

**ADULT ESOL LESSON PLAN – DOCTOR’S APPOINTMENT
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> Request a doctor’s appointment, communicate symptoms and injuries and follow doctor’s instructions. 	<p>CULTURAL FOCUS: Before going to the doctor’s office everyone must first make an appointment.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> Elicit and list vocabulary words necessary to request a doctor’s appointment and to read an appointment card. Discuss the importance of having and keeping an appointment to see a doctor. Elicit and list necessary information to request a doctor’s appointment; show an example of an appointment card. Partners role-play patient requesting an appointment from a receptionist using a copy of an appointment card. Teacher checks listening comprehension by eliciting responses from students. Ex. Teacher says, Hello, this is Dr. Barnes’ office. How can I help you? Student responds with a request for an appointment. Teacher dictates an appointment date and time. Students write independently. Teacher elicits volunteers to write on board. Review as a group. 	<p>GRAMMATICAL FOCUS: Grammar Practice: requests I would like.... I want to make... Practice: has/have I <u>have</u> a sore throat. He <u>has</u> a toothache.</p>	<p>VOCABULARY: days of the week months of the year time doctor appointment schedule day name telephone number emergency morning afternoon today tomorrow</p>
	<p>PRONUNCIATION: compare/contrast a long vowel patterns – name (cvcv) day (cvv) pain (cvvc) double consonants – tomorrow, appointment, sch as (sk) sound - schedule</p>	
	<p>COMMUNITY RESOURCES: Invite a doctor’s receptionist to give a presentation.</p>	
<p>TEXT BOOKS: Navigator Book 1 p. 84 Expressways Book 1 p. 96 Foundations p. 143, 144 Side by Side Book 1 p. 131</p>	<p>EVALUATION: Students role-play making a doctor’s appointment. Students fill in appointment date and time on Activity Sheet.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Activity Sheet Appointment Cards</p>		

**ADULT ESOL LESSON PLAN – EMERGENCY!
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • How to appropriately access various types of health care. 	<p>CULTURAL FOCUS: In the US, there are many types of health care providers. Some doctors provide care at low or no-cost clinics for those who do not have insurance.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Hand out “Emergency!” picture story. Ask students to think about what might be happening in the story. 2. Suggested questions for prompting discussion: <ol style="list-style-type: none"> a. 1st frame: What is happening? What is the matter with him? What does ouch mean? When is it happening? b. 2nd frame: When is it now? How is the man now? What is he saying? Who is the woman? What is she saying? c. 3rd frame: What does he answer? d. 4th frame: When is it now? How does he feel now? Does he go to the doctor in December? Why not? e. 5th frame: When is it now? What’s happening? Where is he now? Where is he going? What will happen in the emergency room? f. 6th frame: Now what month is it? Where is he now? What is he looking at? How much do you think the bill is for? What is he thinking? What can he do? 3. Once the whole story has been elicited orally, the teacher tells the students she will write it down as they retell it. The teacher can ask questions again to make sure important information or vocabulary is included. 4. After the story has been written, the class can practice reading it chorally and individually. 	<p>GRAMMATICAL FOCUS: story telling past/present tense verbs</p>	<p>VOCABULARY: doctor emergency hospital department clinic health care provider insurance months of the year ambulance bill prevention acute care</p>
	<p>PRONUNCIATION: initial consonants – d, h c, p, b compare/contrast long/ short vowel sounds</p>	
	<p>COMMUNITY RESOURCES: Students brainstorm community resources & experiences they have had in the community. Provide list of hospitals, clinics, health department clinics.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Emergency! Picture story handouts</p>	<p>EVALUATION: Students describe where to go for different types of health care (preventive/check-up, emergency, acute care).</p>	

**ADULT ESOL LESSON PLAN – IDENTIFYING PARTS OF THE BODY
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> Communicating with health professionals regarding symptoms and complaints. 	<p>CULTURAL FOCUS: Getting effective care from a doctor requires good communication about what is bothering you.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> Tape an enlarged version of the human body on the wall. Give the students a handout version of the diagram. Elicit names of the body parts from students. As each body part is named, go over the pronunciation and spelling. Working in pairs, the students label front and back diagrams handed out to them. Work on the enlarged diagrams of the foot, eye and head. Hand out ESL Images worksheet on body parts. Go over with whole class. Repeat activity with enlarged diagrams of organs (inside the head and neck, basic body organs and lower organs). 	<p>GRAMMATICAL FOCUS: using verb + body part Ex. Scratch your back, touch your nose, rub your hands, etc. Regular/irregular and plurals – hand/hands, foot/feet, leg/legs, tooth/teeth Demonstrate – this, that, these, those</p>	<p>VOCABULARY: body head, neck, throat hair face, eye, ear, nose eyebrows eyelashes mouth, chin, cheeks tooth / teeth hand, wrist, fingers leg, knee, toes, ankle foot / feet arm, elbow, hand shoulders chest organs stomach heart lungs</p>
	<p>PRONUNCIATION: Initial consonants – h, b, m, l, f, n silent letters – wr / wrist kn / knee Diagrams – sh / shoulders ch / chin, cheeks, chest</p>	
	<p>COMMUNITY RESOURCES:</p>	
<p>TEXT BOOKS: Oxford Picture Dictionary Word by Word Book 1 p. 68-69</p>	<p>EVALUATION: Students identify body parts.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Internet site: http://www.esl-images.com http://www.geocities.com/pccprep/bodyic1.htm http://www.enchantedlearning.com/subjects/anatomy/body/label</p>		

**ADULT ESOL LESSON PLAN – COMMUNICATING WITH HEALTH PROFESSIONALS
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Discuss symptoms with health professionals. • Ask necessary and important questions. • Assert oneself in a health care setting. 	<p>CULTURAL FOCUS: The US has many health care professionals who help take care of people. It is appropriate to ask questions until you are sure you understand what the doctor or nurse has instructed to you to do and why you should do it.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Brainstorm reasons you go to the doctor, hospital, clinic. What kinds of doctors you go to. Elicit vocabulary. 2. Hand out copies of Kate Singleton’s picture story, “A Doctor’s Appointment.” Tell the students that they are to be very specific and decide what is happening. Students take a clean sheet of paper and make 8 boxes; in each box write one or two thoughts explaining the story. Have students read their stories aloud. 3. Use the handout, “Symptoms your Doctor Should Know About.” Discuss how to decide which type of health facility to go to: hospital emergency room, doctor or clinic or first call your primary doctor. 4. Talk about primary doctors and their function. 5. Handout from Ask Me 3. Read and discuss the three most important questions for you to ask the doctor: What is my main problem? What do I need to do? Why is it important for me to do this? 	<p>GRAMMATICAL FOCUS: words with ‘ing’ endings asking questions</p>	<p>VOCABULARY: sore (throat, eyes) headache, stomachache backache, earache toothache pain cold fever runny nose rash insect bite cut bruise chills infection burn itch nausea bleeding swollen diarrhea constipation</p>
	<p>PRONUNCIATION: ch as ‘k’ sound ‘ea ‘ variations – headache, earache, nausea, diarrhea</p>	
	<p>COMMUNITY RESOURCES: List of phone numbers for community health clinics & hospitals; ask health department to visit and give a presentation</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Handouts: Ask Me 3, Symptoms Your Doctor Should Know About, A Doctor’s Appointment</p>	<p>EVALUATION: Students describe symptoms that require medical attention and where to go for help. Students demonstrate how to assert self in medical setting.</p>	

**ADULT ESOL LESSON PLAN – TAKING MEDICATIONS
LOW BEGINNING – HIGH BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Read and interpret medical instructions for prescription and over the counter drugs. 	<p>CULTURAL FOCUS: A person must follow medical instructions carefully in order to get well. If not taken as directed, medication can be dangerous.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Teacher elicits and lists medication vocabulary. Teacher models pronunciation; students repeat. 2. Teacher explains the importance of following for using medication: take 2 tablets once a day; take with food. Students add additional common instructions. 3. Teacher elicits definitions of related vocabulary terms such as pill, capsule and teaspoon. Teacher shows examples of empty prescription bottles and over the counter drugs. 4. Teacher models and writes on board a sample conversation between patient and pharmacist. Teacher elicits important questions to prepare when talking to a pharmacist. Students practice role-playing. 5. In small groups, students discuss what is needed in a medicine cabinet. Name purpose for each item. (aspirin/headache, bandages/bleeding). 	<p>GRAMMATICAL FOCUS: Imperatives and simple instructions: Shake well before using. Use this medicine in your ears. Do not operate machinery while using this medication.</p>	<p>VOCABULARY: label medicine medication / drugs information prescription over the counter pharmacy shake well drowsiness/dizziness empty/refill pharmacist side effects pills / tablets / capsules appetite teaspoon / tablespoon overdose external use only emergency avoid take with meals take on an empty stomach take with a glass of water finish all medication unless otherwise prescribed</p>
	<p>PRONUNCIATION: Produce the beginning, middle and ending sounds in words. ness: drowsiness, dizziness tion: medication, information, prescription ine: medicine add s to pluralize nouns: pill(s), teaspoon(s), capsule(s)</p>	
	<p>COMMUNITY RESOURCES: Bring in First Aid Kit or a variety of medical items (Tylenol, bandages, antibiotic creams, etc.) and empty medication bottles, measuring spoons, etc.</p>	
<p>TEXT BOOKS: Navigator book 2, p. 84-85</p>	<p>EVALUATION: Students show what is needed to stock a medicine cabinet. Students describe uses of medication. Students answer questions about sample medications.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Activity sheets: Taking Medications, Identifying Over-the-counter Medication</p>		

ADULT ESOL LESSON PLAN – THE RIGHT DOSE

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Understanding medication instructions for adults vs. children. 	<p>CULTURAL FOCUS: If not taken as directed, medication can be dangerous, especially for children.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Hand out “The Right Dose!” picture story. Ask students to think about what might be happening in the story. 2. Suggested questions for prompting discussion: <ol style="list-style-type: none"> a. 1st frame: What do you see? What are the directions? What is the name of the little spoon/big spoon? What spoon do you use for this medicine? b. 2nd frame: What time is it? What spoon is the mother using? Is that correct? What will happen to the child? c. 3rd frame: What time is it now? What happened to the boy? Why? How does the mother feel? d. 4th frame: Here is a different medicine. What are the directions for adults? What are the directions for children? What times should the pills be taken? e. 5th frame: What is happening? What time is it? How many pills is the father giving the daughter? Is this correct? What will happen to the child? f. 6th frame: What time is it now? What happened to the girl? Why? How does the father feel? What should he do? 3. Once the whole story has been elicited orally, the teacher tells the students she will write it down as they retell it. After the story has been written, the class can practice reading it chorally and individually. 4. Pass out practice medications with instructions on child and adult doses. Pair students to role play and practice giving the correct dose. 	<p>GRAMMATICAL FOCUS: Imperatives and simple instructions story telling</p>	<p>VOCABULARY medicine pill, capsule, tablet liquid, syrup teaspoon tablespoon hours of the day adults child / children prescription over the counter mistake</p>
<p>MATERIALS/ADDITIONAL RESOURCES: The Right Dose handout, practice medications (use snack size m&m’s or other small candy; attach label with adult & child dosage instructions)</p>	<p>EVALUATION: Students describe adult vs. child dose of medicine, teaspoon vs. tablespoon Students demonstrate interpreting labels and giving the correct dose.</p>	

**ADULT ESOL LESSON PLAN – ALL ABOUT ME
LOW BEGINNING - INTERMEDIATE**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Keep and maintain records of health and health care information 	<p>CULTURAL FOCUS: In the US, people are expected to keep and remember health history and medications and to remind health care professionals about past health information.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Teacher introduces topic and asks students to describe what happens in a doctor’s office when you first arrive (fill out forms). What kind of information is on these forms? 2. Hand out “Practice Health Form.” Review vocabulary and pronunciation on form. Ask if there is other information frequently requested by health care providers? 3. Practice completing the forms in small groups or pairs. Discuss what was difficult about completing the forms. How can we make this task easier? 4. Pass out “All About Me” and/or “My Medicine Record.” Ask students to take these forms home and complete them with assistance from family members. Pass out additional copies for other family members, if needed. Encourage students to take this information with them when they go for health care. 	<p>GRAMMATICAL FOCUS: Completing forms Making words plural</p>	<p>VOCABULARY Name, Date, Address, Phone, Email, DOB Insurance, Policy/Group Number, Policy Holder Emergency Medical History Conditions Medications, Supplements Allergic/allergy Pregnant/nursing Physician Currently Surgeries/hospitalizations Smoke Drink Exercise</p>
	<p>PRONUNCIATION: ‘ph’, long vs. short vowels, ‘y’ endings</p>	
	<p>COMMUNITY RESOURCES:</p> <p>Ask local clinics for copies of actual forms for student practice</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Handouts: All About Me, Practice Health Form, My Medicine Record (for Intermediate or higher level students)</p>	<p>EVALUATION: Students demonstrate how to complete health history forms.</p>	

**ADULT ESOL LESSON PLAN – ESCAPE DANGER!
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Preparedness for fire or other emergency situation in the home. 	<p>CULTURAL FOCUS: Planning ahead makes it easier to act quickly in an emergency situation.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Elicit and list vocabulary words related to fire emergencies. 2. Ask students to think about the layout of their homes – whether they live on the second story or higher of a building; what exit equipment is in place (fire escape, safety ladder); the most direct route out; what may be blocked in case of fire. 3. Using paper and pencils, ask learners to draw floor plans of their homes, with emphasis on where they and their children sleep. Using markers, learners trace escape routes from sleeping areas to the outside. Ask students to plan more than one route. 4. As homework, ask students to practice their escape route with their families and see which one is the most direct. Ask them to keep in mind obstacles they may encounter and have a backup route if the most direct route is not available. 	<p>GRAMMATICAL FOCUS: Imperatives and simple instructions</p>	<p>VOCABULARY:</p> <p>fire emergency 911 escape danger fire extinguisher fire department map route safety bedroom door window stairs ladder hot smoke</p>
	<p>PRONUNCIATION: silent e – fire, escape, route, smoke double vowels – bedroom, door y endings – emergency, safety</p>	
	<p>COMMUNITY RESOURCES:</p> <p>Invite a fire station to give a presentation. Tour a local fire station.</p>	
<p>TEXT BOOKS:</p>	<p>EVALUATION:</p> <p>Students show maps of escape routes in home. Students role play waking family members and finding a safe escape route.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES:</p> <p>paper, pencils, markers</p>		

**ADULT ESOL LESSON PLAN –HEALTH RESOURCES
HIGH BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> To become aware of the kinds of services available in the community. 	<p>CULTURAL FOCUS: In the US, there are many organizations that provide health related services.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> Teacher elicits and lists community health resources and organizations. Students and teacher discuss types of services provided by these resources and where they are located in the community. Teacher shows telephone directory and explains sections of the phone book, particularly the health care sections of the yellow pages. In pairs, students work to find a specific type of resource in the yellow pages. (family physician, emergency clinic, eye doctor, etc.) Teacher leads discussion on other ways to find health resources (911 service and 211 service, word of mouth, faith communities, others). Teacher hands out and reads Health Resources sheet. Students work to add personal information to worksheet (family doctor or clinic, etc.) 	<p>GRAMMATICAL FOCUS: Asking questions</p>	<p>VOCABULARY</p> <p>phone book yellow pages toll free number agency health care 911 211</p>
	<p>PRONUNCIATION: speaking numbers, ‘th’, double vowels</p>	
	<p>COMMUNITY RESOURCES:</p> <p>Phone book, internet, health department, hospitals, United Way (211)</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Copies of local telephone directories Health Resources worksheet</p>	<p>EVALUATION: Students demonstrate 1 or more methods for finding health resources in community.</p>	

**ADULT ESOL LESSON PLAN – WHAT TO DO WHEN YOUR CHILD GETS SICK
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> To provide a resource book for understanding and treating or seeking care for common child health conditions. 	<p>CULTURAL FOCUS: Many conditions can be treated at home while other conditions require a doctor or emergency treatment.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> Teacher elicits and lists health problems students have encountered with their children. Asks, “what did you do?” “how did you know what to do?” Teacher passes out “What To Do When Your Child Gets Sick.” Shows students 3 ways to find information in the book (table of contents, pictures of baby/child, index). Teacher asks students to find the pages about throwing up (vomiting) (or ask a student to suggest a topic to look up together). Teacher and students read these pages together and discuss how the book shows: What is it? What do I see? What can I do at home? When do I call the doctor or nurse? What else should I know? Teacher asks what are the signs of a fever? How do you know if your child has a fever? Teacher passes out thermometers and students practice using and reading thermometers on selves (remind students to wash before using on anyone else). Teacher explains 3 ways to use thermometer for children (mouth, armpit, rectum) and how to tell if child has a fever. 	<p>GRAMMATICAL FOCUS: Simple instructions; reading lists</p>	<p>VOCABULARY</p> <p>sick table of contents index fever thermometer doctor/nurse other words as encountered in the text</p>
	<p>PRONUNCIATION: ‘th’</p>	
	<p>COMMUNITY RESOURCES:</p> <p>Contact Guilford Health Literacy Forum for thermometers or other resources</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: What To Do When Your Child Gets Sick Thermometers</p>	<p>EVALUATION: Students demonstrate ability to find health topics in book. Students demonstrate what to do in hypothetical child health situation. Students show how to use a digital thermometer and describe when a temperature indicates a fever.</p>	

**ADULT ESOL LESSON PLAN – WELL-CHILD VISIT
LOW BEGINNING**

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Understand importance of well-child visits; monitor child’s weight, height, immunizations. • Interpret maps and grids. 	<p>CULTURAL FOCUS: In the US, the healthcare system expects children to visit the doctor to prevent illness (vaccinations), not just for treatment.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 1. Show the picture of a mother and infant in an exam room with the doctor. Ask learners what they see. 2. Read the beginner level reading, “A Well-child Visit” and ask comprehension questions. Reread until comfortable with story. Ask learners to retell the story in their own words. 3. Give learners a copy of Immunization Chart. Practice pronunciation. Ask learners to mark on the form which shots their children have had. Note which are required for school. 4. If appropriate for literacy level, pass out growth charts and Monitoring Your Child’s Health. Assist class with interpreting charts and filling out forms. 5. Ask learners to work in pairs to create a role-play for a well-child visit and present it to the class. 	<p>GRAMMATICAL FOCUS: Asking questions about child growth and development.</p>	<p>VOCABULARY well-child visit appointment doctor weight height length immunization / vaccine age / months / years pounds / kilograms inches / centimeters percentiles schedule</p>
	<p>PRONUNCIATION: ch variations – schedule, child ght endings – weight, height gth ending - length</p>	
	<p>COMMUNITY RESOURCES: Ask health department home visiting nurse to present to class.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Picture of a well-child visit, “A Well-child Visit for Jose,” Boys weight and length chart, Girls weight and length chart, Immunization Chart, Jose’s Immunization chart, Monitoring Your Child’s Health</p>	<p>EVALUATION: Students demonstrate understanding of immunizations, well-child visits, health monitoring.</p>	

ADULT ESOL LESSON PLAN – CAR SEAT SAFETY

<p>ESOL COMPETENCY: Life Skills – Health and Nutrition</p> <ul style="list-style-type: none"> • Read and interpret labels and instructions. • Demonstrate appropriate selection, installation and use of child safety seats according to NC state law. • Identify safety measures that can prevent accidents and injuries. 	<p>CULTURAL FOCUS: In the US, children must be restrained with appropriate safety devices in moving vehicles.</p>	
<p>CLASSROOM PROCEDURE:</p> <ol style="list-style-type: none"> 6. Show the car seats. Ask learners to share experiences with car seats. How many use car seats? 7. Pass out “Child Car Seats.” Review/teach vocabulary and talk about which seat is appropriate for their child based on weight and age. 8. Go outside to the parking lot. Using the Total Physical Response (TPR) directions on the Using a Car Seat handout, demonstrate how to put the car seat in a car. Use a doll to show how to put a child in the seat. 9. Ask a volunteer to do the activity following your directions, then ask students to practice in pairs. 10. Return to class. Cut apart the sentences from the TPR handout. Give them to learners to reassemble in correct order. 11. Ask students to share information they may already have regarding where to buy car seats, how much they cost and where to get used ones. 12. Give parents “The Second Best Hug in the World” coloring pages. Check for understanding. Ask parents to share with children. 	<p>GRAMMATICAL FOCUS: Imperatives and simple instructions</p>	<p>VOCABULARY:</p> <p>infant pounds car seat toddler booster seatbelt position middle backwards buckle angle straps retainer clip shoulders</p>
	<p>PRONUNCIATION: double vowels and double consonants, ‘ou’ (pounds, shoulder), ‘ea’ (seat, seatbelt)</p>	
	<p>COMMUNITY RESOURCES:</p> <p>Ask SAFE Guilford to make a presentation to class.</p>	
<p>MATERIALS/ADDITIONAL RESOURCES: Infant, toddler and booster car seats (or items to represent them). Students may bring these to class also. Activity Sheets: Child Car Seats, Using a Car Seat!, Using a Car Seat! strip sentences, The Second Best Hug in the World.</p>	<p>EVALUATION: Students describe types of child car seats and their uses. Students demonstrate how to properly install seat and buckle child.</p>	

