

## Lesson Plan: Medical Care

<p><b>Warm-up:</b> Conversation circle  <b>Time:</b> 10 minutes  <b>Focus points:</b> Build schema for lesson, cross-cultural sharing  <b>Materials:</b> Conversation Card: <i>Illness</i></p>	<ul style="list-style-type: none"> <li>• Show students Conversation Card: <i>Illness</i>. Talk about the pictures.</li> <li>• Questions for discussion could include:             <ul style="list-style-type: none"> <li>○ What is happening in the pictures?</li> <li>○ Have you ever felt like that, or has that happened to you?</li> <li>○ What did you do?</li> <li>○ In your home country, what do you do if you get sick?</li> <li>○ What if it is an emergency?</li> <li>○ Who takes care of people when they are hurt or ill?</li> <li>○ Have you been to the hospital or doctor in America?</li> </ul> </li> </ul>
<p><b>Activity:</b> Personal information review  <b>Time:</b> 15 minutes  <b>Focus points:</b> First &amp; last names, address, and phone number  <b>Materials:</b> Write-on/wipe-off die, worksheets with student names and extra lines for copying and writing, 2x2 squares of card for letters</p>	<p><u>Beginners</u></p> <ul style="list-style-type: none"> <li>• Students will practice spelling and writing their name.</li> <li>• In advance, write students' names on lined paper.</li> <li>• Have students write each letter of their name on separate small cards. (First and last name, or just first, depending on skill level)</li> <li>• Students then arrange the letter cards into their name. Encourage them to say each letter's name as they do this.</li> <li>• After they have done it several times, they can arrange them without looking at the model.</li> <li>• Now have students practice copying their name on the worksheet. If they have difficulty, write their name with yellow marker and they can copy over the letters.</li> <li>• Depending on their skill level, they can practice writing their name without looking at a model.</li> <li>• Throughout this activity continue to have students say the letters as they write them.</li> </ul> <p><u>Advanced Beginners/Intermediate:</u></p> <ul style="list-style-type: none"> <li>• Students will review personal information that will be needed for making an appointment and filling out forms at a doctor's office or hospital visit, and when calling 911.</li> <li>• Write personal information categories on each side of a write-on/wipe-off die – name, phone number, address, birthdate.</li> <li>• Students roll the die and give the information that matches the die, i.e., phone number, etc. Have students say the information in a sentence, i.e., My phone number is _____.</li> </ul>
<p><b>Activity:</b> Medical scenario TPR  <b>Time:</b> 10 minutes  <b>Focus points:</b> Common illness and injury  <b>Materials:</b> None</p>	<ul style="list-style-type: none"> <li>• Use the Total Physical Response (TPR) method to teach: <i>my head hurts, my chest hurts, my throat hurts, I fell down, my stomach hurts, I'm depressed, I have a fever</i>. Add more (<i>choking, unconscious, etc.</i>) depending on the group's ability.</li> <li>• Option to increase difficulty: Practice using the pronouns <i>she</i> and <i>he</i> as the subject.</li> <li>• Continue until most students are confident.</li> </ul>

<p><b>Activity:</b> Making an appointment  <b>Time:</b> 20 minutes  <b>Focus points:</b> Giving personal information, answering basic questions.  <b>Materials:</b> Phones for props. Optional: blank calendar page</p>	<ul style="list-style-type: none"> <li>• Students will practice scheduling a doctor’s appointment.</li> <li>• Brainstorm what questions will they likely be asked when they call to make an appointment? Write the questions and response on the white board. <ul style="list-style-type: none"> <li>○ <i>What is your name?</i></li> <li>○ <i>What is your address?</i></li> <li>○ <i>What is your phone number?</i></li> <li>○ <i>What is the problem?</i></li> </ul> </li> <li>-The response: <ul style="list-style-type: none"> <li>○ <i>My name is ___, etc.</i></li> </ul> </li> <li>• Check for understanding of first and last names.</li> <li>• Practice asking and answering: <ul style="list-style-type: none"> <li>○ <i>How do you spell that?</i></li> <li>○ <i>Can you repeat that?</i></li> </ul> </li> <li>• Role play making an appointment. Use real phones as props if possible.</li> <li>• Place two chairs back to back in front of the room.</li> <li>• The teacher, acting as the receptionist, schedules an appointment when the student calls.</li> <li>• More advanced students can take the role of the receptionist.</li> <li>• Option: Have the student, or another, write down the date and time of the appointment on a blank calendar page. Students can take turns doing this, or work with a partner.</li> </ul>
<p><b>Activity:</b> Routine or Emergency?  <b>Time:</b> 20 minutes  <b>Focus points:</b> Calling 911, knowing how and where to get medical help  <b>Materials:</b> PowerPoint, Medical Scenarios card set(2), phones</p>	<ul style="list-style-type: none"> <li>• Using the Medical scenarios card set, students will decide whether to make a doctor’s appointment or call 911*.</li> <li>• On the whiteboard, write three headings: Home, Doctor, Emergency 911.</li> <li>• Using the PowerPoint, look at each medical scenario. Talk about each picture and have student tape the corresponding Medical Scenario card under the heading where they think it best fits.</li> <li>• Using phones as props, each student will choose a card (second copy of picture – leave the first copy up for reference). They will then make a phone call to the appropriate person, or do nothing if the decision is to stay home and rest.</li> <li>• Two people - the teacher and/or higher level student for the operator and receptionist- play the role of the doctor’s office receptionist and the 911 operator. Change roles as you go.</li> <li>• After the student has chosen who to call, they answer the phone and ask the relevant information, i.e., for 911: <i>What is your emergency? What is your address?</i> If they call a doctor, they schedule an appointment as in the previous activity.</li> </ul> <p>*More activities for practicing calling 911 can be found in the <b>Community: Fire and Police</b> lesson.</p>
<p><b>Activity:</b> Reading prescription and over the counter drug labels  <b>Time:</b> 30 minutes</p>	<ul style="list-style-type: none"> <li>• Using PowerPoint as a guide, students will be introduced to where to find information on prescription and OTC medicine labels.</li> <li>• Discussion – what is the difference between prescription, OTC, and illegal drugs?</li> </ul>

<p><b>Focus Points:</b> Finding dosages and warnings on drug labels</p> <p><b>Materials:</b> PowerPoint, prescription handout, Highlighters, OTC medicine boxes and bottles, empty prescription bottles and boxes</p>	<ul style="list-style-type: none"> <li>● How to read labels: Pass out copy of prescription labels worksheet*. Give students highlighter pens. Together, find the information that answers the questions. They can write the information, or just highlight.</li> <li>● Warnings and dosages: Pass out pictograms* 2-3 to each. With a partner, have them try to figure out what they mean. Go over together.</li> <li>● Introduce dosages, including times and amounts. Emphasize safety.</li> <li>● Go to <a href="http://www.mcedservices.com/medex/medex.htm">http://www.mcedservices.com/medex/medex.htm</a> for an online prescription label quiz. Answer questions as a class.</li> <li>● Next look at OTC medicine labels. Give student pairs a box or bottle of a real medicine. Help them find the dosages and any warnings.</li> </ul> <p><small>*Worksheet, labels, and pictograms are all from: <a href="https://www.queenslibrary.org/sites/default/files/health_literacy/PDF_teachers/Session_11-We.pdf">https://www.queenslibrary.org/sites/default/files/health_literacy/PDF_teachers/Session_11-We.pdf</a></small></p>
<p><b>Wrap-up:</b> Act it out!</p> <p><b>Time:</b> 10 minutes</p> <p><b>Focus Points:</b> Bring all the elements together in a whole class role play</p> <p><b>Materials:</b> Options role labels and props</p>	<ul style="list-style-type: none"> <li>● Choose a student to act out a medical scenario – encourage them to be creative.</li> <li>● Have other students take different roles: patient, receptionist, 911 operator, friend, doctor, etc. Make labels for these roles if desired.</li> <li>● Students assess the situation and decide what to do.</li> <li>● Continue the role play as long as it is productive and time allows.</li> </ul>
<p><b>Extension Activities</b></p>	<ul style="list-style-type: none"> <li>● Field trip to a local hospital or medical facility.</li> <li>● Attend a local health fair.</li> </ul>