*

5. Can you drive when you use this medicine?

Yes, but you should be careful. You might get drowsy or excitable.

6. Do you think you should drink alcohol when you use this medicine?

This is a matter of opinion, but you might get drowsier from alcohol. Also, remind students that alcohol might stop any drug from working well.

7. If you are a child of 7 years old, how much of this drug can you take?

1 tablet every 4-6 hours.

8. What are some side effects you might get from this drug?

You might get drowsy or excitable.

9. If you are an adult of 20 years old, what is the largest amount of this drug you should take in one day? *No more than 12 tablets in 24 hours.*

10. Is it ok to keep this medicine in a hot place? *not hotter than 77 degrees F.*

11. Is it ok to keep this medicine in a wet place like the bathroom after a shower? *No. It says "protect from excessive moisture."*

12. What are some reasons you should ask a doctor before you take this medicine?

You should tell a doctor if you have glaucoma, breathing problems, trouble urinating from an enlarged prostate.

Marta's Story

Marta was having a very bad spring because of her allergies. She couldn't breathe. Her eyes were sore and her nose was running all the time. She coughed a lot and she couldn't think very clearly. She was miserable. She had a really hard time doing her job as a hotel housekeeper because she felt so bad.

One day she went to the pharmacy. She remembered seeing her friend buy medicine for allergies before, so she went to the same aisle in the store. She saw the word "antihistamine" on some boxes of medicine. She knew that was the kind of medicine for allergies. She found a nice-looking orange box. She didn't read for more information about the antihistamine. She didn't read that this antihistamine was the non-drowsy kind. She didn't read that it could make her very awake and shaky. She didn't read that she should only take one pill at a time. She thought all the antihistamines were the same. She bought the box.

Marta went home and took 2 tablets before she went to bed. Soon she was very awake. She was shaking. She was very thirsty. She could feel her heart beat fast. She was afraid she might have a heart attack. She didn't sleep all night. The next day, she called in sick to work and went to the hospital. She told the nurse what medicine she took and how much, and the nurse explained what happened.

Discussion Questions

1. What happened in the story? Tell what you remember to the person next to you.
2. Why do you think Marta didn't read the information on the antihistamine box?
3. What can she do differently the next time she goes to the pharmacy for medication? What suggestions do you have for her?

Low Intermediate Health Awareness Curriculum Unit 2: Taking Medications

Lesson 2: Getting Information about Prescription Medications

Life Skills:

Learners will...

- Become familiar with patient education and safety information for prescription medications.

Technology Skills:

Learners will...

- Navigate a large government health education web site in order to find specific information.

Language Skills:

Learners will...

- Learn new vocabulary.
- Read drug label information on patient safety.
- Answer questions about medication safety orally and in writing.
- Discuss opinions.
- Read and discuss a story about patient safety and over-the-counter drug labeling.

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:

Over-the-counter medication

Prescription medication

Brand name

Generic

Symptoms

Side effects

Avoid

Patient education brochures/print-outs

Sample patient education language: (can be presented in context of reading activity; doesn't need to be learned in advance)

For prescription drug example:

Aerosol
Oral
Bronchi
Shake
Inhale
Exhale
Deeply
Process
Dry
Dizziness
Heartburn
Lose your appetite
Taste
Anxious
Sit still.
Sweat
Rash
Itching
Swelling
Poison
Weakness
Share

Materials needed:

Board or flipchart, chalk or markers

Computers with Internet access (optional)

Realia: Prescription drug containers and education printouts (if available)

Handout 1: Pharmacy Information

Handout 2: True or False

Handout 3: Using MedlinePlus to Find Information about Medicines

Handout 3a: Pediazole, and Answer Key

Handout 3b: Zoloft , and Answer Key

Websites:

<http://www.ahrq.gov/consumer/safemeds/safeques.htm>

Questions to Ask before Taking Medicine

<http://www.cal.org/ncle/health/> Picture stories “The Right Dose” and “A Doctor’s Appointment”; can be used to start discussion on prescription drug safety.

<http://www.nlm.nih.gov/medlineplus/druginformation.html>

MedlinePlus drug information webpage.

Presenting the Concepts:

If you have not already done Lesson 1, you can use the suggestions in

Presenting the Concepts in that lesson to introduce Lesson 2. If your students have already done Lesson 1, you might want to focus them on prescription drugs

by bringing in printouts of prescription drug information from a pharmacy or the Internet and asking students if they have seen these kinds of papers before, what the papers are for and how they can use them. Also, you can use the picture stories “The Right Dose” or “A Doctor’s Appointment” at <http://www.cal.org/ncle/health/> to get students talking about prescription safety.

Tell students that today they will be discussing how to get important information about medications.

Ask them what they do now when they take a medication to learn about it. (For some students, this discussion might serve as a useful recap of earlier lessons on talking with the health care provider.)

Do they ask questions? To whom?

Do they read about the medication? Where?

What information do they think is important to know about a new medication?

Did anyone have a bad experience with a new medication before? Does anyone want to share a story about what happened?

Tell students that there are 2 kinds of medications available at a pharmacy: over-the-counter and prescription. Ask if anyone can explain the difference between over-the-counter and prescription. In this lesson, students will be looking at getting information on over-the-counter medications. Show examples (containers only!).

(You might want to explain if there is any confusion that some prescription drugs become over-the-counter drugs after a few years. One example of this is Claritin.)

Elicit more examples of each kind and write 2 lists of examples on the board.

Activity 1: A Simplified Medication Description

Ask students if they have tried to read printouts from the pharmacy before.

Was it easy or difficult? How much did they understand? If they understood something, did they learn helpful information?

Tell students that they are going to look at a simplified version of a pharmacy patient education printout (**Handout 1**). It’s for a common prescription medication for asthma. Make sure everyone understands what asthma is.

The goal of the activity is NOT to memorize every new vocabulary word. The goal is to become familiar with *kinds* of information and vocabulary that are often found in the patient education materials.

For new vocabulary, decide in advance what words will be new for your class. Decide whether you want to preteach them or teach them as they come up in the reading.

First, go over the headings on Handout 1 with students. These are the words in boldface in the left hand column. Make sure everyone understands what each heading means. Suggested explanations:

Drug: name of the medicine. Sometimes it gives 2 names, the brand name and the chemical name. The chemical name is usually the name for the generic drug.

Drug type: the family of the drug. For example, “antibiotics” is a family, and penicillin and sulfas are different drugs in that family.

Brand names: names for non-generic drug. Names the drug companies give to their products.

Uses: What are the problems that you take the drug for?

How do you take it?: Instructions for using the drug.

Possible side effects: Not what you are taking the drug for; extra things that might happen if you take the drug. For example, you take a drug to make your headache go away. It makes your headache go away, but it also makes you sleepy. The sleepiness is a side effect.

Drug interactions: When you take this drug with another drug, what will the 2 drugs do together in your body? Will they give you a problem?

Overdose: Taking too much of the drug so that it is bad for you. Maybe it poisons you or gives you bad side effects.

When students understand the headings, begin to read the information under the headings. Have students try to read a section silently first, then ask a student to read part of it aloud. Ask students what they don’t understand. Stress to them that reading drug information is difficult for native speakers, so they should not expect to understand everything, but they can get to know some useful vocabulary and information. Give explanations as needed, and ask comprehension questions as you go.

For the “How do you take it?” section, you can have students act out the instructions. If you can bring an inhaler to class to demonstrate, it might be helpful, but don’t pass it around to students.

Under “Drug Interactions,” beta blockers are used for heart rate and blood pressure regulation. Diuretics are used to control blood pressure and reduce water in the body.

When the class has gone through the whole handout, students can proceed to **Handout 2** to work with the information in Handout 1. Students can work independently or discuss the questions with others. When all are done, check the answers as a whole class.

Answers: 1)T 2)T 3)F 4)T 5)T 6)F 7)T 8)T 9)T 10)F 11)T 12)T 13)T 14)T 15)F

Activity 2: Using MedlinePlus to Learn about Medications You Use

Tell your students that **MedlinePlus** is a web page for consumers put together by the National Institutes of Health and the National Library of Medicine. It is good information. They don't want to sell you anything. They try to make it true and useful. MedlinePlus has links to lots of information on health conditions and drugs. Tell your students that they will use it to learn about medications.

If your class doesn't have Internet access, print out information to provide to your students on the medicines in this activity. They will be looking at

Pediazole (for children's ear infections)
Zoloft (a common antidepressant)

Students should read web site access instructions on **Handout 3**, then fill out **Handouts 3a** and **3b** with answers they find on the web site. You might want to do **Handout 3a** as a whole group, then let students work in pairs on **Handout 3b**. You might also want to go over the difference between "generic" and "brand name" drugs before they start.

Go over answers together.

When finished, ask the class how they liked using MedlinePlus.

Was it interesting? Confusing?

How did you feel reading about all the side effects? Was it surprising? If the learning about the side effects makes anybody in the class anxious, just remind students that these are many possible side effects, but only a small percentage of people get them. Sometimes side effects go away after your body gets used to the drug for a while. Any drug can give some of us side effects, because all of us have different chemistry in our own bodies.

Do you think you will use it on your own sometime to find out about medicines for your family?

Activity 3: Asking the Pharmacist

Tell students that when they have questions about a medicine, either prescription or over-the-counter, they can always ask the pharmacist. It is part of the pharmacist's job to answer questions and educate customers. The federal government made a list of questions you can ask a pharmacist about your drugs before you take them. The questions are at:

<http://www.ahrq.gov/consumer/safemeds/safeques.htm> (You might want to print copies for students in advance to save on class time at the printer.)

Have students read through the questions and ask about questions they don't understand. You might want to spend some time on generic vs. brand name, and no. 8. For no. 8, explain to students that for some medicines you need to have blood tests every week or two to check and see how much of the medicine is in your blood. If there is too much or too little in your blood, the doctor will tell you how much less or more medicine you need to take. For no. 9, you can explain that for some medicines you feel the benefit in right away, or in one or two days, but for other medicines you may need to wait a few weeks or a month or before you feel the benefits. Every kind of medicine is different.

Pharmacy Information

Remember this is just an example for learning English! For correct information you should ask a pharmacist or health care provider.

Drug: Albuterol 90 mcg inhaler

Drug type: Bronchodilator
aerosol oral inhaler

Brand names: Ventolin, Proventil, etc.

Uses: Albuterol relaxes some muscles in your lungs and opens up the bronchi, places where air needs to go inside your lungs. It helps you breathe more easily.
Health care providers prescribe it for asthma, bronchitis and emphysema.

How do you take it?

Shake the medicine very well before you use it.
Put the medicine (inside its inhaler) in front of your mouth.
Breathe out (exhale) as much air as you can to make your lungs empty.
Press down the spray and breathe it in (inhale) as deeply as you can.
Hold your breath for a few seconds to give your lungs time to absorb the medicine.
Let your breath out.
If your health care provider told you to inhale the medicine more than one time, wait for one minute before you repeat the inhalation process.

Remember:

Follow your health care provider's instructions.
Don't use this medicine very often, because if you do, it might not work as well, and you might have more side effects.
If this medicine doesn't help your problem, tell your health care provider.
If this medicine stops working, tell your health care provider.

Possible Side Effects:

If you have any of these, they might go away after your body gets used to the medicine.
If they don't go away soon, tell your health care provider:

Dry mouth
Sore throat
Dizziness
Headache
Heartburn
You lose your appetite.

Your mouth tastes funny.
You feel nervous or anxious.
You can't sit still.
Shaking
Sweating

These are more serious side effects. Tell your health care provider immediately if you have these:

Your heart beats too fast.
It is more difficult to breathe.
You feel pain in your chest.

These are allergy symptoms. Allergy to albuterol is not common. If you have these, go to the emergency room immediately:

Rash
Itching
Swelling
Dizziness
Can't breathe

Drug Interactions:

Before you take any prescription medicine, tell your health care provider what other medicines you are taking.

Before you take albuterol, it is very important to tell your health care provider if you are taking:

Beta blockers
Other asthma drugs
Antidepressants
Diuretics

Also check with your health care provider if you are taking albuterol and you want to take diet pills, cold medicines and cough medicines.

Overdose:

If you take too much of this medicine you should call your local poison control center (Number: _____) or go to the emergency room. You might have some of these symptoms if you have overdosed on albuterol:

Seizure
Dizziness
Headache
Very fast heartbeat
Weakness in your muscles
You can't sleep.
Chest pain

Low Intermediate Health Awareness, Unit 2, Lesson 2, Handout 1, page 3

Do not share your albuterol with other people.

Store the albuterol in a dry place without sunlight, at 59 - 86 degrees F (15-30 degrees C.)

True or False?

1. Albuterol is sometimes called Ventilin or Proventil.
2. You take albuterol by breathing it in through your mouth.
3. Albuterol relaxes some muscles in your legs.
4. You should shake the albuterol before you use it.
5. You need to empty your lungs before you inhale the albuterol.
6. Hold your breath for 5 minutes when you inhale the albuterol.
7. Some people may need to inhale the medication twice.
8. If you use this medicine a lot, it might be less helpful for you.
9. If the albuterol does not improve your asthma, you should tell your health care provider.
10. Some side effects of albuterol might be dizziness, nervousness, and nausea.
11. It might be hard to sit still when you take this drug.
12. A rapid heartbeat is a serious side effect of albuterol.
13. You might be allergic to albuterol if it gives you a rash, itching or swelling.
14. You should tell your health care provider if you are already taking betablockers before you start taking albuterol.
15. You should go to the emergency room if you have a sore throat when you take the albuterol.

Using MedlinePlus to Find Information about Medicines

- First, go to the MedlinePlus web site at:
<http://www.nlm.nih.gov/medlineplus/>
- Look for the words “Drug Information” and click on them.
- The first drug you will look at is PEDIAZOLE. It is a common antibiotic drug for children’s ear infections. Look for the part of the alphabet where you will find the name. Click on that box.
- Now you are on a page with many drug names that begin with P. Go down until you find Pediazole. Click on “MedMaster” under Pediazole.
- Now you will see lots of information on Pediazole. Take a look at the different questions that you can find answers for on this page. When you are ready, look at Handout 3a and answer the questions.

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When you have finished Handout 3a, you will be ready to look at another drug. This drug is called Zoloft. It is a common antidepressant.

- First, look up at the top of the page where you were reading about Pediazole. You will see the sections of the alphabet at the top of the page. Find the section where you will find Zoloft and click on it.
- You will see a long list of drug names. Go down the list until you find Zoloft. Click on “MedMaster” under Zoloft.
- Now you will see lots of information on Zoloft. Take a look at the different questions that you can find answers for on this page. When you are ready, look at Handout 3b and answer the questions.

Pediazole

1. What 2 medicines are in Pediazole? _____

2. Who is it used for, adults or children?

3. How many days do you usually take it? _____

4. Is it ok if you stop taking it before then if you feel better?

5. What are 2 examples of things you should tell your health care provider about your child before your child takes Pediazole? See the section called "What special precautions should I follow?" Remember, "I" means the child who is taking the drug.

7. What are some side effects of Pediazole?

8. What are some new vocabulary words you see under side effects? Ask your classmates and teacher what they mean.

Pediazole (Answer Key)

- 1. What 2 medicines are in Pediazole?** *Erythromycin and Sulfisoxazole*
- 2. Who is it used for, adults or children?** *Usually in children (you can explain the prefix “pedia-.”*
- 3. How many days do you usually take it?** *10 days.*
- 4. Is it ok if you stop taking it before then if you feel better?** *No. (“Do not take more or less of it...than prescribed by your doctor.”)*
- 5. What is 1 example of something you should tell your health care provider about your child before your child takes Pediazole? (The items listed on MedlinePlus are complex, but stress to students that there are certain general things that it’s always good to tell the health care provider when starting a new drug: allergies, other drugs you are taking, other conditions that you have that the drug might affect, and if you are pregnant.)**

Tell the doctor if your child is allergic to any antibiotics (list is included).

Tell the doctor what other drugs your child is taking.

Tell your doctor if your child has kidney disease, liver disease, allergies, anemia, etc.

- 6. What are some side effects of Pediazole?**

Upset stomach, diarrhea, vomiting, stomach cramps, rash More serious: severe rash, itching, hives, difficulty breathing or swallowing, wheezing, stomach pain, yellowing of skin or eyes, dark urine, pale stools, unusual tiredness, sore throat, fever, joint pain, blood in urine, unusual bleeding or bruising; dark, tarry stools

- 7. What are some new vocabulary words you see under side effects?**
Ask your classmates and teacher what they mean. *Variable responses.*

Zoloft

1. What is the generic (chemical) name for Zoloft? (Generic is the opposite for “brand name.” _____)

2. What are the uses of Zoloft?

3. How many times in one day do you take Zoloft? _____

4. What are some examples of physical conditions you should tell your doctor about before you take Zoloft?

5. Can you take 2 pills at one time if you forgot to take one? See “What Should I do if I Forget a Dose?”

6. What are some possible side effects of Zoloft?

7. What are some new vocabulary words you see under side effects? Ask your classmates and teacher what they mean.

Zoloft Answer Key

- 1. What is the generic (chemical) name for Zoloft?** *Sertraline*
- 2. What are the uses of Zoloft?**
It is used to treat depression, obsessive-compulsive disorder, and panic attacks.
- 3. How many times in one day do you take Zoloft?** *Once a day.*
- 4. What is 1 example of a physical condition you should tell your doctor about before you take Zoloft?**
Glaucoma, enlarged prostate, seizures, thyroid problems; liver, kidney or heart disease.
- 5. Can you take 2 pills at one time if you forgot to take one?** *No (“Do not take a double dose...”)*
- 6. What are some possible side effects of Zoloft?**
Upset stomach, drowsiness, weakness or tiredness, excitement or anxiety, insomnia, nightmares, dry mouth, skin sensitive to sunlight, changes in appetite or weight.
- 7. What are some new vocabulary words you see under side effects?**
Ask your classmates and teacher what they mean. *Answers variable.*

Low Intermediate Health Awareness Curriculum
Unit 3: Staying Healthy: Examining Health Conditions

Purpose: Learners will look in depth at health topics provided and/or select a topic of their own to learn about and report on to their class.

 **Lesson 1: Stress and Mental Health**

 **Lesson 2: Diabetes**

Low Intermediate Health Awareness Curriculum
Unit 3: Staying Healthy: Examining Health Conditions

Lesson 1: Stress and Mental Health

Life Skills:

Learners will...

- Increase knowledge of stress management, mental health conditions and treatment.
- Learn where to seek affordable local mental health care.

Technology Skills:

Learners will...

- Read stories and advice on mental health on a website.
- Use a word-processing program to create health information materials.
- Write and send e-mail.

Language Skills:

Learners will...

- Learn new vocabulary about mental health.
- Tell stories orally and in writing.
- Read stories and health advice.
- Write health advice.
- Discuss opinions.

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:

Mental health

Stress

Stress management

Depression

Treatment

Symptoms

Materials needed:

Board or flipchart, chalk or markers

Computers with Internet access (optional)

Websites:

<http://www.cal.org/ncl/health/> Picture stories “Stressed Out” and “Depressed”
<http://www.alri.org/feelgood/feelgood.html> Stories and advice from ESL students
about stress and stress management

Presenting the Concepts:

Tell students that today they are going to study about stress and mental health.

Ask them:

What is stress? What gives you stress?

What is mental health?

Do people talk about stress in your native country?

Do people talk about mental health in your native country?

What do people do if they are depressed in your native country?

What can people do if they are depressed in the United States?

Activity 1: Stressed Out

Print out copies of the picture story “**Stressed Out**” from <http://www.cal.org/ncl/health/> for your students. Elicit what is happening in the story from your students. **Use question prompts and background information on stress that are provided in the lesson plan on the Picture Story web page.** Be sure to elicit their personal reactions to the story.

Do they have days like this woman’s?

What advice do they have for her?

What do they do to manage their own stress?

Have students work in small groups to write down a story for “Stressed Out.” They can add their own advice. Circulate and help them with word choice, grammar and spelling. Have groups write their stories on a piece of flip chart paper and share them with the whole class.

Ask the class:

Why it is important to talk about stress when we are studying health?

What happens if you don’t do anything about your stress?

You can point out that stress can lead to many physical and emotional problems if it is out of control. Ask students if they know of some physical and mental health problems that can come from stress. Examples: heart disease, headaches, stomach problems, chronic pain, depression, anxiety

Activity 2: What Other ESL Students Say About Stress

(This reading activity is rather web site intensive. If you want to use the site but don’t have computer access in class, be sure to preview it and select pages to print out.)

Tell students that on the Internet is a web site that ESL students have made about managing stress. Have students work in pairs and go to <http://www.alri.org/feelgood/feelgood.html> . Let students read pages together at their own paces. Point out to them that there is a pointing finger at the bottom left of each page. They can click to the right of the finger and that will take them to the next page. Have them take notes on any ideas about managing stress that are new to them or interesting for them.

On the page which begins “How do people relax when they are stressed out?,” there is an e-mail link to David Rosen, a teacher in Massachusetts who helped the students build the web site. Your students can email their ideas about stress management to David Rosen and he will put them on the web site. (They might not be able to do it from a school computer. They can copy down his e-mail address: david@alri.org .

After they have viewed the web site (or after working with the picture story if they haven’t viewed the web site), you can have your students work in groups to create group lists of their favorite ways to manage stress. You can circulate again and help with word choice, grammar and spelling. These lists could be posted on flip chart paper in the classroom to share with other students.

Activity 3: Depressed

Give students copies of the picture story “Depressed” at <http://www.cal.org/ncl/health/> . Elicit what is happening in the story. Again, **refer to the lesson plan on the web page** for question prompts and background information on the topic of depression. This story will probably require more input from you as students may not speak much about depression in their cultures and native countries and may not be clear on its symptoms and possible treatment in the United States. Follow the lesson plan on the website in guiding conversation to make sure students know that depression is very common and that there are effective treatments for it in the United States.

Share with students that in Fairfax County, people can seek affordable mental health care at:

Mental Health and Alcohol & Drug Entry and Referral Services

Phone: 703-222-4145 | TTY: 703-481-4110 and

Center for Multicultural Human Services

701 West Broad Street, Suite 305
Falls Church, VA 22046
703-533-3302

Have students work in groups to write a booklet of advice for someone who is feeling depressed. They can put advice from their own cultures and beliefs as well as what they have discussed in the class about mainstream U.S. treatment

for depression. Students can staple a 2 or 3 sheets of paper together to make the booklet. They could work in a word-processing program if available, or they could use markers and other materials to make the booklet visually interesting. The final products can be displayed in the classroom to share with other students.

Low Intermediate Health Awareness Curriculum
Unit 3: Staying Healthy: Examining Health Conditions

Lesson 2: Diabetes

Life Skills:

Learners will...

- Become familiar with prevention, symptoms of, and problems caused by diabetes.

Technology Skills:

Learners will...

- Seek information on a variety of health education websites.

Language Skills:

Learners will...

- Learn new medical vocabulary.
- Read simplified medical information.
- Ask and answer questions about an illness.
- Prepare presentations in oral and written form on a health topic
- Discuss opinions.

EFF Skills:

Learners will...

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

Word Bank: Other words will no doubt come up on web sites and in print information students consult in this lesson.

Diabetes

Sugar

Insulin

Treatment

Diet

Prevent

Weight control

Materials needed:

Board or flipchart, chalk or markers

Supplies like paper and markers for student presentation materials

Computers with Internet access

Handout 1: Guided Diabetes Scavenger Hunt

Handout 2: Diabetes Scavenger Hunt

Handout 3: Answer Key

Websites:

<http://www.ncfh.org/pateduc/en-diabetes.htm> Easy to read

<http://www.niddk.nih.gov/health/diabetes/pubs/type1-2/what.htm> More difficult but well-organized.

<http://www.nlm.nih.gov/medlineplus/tutorials/diabetes.html> Interactive tutorial. Gets fairly technical. Preview for level-appropriateness before using it with your students.

<http://www.diabetes.org/main/homepage.jsp> The web site of the American Diabetes Association. A little tricky to navigate. Some pages are easier to understand than others.

http://www.fda.gov/fdac/features/2002/102_diab.html This article would be very difficult for students, but provides good background info for instructors. For more background info (most of which is too difficult for students of this level to read and understand) go to www.medlineplus.gov, click on "Health Topics," then search alphabetically for diabetes.

Presenting the Concepts:

Tell students that today they will be studying about a serious disease:

- That is very common in the United States among many different ethnic groups. About 17 million people have it, but about 6 million of those people don't know it.
- That is increasing among many groups.
- That is related to what we eat.
- That can cause blindness, nerve damage, heart problems, kidney problems, and foot problems if you don't get treatment for it.

Ask if they can guess what the disease is. If no one can guess, tell them it is diabetes. Ask the students what they already know about diabetes.

What happens in diabetes? How do you prevent it? Do many people have diabetes in your native country? What do people do for treatment in your native country? What is the treatment in the United States?

If a student in the class has diabetes or knows someone who does, maybe the student would like to share information with the class about prevention and treatment.

Activity 1: Scavenger Hunt.

NOTE: There are 2 versions of this scavenger hunt.

Handout 1 is a guided hunt, with clear information given for each question as to which Internet site to use to find the answer. Handout 1 has fewer questions.

Handout 2 is for more independent students with higher reading skills.

This is intended to be used in a multilevel class with some students who read beyond the low intermediate level and have some experience on the Internet.

Distribute **Handout 1**, **handout 2**, or **both** as you deem best. Tell students they are going to use websites to find information about diabetes.

You can also get them printed information by contacting the following organization:

National Diabetes Information Clearinghouse
1 Information Way
Bethesda, MD 20892-3560

Phone: (301) 654-3327

Fax: (301) 907-8906

Email: ndic@info.niddk.nih.gov

Also, think about calling the local health department to see if a health educator or a public health nurse could come speak to your class about diabetes.

For students using Handout 2, as the web sites on diabetes are complex and not always easy-to-read or navigate, you might want to pre-select web pages and print out materials that you think your students will find easier to understand.

Let students work in small groups or teams on the scavenger hunt. Guide them to information as needed. Encourage them to divide up the questions and report back to each other.

For students working on Handout 2, you might want to let them work on the hunt for part of 2-3 class periods so it won't be overwhelming.

You might want to provide prizes for the group that finishes first. Perhaps candy wouldn't be the best prize idea for this lesson!

For students who used Handout 1, when students are finished, use the Answer Key to give students additional information that they might find interesting or helpful

When all students are done, you can all talk together about the experience of learning about diabetes. Ask :

Was it interesting for them? Was it new information? Was it helpful? How did they feel being able to look on the Internet and other places for the information? What are they going to do now that they know more information about diabetes? Will they do anything differently in their own lives? Will they tell anyone else about what they learned?

Activity 2: Sharing Information

Have students share their information about diabetes in one of the following ways:

- Prepare posters for your school with information about diabetes.
- Prepare an information brochure or booklet with information about diabetes.
- Prepare a presentation to give other classes in the school about diabetes.

Help students with questions about how to express what they want to say in their project. Help them find a place to display their projects or an audience to listen to their presentations.

Guided Diabetes Scavenger Hunt

Work with a small group of classmates. Look for information to answer the questions below. Each student can look for information for a different number. Then everyone in your group can share your answers.

Website A: <http://www.ncfh.org/pateduc/en-diabetes.htm>

Website B:

<http://www.niddk.nih.gov/health/diabetes/pubs/type1-2/what.htm>

1. Use Website A. What happens in diabetes? What is the problem in your body?

2. Use Website B. What are 3 kinds of diabetes? Describe a little about each one.

a. _____

b. _____

c. _____

3. Use Website A. How can you prevent or control diabetes?

4. Use Website A. What are symptoms of diabetes? What should you do if you have these symptoms?

5. Use Website B. What is pre-diabetes?

6. Use Website B. If you have diabetes, what should you do to take care of yourself?

Diabetes Scavenger Hunt

Work with a small group of classmates. Look for information to answer the questions below. Each student can look for information for a different number. Then everyone in your group can share your answers. You can use web sites, brochures, videos, or any other information you can find on diabetes. See if your group can find all the information first.

What happens in diabetes? What is the problem in your body?

2. What are 3 kinds of diabetes? Describe a little about each one.

a. _____

b. _____

c. _____

3. How can you prevent control diabetes?

4. Who gets diabetes? Can you find any statistics?

5. What are symptoms of diabetes? What should you do if you have these symptoms?

6. What is pre-diabetes?

7. If you have diabetes, what should you do to take care of yourself?

8. What happens if you don't take care of your diabetes?

Diabetes Scavenger Hunt Answer Key

1. What happens in diabetes? What is the problem in your body?

Simple version: “There is too much sugar in your blood and urine. Your body does not have enough energy. It is like a car that does not get enough gas to work.” – NCFH online brochure.

More complex: The body does not produce or properly use insulin, a hormone in the body which is supposed to change sugar and starches to energy. – ADA web site.

2. What are 3 kinds of diabetes? Describe a little about each one.

- a. Type 1 diabetes. Usually in children and young adults. The body doesn't produce insulin*
- b. Type 2 diabetes. “adult onset diabetes” The most common form. The body develops insulin resistance (doesn't respond to insulin the way it used to) or stops producing enough insulin.*
- c. Gestational diabetes. Starts in the last part of pregnancy. Body temporarily stops producing enough insulin. About 4% of pregnant women in the U.S. get this. May correct itself after pregnancy, but higher risk of developing type 2 later.*

3. How can you prevent diabetes?

Exercise, control weight, healthy diet

4. Who gets diabetes? Can you find any statistics? Statistics are from American Diabetes Association web site, www.diabetes.org. Go to “Basic Diabetes Information” then “Groups affected by diabetes.”

Approximately 7.8 million or 8.3% of all men in the United States have diabetes.

The risk of developing type 1 diabetes is higher than virtually all other severe chronic diseases of childhood. Peak incidence occurs during puberty, around 10 to 12 years of age in girls and 12 to 14 years of age in boys.

Approximately half of all diabetes cases occur in people older than 55 years of age. The risk for type 2 diabetes increases with age. Nearly 20.1% of the United States population or seven (7) million people age 65 and older have diabetes.

Approximately 105,000 Native Americans and Alaska Natives, or 15.1% of the population, receiving care from Indian Health Services (IHS), have diabetes.

Approximately 2.8 million or 13% of all African Americans have diabetes

The prevalence of type 2 diabetes is two (2) times higher in Latinos than non-Latinos whites. Approximately 24% of Mexican Americans in the United States and 26% of Puerto Ricans between the ages of 45-74 have diabetes.

5. What are symptoms of diabetes? What should you do if you have these symptoms? *Very thirsty, very tired, losing weight, urinating more than usual, have sores that don't get well, blurred vision, eating a lot (NCFH brochure). If you have these signs, get checked for diabetes at a clinic or doctor's office..*

6. What is pre-diabetes? *Blood glucose levels are higher than normal but not high enough for diabetes. You have a higher risk for developing Type 2 diabetes, but you may be able to prevent it with diet, exercise, and weight control.*

7. If you have diabetes, what should you do to take care of yourself? *Get checked by a health care professional, eat a healthy diet, control your weight, and get regular exercise.*

8. What happens if you don't take care of your diabetes? *Untreated diabetes can lead to blindness, heart disease, nerve problems, circulatory problems, kidney failure, limb amputation, and other serious health conditions.*