

STAYING HEALTHY FOR BEGINNERS

An English Learner's Guide to
Health Care and Healthy Living

Teacher Guide
August 2014



Developed by Kratos Learning and the Florida Literacy Coalition, Inc. for the
U.S. Department of Education, Office of Career, Technical, and Adult Education

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This resource is designed for educational purposes only. The information is not intended to substitute for informed medical advice. You should not use this information to diagnose or treat a health problem or disease without consulting a doctor or qualified health care provider.

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FOREWORD

The Florida Literacy Coalition (FLC) published [Staying Healthy: An English Learner's Guide to Health Care and Healthy Living \(Teacher's Guide\)](#) in 2008. The teacher and student guide set comprise part of a health curriculum aimed at intermediate level English language (EL) learners that enhances learners' understanding of health information while improving their language and literacy skills. The guide is part of the LINCS Resource Collection. <http://lincs.ed.gov/collections>

This publication, ***Staying Healthy for Beginners: An English Learner's Guide to Health Care and Healthy Living (Teacher Guide, August 2014)***, has been written by FLC as a supplement to the original guide and is aimed at high beginning level EL learners. The Teacher Guide includes ideas for lessons and activities for incorporating health content in the classroom. This Guide has an accompanying student guide published by FLC which is accessible from their website. http://floridaliteracy.org/health_literacy_curriculum.html The *Staying Healthy for Beginners* student guide provides learners with an introduction to important health information and related vocabulary. When presented by instructors using the Teacher Guide, this health content can enhance EL learners' knowledge, language and literacy skills.

While the 2008 guide written by FLC contained information specific to Florida's English for Speakers of Other Languages (ESOL) content standards and health care system, the 2014 *Staying Healthy for Beginners Teacher Guide* does not contain state-specific references and can be used and individualized by any program or instructor to suit their purposes.

Kratos Learning
August 2014

INTRODUCTION

Dear Teachers,

This guide is designed to be used with the student version of *Staying Healthy for Beginners: an English Learner's Guide to Health Care and Healthy Living*, which is available on FLC's website. Used together, the teacher and student guides seek to enhance students' understanding of health information, while at the same time improving their English language and literacy skills. *Staying Healthy for Beginners* is best suited for learners at the high beginning ESOL level. The teacher guide includes ideas for lessons and activities, as well as suggestions for presenting health information to help facilitate learning.

Please be assured that you do not need to be a health expert or even a health educator to incorporate health content into your ESOL instruction. Your role as a teacher is to help students develop the skills needed to find information about their health and connect with local health resources. Another role is to provide a forum for discussion about what your students already know, their cultural practices around health, and what they feel they need to do in order to take care of their health and their family's health. That said, it is important for students to understand that you are not asking them to share private health information; rather, you are discussing health issues in more general terms. This publication will help you convey important information about health and nutrition, as well as increase students' ability to communicate about health issues and to access health care services.

There are two main goals in processing the health information in the student book. The first is to help students understand how important it is to connect with the health care system in the United States and to give them the necessary tools to find and access affordable primary care. This means, among other things, getting checkups and not waiting until they end up in the emergency room! The second is to encourage students to ask questions so they get the answers they need about their health and the health care they receive.

There is a standard format for both the student guide and the teacher guide. Each chapter in the student guide includes:

- A theme picture to use as a discussion starter
- A "picture dictionary" presentation of related key words
- Health information reading
- Reading a story and writing answers to questions about the story
- A dialogue to practice language related to the content of the chapter
- A practice activity to reinforce the content of the chapter
- An action step the student can take related to health care
- Resources for further learning

Each chapter in the teacher guide includes:

- Learning objectives
- Language focus
- CASAS competencies addressed
- Activities using the Student Guide
 - Suggestions for using the theme picture story to start discussion
 - Suggestions for using the reading, writing, speaking, and listening sections
 - Suggestions for teaching the health content
- Practice, Action, and Technology Extension
 - Suggestions for the practice activity
 - Activities for taking action and applying knowledge to a real-life situation
 - Additional online resources
- Additional Practice and Worksheets
 - Any additional practice activities
 - Printable student worksheets

For Chapters 1-4, there are two additional types of information:

- *Cultural Notes* contains discussion topics you may want to engage students in to elicit their perceptions and prior knowledge of that chapter's topic. These discussions are intended to encourage students to share their experiences and cultural beliefs.
- *Good to Know* contains additional information related to items introduced in the chapter that may be helpful to share with students.

As you go through the teacher and student guides, we strongly recommend that you find ways to collaborate with local health agencies. This may mean getting a guest speaker from a free clinic or health department, bringing your class on a field trip to the nearest community health center or hospital, or having a nurse or nursing students come to your program to do health screenings. This gives students an opportunity to practice communicating with health professionals, reinforces the material they are learning, and connects them with important local resources.

It is important that you explain to your students that the information contained in their book is not meant to replace the advice of a doctor. They should avoid using the book to diagnose or treat a health problem or disease without consulting a doctor.

Family health is a motivating factor for many students, and using health as a content area for literacy and ESOL instruction improves the acquisition of literacy and language skills. We hope you and your students find these materials helpful.

Florida Literacy Coalition

CHAPTER 1: HEALTH CARE

This chapter is an introduction to where to go for basic health care and where to go in an emergency. It reviews making an appointment for a checkup, requesting an interpreter, discussing health insurance, and the importance of having a primary care facility.

Learning Objectives

After completing this lesson, students will be able to:

- Interpret health care options
- Identify a primary care center
- Make a medical appointment
- Call 911 in case of an emergency
- Request an interpreter

Language Focus

- Give personal information to a health care provider
- Identify and describe an emergency
- Identify and appropriately use key vocabulary for making a medical appointment
- Pronounce key vocabulary related to accessing health care

CASAS Objectives

- 2.1.2 Identify emergency numbers and place emergency calls
- 2.5.3 Locate medical and health facilities in the community
- 3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with local providers
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 7.4.4 Identify or utilize appropriate informational resources, including the Internet

Cultural Notes - Exploring Students' Perceptions

Discuss: Checkups and going to the doctor when you are well may be a new concept for some students. In many cultures, people go to the doctor only when they are sick. Explore with students when people in their family go to the doctor and why. Talk about how doctors in the U.S. expect their patients to see them for checkups - or *well visits* – regularly for young children and about once a year for adults. Since the concept of health insurance and options for coverage vary greatly across countries, compare how medical care is provided in their home countries and the U.S.

Activities Using the Student Guide

Activities for the Picture Story

(Student Guide, Page 1)

The Picture Story can be used as an introduction or class warm-up to encourage discussion and promote student thinking around the concepts presented in this chapter.

- Direct students to the two photos on Page 1 and ask:
 - “What do you see?”
 - “Where are they?”
 - “What are they doing?”
- Have students discuss the questions at the bottom of Page 1 based on the pictures. Talk with students about what they think is happening, what has happened, or what will happen in the picture(s). They may or may not know the answers at this point. Students’ answers can reveal gaps in knowledge and help you tailor further instruction around this topic.
- Ask students to reflect on personal experiences related to the picture(s).

Activities for the Word List

(Student Guide, Page 2)

The Word List provides key vocabulary that will be used in the chapter, as well as a visual depiction of the word that students can use as a reference. It is important to use visuals or real objects when introducing vocabulary.

- Point to the picture in the Word List
- Say the word; have students repeat
- Read definition and check understanding by having students:
 - Use the word in a sentence
 - Act out the meaning of the word
- Explain any words that have multiple meanings
- Encourage students to make a word bank or word log

Activities for Reading

(Student Guide, Pages 3-4)

The first page of the Reading section further explores key concepts using the new vocabulary. Students will then read a story that shows how those words and concepts might apply to a real health situation.

Reading: Where do I go for health care?

(Student Guide, Page 3)

- Have students read the information silently.
- Ask: What three topics are covered?
 - Appointments
 - Emergencies
 - Checkups
- Ask students to follow in their books while you read aloud the content information. Discuss each bullet before reading the next.

For **checkups**, ask:

- When should you go for a checkup?
- Why is it important to have a checkup if you feel well?

For **appointments**, ask:

- What are some reasons you would need to make an appointment?
- What are some things you should write down if making an appointment by phone?

For **emergencies**, ask:

- When should you call 911?
- When should you go to the emergency room?
- When should you go to a health center?

You may also want to research local health facilities and give students specific information on nearby resources. Consider inviting a representative of a health center to speak to your class or schedule a field trip to visit the center.

Reading: Maria's Story

(Student Guide, Page 4)

- Have students read the story silently and write down any words or phrases they do not understand or cannot pronounce.
- Read each paragraph aloud and discuss any words they don't understand.

First paragraph:

- Have a student demonstrate the word 'breathe.'
- Ask: "Is it an emergency if you cannot breathe? Why or why not?"

Second paragraph:

- Have a student demonstrate the word 'cough.'
- Ask: "Is it an emergency if you have a cough? Why or why not?"

Third paragraph:

- Ask: "What information is usually on an insurance card?"

Fourth paragraph:

- Ask: "Has anyone ever requested an interpreter?"
- Allow students to share an experience using an interpreter.

Activities for Writing

(Student Guide, Page 4)

For a second language learner, writing is an extension of listening and speaking. Students who are near the start of their English studies may not have the ability to write a multi-paragraph essay. However, eliminating writing assignments for beginning students doesn't help them in the long run.

Review the key vocabulary for the section. Ask your students to write short answers to questions based on the reading. Answer the first question as a class, writing the response for everyone to see. If this is one of their first writing assignments, you may wish to avoid unnecessary stress and instruct them that complete sentences and correct grammar and spelling are not necessary. When students have completed the assignment, review and discuss the answers to the questions. Consider having the students turn in their written responses so that you can provide them with individualized feedback.

Activities for Speaking

(Student Guide, Page 5)

Dialogues are practice for listening and speaking. When introducing a dialogue, read it aloud so students can hear the correct pronunciation, stress, intonation and reduction. After students are familiar with a conversation, they can change the dialogue, substitute other appropriate words, or develop their own conversation.

Having students work in pairs can be less intimidating; therefore, they are more likely to practice speaking. It also lets students practice new words and phrases while following the listening and speaking of a conversation.

Dialogue 1

- Read the first line and have students repeat. Continue reading the lines with students repeating the conversation.
- Divide class into two groups. Assign one group to be the first speaker in the conversation and the other group to be the second speaker. Go through the dialogue again.
- Reverse the groups - group one is now the second speaker and group two is the first speaker.
- Next have students practice in pairs. Student A is the first speaker and Student B is the second speaker. Then have students reverse roles so they practice all parts of the dialogue.

Dialogue 2

- Have students work in pairs and fill in the second dialogue with words from the first dialogue. Have volunteers share the new dialogue with the class.
- Encourage students to read their lines silently, then cover their paper and say the lines without reading. Encourage a conversation with pronunciation and intonation and not the rote memory of the lines.

Practice, Action, and Technology Extension

Activities for Practice

(Student Guide, Page 6)

The Practice pages in the Student Guide may be used as homework, individual work, or warm-up and review activities prior to the start of class. They allow students to work with the key vocabulary and apply their content knowledge from the chapter.

For additional practice and worksheets for Chapter 1, go to Page 10 of the Teacher Guide.

Activities for Taking Action

(Student Guide, Page 7)

The Action sections encourage students to apply their learning in their own lives.

- Using the website for 2-1-1 (<http://www.211us.org/>), have students look up the health care agencies available in your area. Make a list of the local health agencies that are close to you.
- Have students write the name and phone number of each agency they may need to access for health care as a future reference list.

Activities for Technology Extension

If you or your students are interested in learning more about the topics covered in this chapter, the websites listed below may be a good place to start.

- **Patient Centered Medical Home Resource Center:** information about establishing a medical home as part of patient-centered health care. <http://pcmh.ahrq.gov/page/defining-pcmh>
- **Centers for Medicare and Medicaid Services:** information to find a local representative to contact regarding Medicare and Medicaid. <http://www.cms.hhs.gov/apps/contacts>
- **Health Insurance Marketplace:** information on the Affordable Care Act and insurance coverage. Call 1-800-318-2596 or visit <http://www.healthcare.gov>
- **Health Resources and Services Administration:** information on local health centers and clinics. http://findahealthcenter.hrsa.gov/Search_HCC.aspx

Good to Know

- Students should be aware of the different types of facilities that offer medical care, such as a hospital emergency room, a health clinic, or a physician's office, and should know when to go to the appropriate health care facility. They should also locate a primary care center, where all medical records are kept together and they can establish a relationship by going to the same place and being taken care of by the same people.
- If needed, students should request an interpreter when making an appointment. Upon arriving at the medical facility, they should remind the receptionist that an interpreter has been requested.
- Students can bring a trusted family member or friend to health care appointments for support. They may forget or not understand much of what their health care provider tells them, particularly if they are nervous or under stress, so it is helpful to have someone else listening and asking questions.
- If students have insurance, they should always contact their insurance provider before going to an appointment to learn what benefits are provided under their plan. If students do not have insurance, they may be eligible to have the government help pay for all or part of their health insurance. They can talk with someone in their native language about what is available, if they are eligible, and how to apply by contacting Medicare/Medicaid or the Health Insurance Marketplace (listed above).

Additional Practice and Worksheets

Additional Practice Activities for Listening

Read the story below aloud and discuss any student questions. Read again, then go to the Check Your Listening activity. You can also act out the story as it is read or show pictures to help with understanding the story.

Mr. Bane went to the emergency room (ER) because he was having chest pains and thought he might be having a heart attack. He handed the ER receptionist his insurance card and was immediately taken to a room. After a quick exam by the doctor, Mr. Bane was given medicine and put on a heart monitor. The hospital staff prepared Mr. Bane for urgent surgery on his heart.

Mr. Cane went to a health care facility because he was not feeling well. He gave the receptionist his insurance card and paid his co-pay. He waited until he was called to the examining room. The nurse had him change into a paper robe. The doctor gave him a complete exam. The doctor told him he had a cold. Mr. Cane was told to go home, rest and drink plenty of liquids.

Check Your Listening

Have students stand up. Explain that you will read a sentence. They must decide if the sentence is True or False, based on the stories they just heard. Have them move to one designated side or area of the room if they feel the sentence is **True**, and have them move to the other side of the room if they feel the sentence is **False**.

Read:

1. Mr. Cane had an emergency. **False**
2. The doctor gave a quick exam at the emergency room. **True**
3. Mr. Bane needed surgery. **True**
4. Mr. Cane was given a medicine. **False**
5. Both Mr. Bane and Mr. Cane had to give their insurance card to the receptionist. **True**

HEALTH CARE: Student Worksheet 1

A Have students unscramble the following sentences:

happened / you / what / ? / to

accident / was / I / in / car / a

emergency / went / the / room / I / to

glad / okay / am / you / I / are / now

B Have students write the correct word under each column using the words from the Word Bank.

Word Bank

sore finger light sunburn heart attack can't breathe headache drowning

When to go to the Emergency Room	When to go to a Health Care Facility

CHAPTER 2: DOCTORS

This chapter will provide students with the vocabulary and practice they need to name body parts and describe their symptoms to a doctor. They will also practice asking their doctor questions and filling out a health history form.

Learning Objectives

After completing this lesson, students will be able to:

- Identify parts of the body
- Describe basic symptoms to the doctor
- Understand “Ask Me 3”
- Communicate with their doctor or pharmacist
- Fill out a simple health history form

Language Focus

- Ask for clarification from the doctor
- Identify and appropriately use key vocabulary needed to fill out a health history form
- Orally describe symptoms
- Pronounce key vocabulary words related to speaking with doctors

CASAS Objectives

- 3.2.1 Fill out a medical history form
- 3.6.2 Identify parts of the body
- 3.6.2 Identify medical-related vocabulary
- 3.6.4 Communicate with a doctor or other medical staff regarding condition diagnosis, treatment, concerns, etc., including clarifying instructions

Cultural Notes - Exploring Students' Perceptions

Discuss: Talking with a doctor or questioning a doctor can feel intimidating and uncomfortable for some people. This is especially true if a student's culture and how they were raised requires that you show respect and not question a doctor's skill and authority. Explore with students how their family and community view doctors, whether questioning a doctor is something they feel comfortable with, and why or why not. Recognize the similarities and differences. This is a good time to talk about the practice of preparing questions to ask the doctor, and how doctors in the U.S. expect patients to ask questions and to be as informed as possible about their own health.

Activities Using the Student Guide

Activities for the Picture Story

(Student Guide, Page 8)

The Picture Story can be used as an introduction or class warm-up to encourage discussion and promote student thinking around the concepts presented in this chapter.

- Direct students to the two photos on Page 8 and ask:
 - “What do you see?”
 - “Where are they?”
 - “What are they doing?”
- Have students discuss the questions at the bottom of Page 8 based on the pictures. Talk with students about what they think is happening, what has happened, or what will happen in the picture(s). They may or may not know the answers at this point. Students’ answers can reveal gaps in knowledge and help you tailor further instruction around this topic.
- Ask students to reflect on personal experiences related to the picture(s).

Activities for the Word List

(Student Guide, Page 9)

The Word List provides key vocabulary that will be used in the chapter, as well as a visual depiction of the word that students can use as a reference. It is important to use visuals or real objects when introducing vocabulary.

- Point to the picture in the Word List
- Say the word; have students repeat
- Read definition and check understanding by having students:
 - Use the word in a sentence
 - Act out the meaning of the word
- Explain any words that have multiple meanings
- Encourage students to make a word bank or word log

Activities for Reading

(Student Guide, Pages 10-11)

The first page of the Reading section further explores key concepts using the new vocabulary. Students will then read a story that shows how those words and concepts might apply to a real health situation.

Reading: What will the doctor ask me?

(Student Guide, Page 10)

- Have students read the information silently.
- Ask: What three topics are covered?
 - Symptoms
 - Medicines
 - Health History
- Ask students to follow in their books while you read aloud the content information. Discuss each bullet before reading the next.
 - For **symptoms**, ask students to name or describe some symptoms that they have had in the past. Let students state their symptom and act it out. For example: "My back hurts," or "I have a headache," while pointing to the body part.
 - For **medicines**, split students into pairs and have them discuss any medication they have taken, when they took the medicine, and for how long.
 - For **health history**, ask if anyone has filled out a Health History form at a health care center. Discuss if it was difficult and, if so, why. Ask if anyone asked for the form in another language and what were the results.

Reading: What will I ask the doctor?

(Student Guide, Page 10)

- Read and discuss the questions from *Ask Me 3*.

Reading: John's Story

(Student Guide, Page 11)

- Have students read the story silently and write down any words or phrases they do not understand or cannot pronounce.
- Read each paragraph aloud and discuss any words they don't understand.

First paragraph:

- Ask: "Has anyone had a checkup in their home country?" and "Has anyone had a checkup in the U.S.?"
- Discuss any differences.

Second paragraph:

- Ask: "Has anyone made an appointment at a health center?" and "Did you have any difficulty? Why or why not?"
- Role play calling the health center and making an appointment. (Refer to Chapter 1, Maria's story, for more on making an appointment.)

Third paragraph:

- Ask: "What information is usually asked for on a health history form?"

Fourth paragraph:

- Ask: "Does anyone have any allergies? What do you do to treat your allergies?"

Activities for Writing

(Student Guide, Page 11)

Review the key vocabulary for the section. Ask your students to write short answers to questions based on the reading. Answer the first question as a class, writing the response for everyone to see. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. Let them know that their efforts are appreciated and that the message they are trying to convey is valued over the form. When students have completed the assignment, review and discuss the answers to the questions. Consider having the students turn in their written responses so that you can provide them with individualized feedback. As you progress through the chapters, you can focus more on grammar and punctuation.

Activities for Speaking

(Student Guide, Page 12)

Dialogues are practice for listening and speaking. When introducing a dialogue, read it aloud so students can hear the correct pronunciation, stress, intonation and reduction. After students are familiar with a conversation, they can change the dialogue, substitute other appropriate words, or develop their own conversation.

Having students work in pairs can be less intimidating; therefore, they are more likely to practice speaking. It also lets students practice new words and phrases while following the listening and speaking of a conversation.

Dialogue 1

- Read the first line and have students repeat. Continue reading the lines with students repeating the conversation.
- Divide class into two groups. Assign one group to be the first speaker in the conversation and the other group to be the second speaker. Go through the dialogue again.
- Reverse the groups - group one is now the second speaker and group two is the first speaker.
- Next have students practice in pairs. Student A is the first speaker and Student B is the second speaker. Then have students reverse roles so they practice all parts of the dialogue.

Dialogue 2

- Have students work in pairs and fill in the second dialogue with words from the first dialogue. Have volunteers share the new dialogue with the class.
- Have several students with good typing skills retype the first dialogue. Each student would only type several lines. Combine the dialogue lines and print. Cut apart the lines. Have pairs of students take turns putting the dialogue in the correct order.

Practice, Action, and Technology Extension

Activities for Practice

(Student Guide, Pages 13-14)

The Practice pages in the Student Guide may be used as homework, individual work, or warm-up and review activities prior to the start of class. They allow students to work with the key vocabulary and apply their content knowledge from the chapter.

For additional practice and worksheets for Chapter 2, go to Page 18 of the Teacher Guide.

Activities for Taking Action

(Student Guide, Page 15)

The Action sections encourage students to apply their learning in their own lives.

- Have students complete the health history form in the Student Guide. For more advanced work, use the worksheets at the end of this chapter.
- Emphasize that the information can be kept and used when going to the health center.

Activities for Technology Extension

If you or your students are interested in learning more about the topics covered in this chapter, the websites listed below may be a good place to start.

- **Ask Me 3:** more information on patient education to improve health communication with providers.
<http://www.npsf.org/for-healthcare-professionals/programs/ask-me-3/>
- **Literacy Information and Communication System (LINCS):** additional resources for beginning level ESL students to practice filling out health forms.
http://lincs.ed.gov/health/10_forms
- **REEP Health English Practice:** website designed for the ESL student with additional practice items related to health vocabulary including visual vocabulary with sound, listening exercises, writing exercises, and matching activities.
<http://www.reepworld.org/englishpractice/>

Good to Know

- It is important to teach body parts to EL learners so they can explain to their health provider where they do not feel well, have pain, or are injured. Additionally, being able to describe symptoms (such as location on body, level of pain, when symptom started, family history of issue, etc.) will help the health provider to recommend appropriate treatment.
- Symptoms of common allergies include a runny nose, sneezing, congestion, skin rash, and itchy eyes. While allergies to pollen or pet hair are irritating, they are not life threatening. But some types of allergies, such as to peanuts, can have severe reactions and may require immediate medical care. Someone with chronic or severe allergies may need to see an allergist.

Additional Practice and Worksheets

Additional Practice Activities for Vocabulary

- Use flash cards to show pictures of body parts on one side and the word on the other.
- Use flash cards showing pictures of symptoms on one side and the word on the other (example: backache).
- Try one of these Total Physical Response (TPR) activities:
 - Give a command to the class to touch different parts of the body.
Say: "Touch your head (nose/chest/back/legs/etc.)."
 - Give a command to complete an action using a body part:
Say: "Move your fingers/wiggle your toes/bend your knees/turn your head to the right/stand up/sit down/raise your arms/etc."
 - Sing the Hokie Pokie while touching the body part mentioned.
 - Give a command to touch the part of the body that matches the symptom:
Say: "Touch the body part that shows a sore throat/ stomachache/ headache/pain in the back/sprained ankle/congestion/earache/sneezing/etc."
 - Exaggerate showing a symptom, saying, "Oh, I hurt." (For example, hold your back with an expression of pain.) Students have to respond with the part of the body and describe the symptom by saying, "You have a backache," "You hurt your back," or "You have pain in your back."

Additional Practice Activities for Listening

Read the story below aloud and discuss any student questions. Read again, then go to the Check Your Listening activity. You can also act out the story as it is read or show pictures to help with understanding the story.

Zachery was in pain. His throat hurt and it was hard to swallow. His forehead felt hot. His eyes burned and watered. He was not able to go to work. Zachery called and made an appointment with his health care provider.

Zachery told the doctor his symptoms. The doctor said he had a sore throat and a fever. He prescribed some liquid medicine and bed rest. The doctor explained that would help his throat get better and he would be able to go back to work. The doctor wanted to see Zachery in a week to make sure the sore throat was gone.

Check Your Listening

Have students choose answer A, B, or C.

1. Zachery had a:
 - A. sore throat
 - B. sore foot
 - C. sore thigh
2. Zachery called:
 - A. his friend
 - B. the hospital
 - C. the health care center
3. The doctor prescribed:
 - A. pills
 - B. liquid medicine
 - C. ointment

DOCTORS: Student Worksheet 2

Preparing for Your Visit

Fill in this form to prepare for a doctor's appointment.

A What I want to tell the doctor

My Symptoms: _____

When the symptoms started: _____

What medicines I am taking: _____

When I notice I feel better: _____

When I feel worse: _____

If I felt like this in the past and when: _____

This is what I did the last time this happened: _____

What I have been eating differently because of this: _____

What I have been doing differently because of this: _____

B What I want to ask the doctor

What is my main problem? _____

What do I need to do? _____

Why is this important to me? _____

DOCTORS: Student Worksheet 3

Health History Form: Advanced

Practice filling out a health history form using the sample below.

Personal Information

Name: _____ Date of Birth: _____

Address: _____

Occupation: _____ Place of Employment: _____

Home Phone: _____ Work Phone: _____

Marital Status (check one): ☐ single ☐ married ☐ divorced ☐ widowed

Person to contact in case of emergency: _____ Phone: _____

Weight _____ Height _____

Caffeine intake? ☐ Yes ☐ No If so, how much? _____

Do you exercise? ☐ Yes ☐ No If so, how often? _____

Do you drink alcohol? ☐ Yes ☐ No If so, how often? _____

Do you smoke? ☐ Yes ☐ No Did you ever smoke? ☐ Yes ☐ No

Check any symptoms that you have now or have had in the past.

- | | | |
|---------------------------------------|--------------------------------------|--|
| ☐ headache | ☐ allergies | ☐ nausea |
| ☐ stomachache | ☐ watery eyes | ☐ dizziness |
| ☐ backache | ☐ sneezing | ☐ poor appetite |
| ☐ chest pain | ☐ coughing | ☐ fever |
| ☐ ringing ears | ☐ tiredness | ☐ vomiting |

Check any medical problems in your family.

- | | | |
|---------------------------------|--|--|
| ☐ asthma | ☐ diabetes | ☐ high blood pressure |
| ☐ cancer | ☐ heart disease | ☐ stroke |

DOCTORS: Student Worksheet 3, *continued*

Have you ever been in the hospital overnight? Please explain.

Date	Reason	Outcome

CHAPTER 3: MEDICINE

This chapter helps students to learn about the similarities and differences between prescription and over-the-counter medicines. They will learn to read a medicine label, how to follow medicine directions, and consider important safety issues around medicine.

Learning Objectives

After completing this lesson, students will be able to:

- Understand the difference between over-the-counter medicine and prescription medicine
- Locate and interpret information on a medicine label
- Communicate with a pharmacist about a medication
- Interpret when and how to take medicine

Language Focus

- Ask a doctor or pharmacist questions about medicine
- Describe how to take a medicine
- Identify and appropriately use key vocabulary found on a medicine label
- Pronounce key vocabulary related to medicines

CASAS Objectives

3.3.2 Identify medicine labels

3.3.3 Identify the difference between prescription, over-the-counter, and generic medicines

3.4.1 Interpret product label safety warnings

3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers

4.9.3 Identify sources of information and assistance, and access resources within a system

7.4.4 Identify and utilize appropriate informational resources, including technology

Cultural Notes - Exploring Students' Perceptions

Discuss: Students have different experiences with when and how they take medicine and where they go to get medications. In addition to using over-the-counter and prescription medicines, many cultures use home remedies or herbal medicines. Plants like garlic and ginseng are used in some home remedies. Ask students to talk about the home remedies they use. This is a good time to talk about how some medicines can interact or interfere with each other and why it is important to tell doctors about the home remedies they use and any side-effects they have experienced.

Activities Using the Student Guide

Activities for the Picture Story

(Student Guide, Page 16)

The Picture Story can be used as an introduction or class warm-up to encourage discussion and promote student thinking around the concepts presented in this chapter.

- Direct students to the two photos on Page 16 and ask:
 - "What do you see?"
 - "Are you familiar with both kinds of medicine?"
 - "Can you identify what is different and what is the same?"
- Have students discuss the questions at the bottom of Page 16 based on the pictures. Talk with students about what they see, if they can identify an OTC vs. prescription medicine, or the differences they see between the two picture(s). They may or may not know the answers at this point. Students' answers can reveal gaps in knowledge and help you tailor further instruction around this topic.
- Ask students to reflect on personal experiences related to the picture(s).

Activities for the Word List

(Student Guide, Page 17)

The Word List provides key vocabulary that will be used in the chapter, as well as a visual depiction of the word that students can use as a reference. It is important to use visuals or real objects when introducing vocabulary.

- Point to the picture in the Word List
- Say the word; have students repeat
- Read definition and check understanding by having students:
 - Use the word in a sentence
 - Act out the meaning of the word
- Explain any words that have multiple meanings
- Encourage students to make a word bank or word log

Activities for Reading

(Student Guide, Page 18-19)

The first page of the Reading section further explores key concepts using the new vocabulary. Students will then read a story that shows how those words and concepts might apply to a real health situation.

Reading: What does a medicine label tell you?

(Student Guide, Page 18)

- Have students read the information silently.
- Ask students to follow in their books while you read aloud the content information. Discuss each bullet before reading the next.

For **labels**:

- Have students list the information found on both drug labels.
- Refer back to the Picture Story on Page 16 and ask students to locate the label information on the OTC drug and the Rx drug.

For **side effects** and **warnings**:

- Ask: "Do you ever read the warning labels before buying or taking medicine?"
- Ask: "Have you ever had to stop taking a medicine due to a side effect?"

For **medication directions**:

- Ask: "Have you ever had difficulty understanding how to take your medicine?"
- Have students discuss particular areas where they have had trouble with medication directions.

Reading: Alicia's Story

(Student Guide, Page 19)

- Have students read the story silently and write down any words or phrases they do not understand or cannot pronounce.
- Read each paragraph aloud and discuss any words they don't understand.

First paragraph:

- Have students explain in their own words what the pharmacist meant by "Take two pills, twice a day."
- Have students practice asking a pharmacist for clarification or additional explanation when getting medicine.

Medicine Label: Have students locate information on the label by asking questions such as:

- Who is the medicine for?
- Are there any refills?
- Who is the doctor?
- What is the name of the medicine?
- How much medicine will she take?
- How often will she take it?

Activities for Writing

(Student Guide, Page 19)

Review the key vocabulary for the section. Ask your students to write short answers to questions based on the reading. Answer the first question as a class, writing the response for everyone to see. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. Let them know that their efforts are appreciated and that the message they are trying to convey is valued over the form. When students have completed the assignment, review and discuss the answers to the questions. Consider having the students turn in their written responses so that you can provide them with individualized feedback. As you progress through the chapters, you can focus more on grammar and punctuation.

Activities for Speaking

(Student Guide, Page 20)

Dialogues are practice for listening and speaking. When introducing a dialogue, read it aloud so students can hear the correct pronunciation, stress, intonation and reduction. After students are familiar with a conversation, they can change the dialogue, substitute other appropriate words, or develop their own conversation.

Having students work in pairs can be less intimidating; therefore, they are more likely to practice speaking. It also lets students practice new words and phrases while following the listening and speaking of a conversation.

Dialogue 1

- Read the first line and have students repeat. Continue reading the lines with students repeating the conversation.
- Divide class into two groups. Assign one group to be the first speaker in the conversation and the other group to be the second speaker. Go through the dialogue again.
- Reverse the groups - group one is now the second speaker and group two is the first speaker.
- Next have students practice in pairs. Student A is the first speaker and Student B is the second speaker. Then have students reverse roles so they practice all parts of the dialogue.

Dialogue 2

- Have students work in pairs and fill in the second dialogue with words from the first dialogue. Have volunteers share the new dialogue with the class.
- Have several students with good typing skills retype the first dialogue. Each student would only type several lines. Combine the dialogue lines and print. Cut apart the lines. Have pairs of students take turns putting the dialogue in the correct order.

Practice, Action, and Technology Extension

Activities for Practice

(Student Guide, Page 21)

The Practice pages in the Student Guide may be used as homework, individual work, or warm-up and review activities prior to the start of class. They allow students to work with the key vocabulary and apply their content knowledge from the chapter.

For additional practice worksheets for Chapter 3, go to Page 30 of the Teacher Guide.

Activities for Taking Action

(Student Guide, Page 22)

The Action sections encourage students to apply their learning in their own lives.

- Have students complete the list of medicines that they take.
- Discuss why it is important to inform a health provider about all of the medicines that you take (even over-the-counter and herbal medicines).

Activities for Technology Extension

If you or your students are interested in learning more about the topics covered in this chapter, the website listed below may be a good place to start.

- **Medicines in My Home:** a PowerPoint presentation that includes questions and activities.
<http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm094874.pdf>

Good to Know

The type and number of medications to treat and cure diseases has increased, which increases the need for students to understand both prescription (Rx) and over-the-counter (OTC) medicines and how to use them properly.

- To prevent or reduce mistakes that could lead to life-threatening results, students need to know who, how, how much, and when to take both Rx and OTC medicines. If someone takes too much or not enough, the medication may not work properly.
- Reading warning labels on medications is very important. They contain information concerning taking medicine with or without food, the maximum dosage in a 24 hour period, and possible side effects.
- Sometimes a generic drug is prescribed rather than the brand name drug. This is because the generic drug is cheaper than the brand name. Generic drugs have the same dosage, strength, intended use, quality, risks, side effects, safety, and performance characteristics as the brand name drug.
- Some medicines cannot be given in combination with other medicines, so it is important for students to list all drugs and supplements they take when filling out medical forms and talking with medical providers.

Additional Practice and Worksheets

Additional Practice Activities for Speaking

Use the following **Information Gap** activity with the first Dialogue on Page 20 of the Student Guide.

Make copies of the Pharmacist script and the Patient script below, and cut the page so that they are separate. Each pair of students will receive a script for the pharmacist and one for the patient.

The Pharmacist (using the Pharmacist script) will read the first line to the Patient, then the Patient (using the Patient script) will answer. Give students adequate time to go through the conversation several times and switch roles. Encourage students to listen to the other person before speaking to make sure they answer correctly.

Pharmacist

Pharmacist: Hello, how can I help you?

Pharmacist: What are your symptoms?

Pharmacist: Here is a medicine that says on the **label** use for allergies.

Pharmacist: The **label** says this medicine may make you feel sleepy.

Pharmacist: Yes, try this one.

Patient

Patient: I need to find an **over-the-counter** medicine for allergies.

Patient: I have a headache and sneeze often.

Patient: Will this medicine cause **side effects**?

Patient: Is there a medicine that will not make me sleepy?

Patient: Thank you.

Additional Practice Activities for Listening

Read the story below aloud and discuss any student questions. Read again, then go to the Check Your Listening activity. You can also act out the story as it is read or show pictures to help with understanding the story.

Andres went to the pharmacy after work. He was feeling lousy. His head hurt, his nose was stuffy and he had started coughing. He asked the pharmacist what he should take for his cold. After buying some cough syrup, nasal spray, and a decongestant as the pharmacist suggested, Andres went home.

At home, Andres got confused with the cough medicine. The label said to take 1 tablespoon every four hours. Looking at his spoons, he had two different sized tablespoons. Then Andres realized that inside the box of cough medicine there was a dosage cup he could use to measure his medicine. Andres took his medicine at 6:00 p.m. and planned to take another dose at 10:00 p.m.

Check Your Listening

Ask students the following questions about the story and discuss the answers.

- Who is the story about?
- What was wrong with him? What were his symptoms?
- What did the pharmacist suggest he buy?
- Why did he become confused with the cough medicine?
- Why couldn't he use just any tablespoon?
- When will he take his next dose of cough medicine?

Additional Practice Activities for Writing

Comparing Prescription and Over-the-Counter (OTC) Medicines

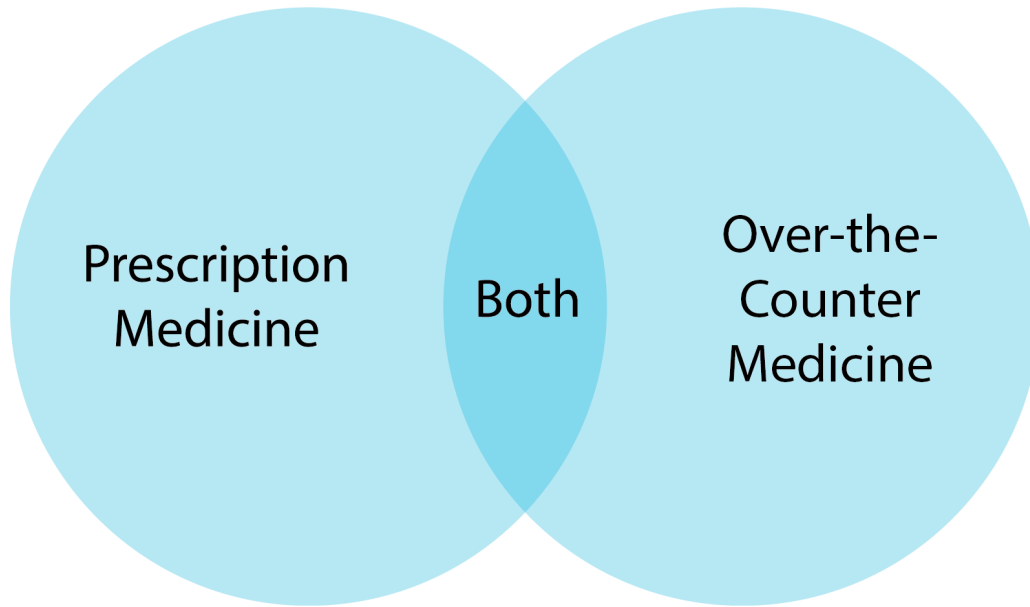
Make copies of Worksheet 4 (next page) for each student. Tell students they are going to compare an OTC medicine label and a Rx medicine label. Explain that under one circle of the Venn diagram they will write what is on a Rx medicine label, and in the other circle what is on an OTC medicine label. Finally, they will write in the middle what both medicine labels have in common. Allow them to refer to the Picture Story on Page 16 of the Student Guide.

Understanding How Often to Take Medicine

Make a copy of Worksheet 5 for each student. Explain that they are going to figure out when they should take the medicine. In the first column, it tells them how often the medicine should be taken. Then in the next four columns, they will put an X to show when the medicine should be taken.

MEDICINE: Student Worksheet 4

Comparing Prescription and Over-the-Counter Medicines



Prescription

Both

Over the Counter

1	2	3	4	5	6	7	8	9	10	11

[illegible]

MEDICINE: Student Worksheet 5

How Often Should I Take Medicine

Put an X in the box showing when the medicine should be taken.

How often to take medicine	Morning	Afternoon	Evening	Night
Once a day 1 time a day				
Twice a day 2 times a day				
Three times a day 3 times a day				
Four times a day 4 times a day				

CHAPTER 4: HEALTHY EATING

In this chapter, students will be introduced to recommendations for healthy meal planning. The importance of eating a variety of nutritious foods for a healthy lifestyle is emphasized.

Learning Objectives

After completing this lesson, students will be able to:

- Recognize FDA's Choose My Plate Nutrition Guide
- Understand the importance of eating fruits and vegetables

Language Focus

- Express food likes and dislikes
- Explain how to prepare food and create a recipe
- Name different kinds of fruits and vegetables

CASAS Objectives

3.5.2 Select a balanced diet

4.9.3 Identify sources of information and assistance, and access resources within a system

7.4.4 Identify and utilize appropriate informational resources, including the internet

Cultural Notes - Exploring Students' Perceptions

Discuss: Food is a great way to talk about various cultures. Every culture has its own particular foods and ways of preparing foods, especially related to holidays and special occasions. Ask students to share the foods they prepare for special occasions. Different cultures also emphasize certain foods to keep a person healthy or help them feel better when they are sick. An apple a day to stay healthy or having chicken soup when someone is sick are good examples. Ask students to share which foods their mothers and grandmothers taught them were especially healthy and helpful when they were sick.

Activities Using the Student Guide

Activities for the Picture Story

(Student Guide, Page 23)

The Picture Story can be used as an introduction or class warm-up to encourage discussion and promote student thinking around the concepts presented in this chapter.

- Direct students to the two photos on Page 23 and ask:
 - “What do you see?”
 - “What is the same about these two pictures?”
 - “What is different?”
- Have students discuss the questions at the bottom of Page 23 based on the pictures. Talk with students about what they think is healthy food, what is unhealthy food, and why it makes a difference if they eat healthy or unhealthy food. They may or may not know the answers at this point. Students’ answers can reveal gaps in knowledge and help you tailor further instruction around this topic.
- Ask students to reflect on personal experiences related to the picture(s).

Activities for the Word List

(Student Guide, Page 24)

The Word List provides key vocabulary that will be used in the chapter, as well as a visual depiction of the word that students can use as a reference. It is important to use visuals or real objects when introducing vocabulary.

- Point to the picture in the Word List
- Say the word; have students repeat
- Read definition and check understanding by having students:
 - Use the word in a sentence
 - Act out the meaning of the word
- Explain any words that have multiple meanings
- Encourage students to make a word bank or word log

Activities for Reading

(Student Guide, Page 25-26)

The first page of the Reading section further explores key concepts using the new vocabulary. Students will then read a story that shows how those words and concepts might apply to a real health situation.

Reading: What is Healthy Eating?

(Student Guide, Page 25)

- Have students read the information silently.
- Ask students to follow in their books while you read aloud the content information. Discuss each bullet before reading the next.

For **obesity**:

- Have students discuss potential health problems that can result from overeating or eating foods that have poor nutritional value.
- See additional activities for this chapter for resources that can help students understand obesity.

For **variety**:

- Ask students to explain why eating a variety of foods from the five food groups is important for health.
- Have students discuss what they think might happen if they only ate foods from a single group.

For **fiber** and **vitamins**:

- Ask students to list foods that are good sources of fiber.
- Have students list foods that are good sources of certain vitamins.

Reading: Larisa's Story

(Student Guide, Page 26)

Before beginning this activity, you may want to have students visit <http://www.choosemyplate.gov> to learn more about guidelines for healthy eating.

- Have students read the story silently and write down any words or phrases they do not understand or cannot pronounce.
- Read each paragraph aloud and discuss any words they don't understand.

First paragraph:

- Ask students if they cook healthy meals for themselves or their families. Have them share a typical healthy meal, and encourage discussion around changing meals to make them healthier.

Healthy Plate Graphic:

- Have students help create a healthy meal for Larisa and her family.
- Allow students to create a healthy meal of their own using the plate as a guide.

Activities for Writing

(Student Guide, Page 26)

Review the key vocabulary for the section. Ask your students to write short answers to questions based on the reading. Answer the first question as a class, writing the response for everyone to see. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. Let them know that their efforts are appreciated and that the message they are trying to convey is valued over the form. When students have completed the assignment, review and discuss the answers to the questions. Consider having the students turn in their written responses so that you can provide them with individualized feedback. As you progress through the chapters, you can focus more on grammar and punctuation.

Activities for Speaking

(Student Guide, Page 27)

Dialogues are practice for listening and speaking. When introducing a dialogue, read it aloud so students can hear the correct pronunciation, stress, intonation and reduction. After students are familiar with a conversation, they can change the dialogue, substitute other appropriate words, or develop their own conversation.

Having students work in pairs can be less intimidating; therefore, they are more likely to practice speaking. It also lets students practice new words and phrases while following the listening and speaking of a conversation.

Dialogue 1

- Read the first line and have students repeat. Continue reading the lines with students repeating the conversation.
- Divide class into two groups. Assign one group to be the first speaker in the conversation and the other group to be the second speaker. Go through the dialogue again.

- Reverse the groups - group one is now the second speaker and group two is the first speaker.
- Next have students practice in pairs. Student A is the first speaker and Student B is the second speaker. Then have students reverse roles so they practice all parts of the dialogue.

Dialogue 2

- Have students work in pairs and fill in the second dialogue with words from the first dialogue. Have volunteers share the new dialogue with the class.
- Have several students with good typing skills retype the first dialogue. Each student would only type several lines. Combine the dialogue lines and print. Cut apart the lines. Have pairs of students take turns putting the dialogue in the correct order.

Practice, Action, and Technology Extension

Activities for Practice

(Student Guide, Page 28)

The Crossword practice page in the Student Guide may be used as homework, individual work, or warm-up and review activities prior to the start of class. It allows students to work with the key vocabulary and apply their content knowledge from the chapter.

For additional practice worksheets for Chapter 4, go to Page 40 of the Teacher Guide.

Activities for Taking Action

(Student Guide, Page 29)

The Action section encourages students to apply their learning in their own lives.

- Have students think about their favorite meal and if it would be considered healthy according to what they have learned in this chapter. Encourage them to make changes if it is not particularly healthy, then write down the ingredients and the steps that are necessary to prepare the meal.
- Ask students to bring in one or more healthy recipes they use at home. You can collect them into a class cookbook to copy and distribute to the class. Students may want to try each other's recipes and talk about the results in class.

Activities for Technology Extension

If you or your students are interested in learning more about the topics covered in this chapter, the website listed below may be a good place to start.

- **Choose My Plate:** Students can select the “Get a Personalized Plan” option where they will enter their personal information to receive calculations for their daily food needs. Encourage students to keep this information to plan their daily food plan. <http://www.choosemyplate.gov>

Good to Know

Obesity is a medical condition that results from having too much body fat. This often leads to increased health problems or reduced life expectancy. Foods that lack nutritional value, are high in calories (sugars), fried (fat), and over-sized portions are factors that cause obesity. Being aware of the types and variety of foods eaten and practicing portion control can help maintain a healthy weight. Following the “My Plate” combination and portions provides the essential nutrients, such as vitamins and minerals, that are necessary for growth and survival.

Additional Practice and Worksheets

Additional Practice Activities for Speaking

Use the following **Sentence Strips** activity with the first Dialogue on Page 27 of the Student Guide. Students can be put into pairs or small groups. Copy and cut the sentence strips. Mix up the strips and clip together before distributing. Students will then put the sentences in order of the dialogue they just practiced. Students can then read the dialogue aloud.

Sentence Strips for Dialogue

Kim: What fruits do you like to eat?

Marc: I like to eat oranges and apples.

Kim: What vegetables do you like to eat?

Marc: I like to eat broccoli and carrots.

Kim: Do you like to eat spinach?

Marc: No, I do not like to eat spinach. Do you?

Kim: No, I do not like spinach, either. Do you like to eat strawberries?

Marc: Yes, strawberries are my favorite food.

Additional Practice Activities for Listening

Read the story below aloud and discuss any student questions. Read again, then go to the Check Your Listening activity. You can also act out the story as it is read or show pictures to help with understanding the story.

Natasha is a mother of three children. She wants to feed her children a good, healthy diet, made up of foods that have plenty of nutrients and vitamins. At the grocery store she checks the cereal labels. She is surprised that the first ingredient is sugar, and Natasha knows too much sugar is not good for her children. She ends up buying a whole grain cereal that does not have sugar listed on the label.

She goes to the produce department and buys strawberries and blueberries to go with the cereal. She also buys some oranges, carrots and celery for some snacks later on during the day. She already has some low-fat milk, so she feels prepared.

Check Your Listening

Write these headings on the board or flipchart.

Natasha	Grains	Fruits	Vegetables	Dairy
---------	--------	--------	------------	-------

Instruct students to write at least one word related to each topic as they listen to the story the second time.

Additional Practice Activities for Speaking and Listening

Asking About Foods You Like

Make a copy of Worksheet 6 for each student. Students must find someone in the class who likes each food until they have filled all of the boxes. This type of survey activity encourages speaking and listening while allowing students to get to know each other better.

Additional Practice Activities for Writing

Foods I Eat and Foods I Should Eat

Make a copy of Worksheet 7 for each student. Students can fill out the table based on their own diet, or this can be done on the board as a class. Encourage discussion about ways to incorporate more of the “green” healthy foods into the diet.

HEALTHY EATING: Student Worksheet 6

Find Someone Who...

Ask a classmate, "Do you like _____?" Fill in the blank from one of the boxes below. If they like the food, write down the classmate's name in the box. Then go to another classmate and ask if they like the food you say, until you have a classmate's name in every box.

Broccoli	Tangerines	Plain, low-fat yogurt
Whole wheat bread	Nuts	Pears
Spinach	Low fat milk	Black beans
Chicken	Oatmeal	Whole wheat pasta
Lettuce	Apples	Fish
Kale	Cheese	Beef
Brown rice	Blueberries	Cauliflower

HEALTHY EATING: Student Worksheet 7

Foods I Eat and Foods I Should Eat

List foods that fit in each category. Circle the foods in red that you eat regularly. Circle the foods in green that should be eaten regularly. Cross out the foods that should only be eaten sometimes.

Grains	Vegetables	Fruits	Dairy	Protein Foods	Fats, Oils, Sugars

What can you do to add more of the foods that you circled in green to your diet?

CHAPTER 5: STAYING HEALTHY

This is a mini-chapter highlighting six “healthy goals:” eating healthy foods, keeping a healthy weight, exercising, not smoking, getting a checkup, and dealing with stress.

Learning Objectives

After completing this lesson, students will be able to:

- Identify healthy living activities
- Set goals for a healthy life
- Summarize ways to stay healthy

Language Focus

- Discuss the goals for staying healthy
- Answer questions in Check Your Learning about the pictures displayed

CASAS Objectives

- 2.5.3 Locate medical and health facilities in the community
- 3.5.2 Select a balanced diet
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
- 4.9.3 Identify sources of information and assistance, and access resources within a system
- 7.4.4 Identify or utilize appropriate informational resources, including the Internet

Activities Using the Student Guide

Activities for the Picture Story

(Student Guide, Page 30)

The Picture Story can be used as an introduction or class warm-up to encourage discussion and promote student thinking around the concepts presented in this chapter.

- Direct students to the photos on Page 30 and ask:
 - “What do you see?”
 - “What are people doing?”
 - “How do these pictures show people staying healthy?”
- Ask students to reflect on personal experiences related to the picture(s).

Activities for Reading

(Student Guide, Page 31)

The guide presents six goals to work towards in order to stay healthy. Have students discuss the following based on what they have learned using this guide, as well as what they know from other aspects of their lives:

Goal 1. For healthy eating, ask:

- What does a healthy diet look like to you and your family?
- What can you do to follow a healthy diet?

Goal 2. To keep a healthy weight, ask:

- How do you know if you are at a healthy weight?
- What are some ways to reach and/or maintain a healthy weight?

Goal 3. To be physically active, ask:

- What kind of exercise do you do?
- What are some ways to increase the amount of exercise you do?

Goal 4. To stop using all types of tobacco, ask:

- Why shouldn't you use tobacco products?
- Where can you go for help if you need to quit using tobacco?

Goal 5. For regular checkups, ask:

- Why is it important for you to get a regular checkup?
- Do you need to schedule an appointment?

Goal 6. To take care of stress, ask:

- What are some of the things that cause you stress?
- What can you do to reduce stress in your life?

Practice, Action, and Technology Extension

Check Your Learning

(Student Guide, Page 32)

Have students read and answer the questions. They can check their answers using the answer guide on Page 33.

Activities for Taking Action

Use the additional practice worksheet at the end of this chapter to work with students on setting goals to stay healthy. Have students choose a goal from Page 31 of the Student Guide to work towards, or allow them to choose their own health goal. The worksheet will help them make the goal a reality. For additional help with setting goals and reaching them, see the Technology Extension information for this chapter.

Activities for Technology Extension

If you or your students are interested in learning more about the topics covered in this chapter, the websites listed below may be a good place to start.

- **A SMART Guide to Goal Setting:** an introduction on achieving health-related goals using the SMART goal setting model.
<http://www.acefitness.org/acefit/fitness-fact-article/3575/a-smart-guide-to-goal-setting/>
- **SmokeFree:** a free resource including quit coaches and quit plans supporting those wishing to quit smoking or chewing tobacco. <http://smokefree.gov/>

STAYING HEALTHY: Student Worksheet 8

Setting a Goal for Staying Healthy

Choose one goal you would like to work on from the six Staying Healthy Goals.

1. What is your goal?
2. By what date do you want to accomplish this goal?
3. What steps do you need to take to reach your goal?
 - A.
 - B.
 - C.
4. What resources or help do you need to make your goal a reality?

Keep this worksheet in a visible location to remind yourself of the goal you want to achieve and the plan you have made to get there. Remember to celebrate when you reach your goal!

RESOURCES

2-1-1

<http://www.211us.org/>

Agency for Healthcare Research and Quality, Patient Centered Medical Home Resource Center

<http://pcmh.ahrq.gov/page/defining-pcmh>

American Council on Exercise, *A SMART Guide to Goal Setting*

<http://www.acefitness.org/acefit/fitness-fact-article/3575/a-smart-guide-to-goal-setting/>

Arlington Education and Employment Program, REEP Health English Practice

<http://www.reepworld.org/englishpractice/>

Centers for Medicare and Medicaid Services

<http://www.cms.hhs.gov/apps/contacts>

Literacy Information and Communication System (LINCS), *Filling Out Medical and Family History Forms - Research-based Health Literacy Materials and Instruction Guide - Beginning ABE and ESL Levels*

http://lincs.ed.gov/health/10_forms

Literacy Information and Communication System (LINCS) Resource Collection

<http://lincs.ed.gov/collections>

National Institutes of Health, *SmokeFree*

<http://smokefree.gov/>

National Patient Safety Foundation, *Ask Me 3*

<http://www.npsf.org/for-healthcare-professionals/programs/ask-me-3/>

U.S. Department of Agriculture, *Choose My Plate*

<http://www.choosemyplate.gov>

U.S. Department of Health and Human Services, *Health Insurance Marketplace*

<http://www.healthcare.gov>

U.S. Department of Health and Human Services, Health Resources and Services Administration

http://findahealthcenter.hrsa.gov/Search_HCC.aspx

U.S. Department of Health and Human Services, *My Health Finder*

<http://healthfinder.gov/myhealthfinder/>

U.S. Food and Drug Administration, *Medicines In My Home*

<http://www.fda.gov/downloads/Drugs/ResourcesForYou/Consumers/BuyingUsingMedicineSafely/UnderstandingOver-the-CounterMedicines/ucm094874.pdf>

NOTES



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