

# STAYING HEALTHY

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



## Teacher's Guide

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

**Teacher's Guide**

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**Florida Literacy Coalition  
Florida's Adult and Family Literacy Resource Center**

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**Copies of Staying Healthy: An English Learner's Guide to Health Care and Healthy Living - Teacher's Guide may be ordered by contacting the Florida Literacy Coalition, Inc., (407) 246-7110. This publication and the corresponding Student Manual can be downloaded for free at <http://www.floridaliteracy.org>**

The opinions expressed herein do not necessarily represent the positions or policies of the Florida Department of Education.

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## **Dear Teachers,**

This guide is designed to be used with *Staying Healthy: an English Learner's Guide to Health Care and Healthy Living*. Used together, the teacher's guide and student book will enhance students' understanding of the health information, while at the same time improving their English language and literacy skills. The teacher's guide includes ideas for lessons, and activities, as well as suggestions for presenting health information that will hopefully 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 English for speakers of other languages (ESOL) class. Your role as an ESOL teacher is to give students the language, literacy, and communication skills they need to find information about their health and connect with local health resources available to them. 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. This said, it is important for the students to understand that you are not asking them to share their specific private health information, but rather, that you are asking them to discuss health issues in more general terms. By providing this forum, you will accomplish many goals. You will improve their English skills by encouraging free discussion about a meaningful and motivating topic. You will also address issues of cultural differences related to health and health care. You will convey important information about health and nutrition, as well as increase their 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 here 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.

For many families, access to health insurance and affordable health care is very difficult. However, Florida does have many excellent resources to help individuals and families find a way to get preventive care. The health of individuals and families with access to preventive health care is much better than those without. So it is worth the effort to learn about these resources for low-cost health insurance and free care.

There is a standard format for both the student book and the teacher's guide.

Each chapter in the student book includes:

- A theme picture to use as a discussion starter
- The health information, and a “picture dictionary” presentation of related key words in the margin
- Charts and tables
- A section explaining how the health system can help, which is intended to reinforce the importance of having a doctor and health center to call one's own
- A dialog to practice the language needed to connect with the health care system
- Resources to learn more or find local programs in your county

Each chapter in the teacher's guide includes:

- Learning objectives
- CASAS competencies addressed
- Section 1: Reading About the Topic
  - Suggestions for using the theme picture to start discussion
  - Suggestions for teaching key vocabulary
  - Suggestions for teaching the health content, including points to emphasize and common misconceptions to address
- Section 2: Activities
  - Pronunciation
  - Grammar
  - Math
  - Hands-on learning
  - Comprehension
  - Technology

- Section 3: Dialog. This includes 3 dialogs at different levels of difficulty
- Section 4: Check Your Learning. There is a quiz to check for understanding and ideas for sharing new information with others
- Section 5: Additional Resources
  - o Websites to find more information
  - o Sources for finding local resources in Florida
  - o A section where you can write in resources your students recommend or that you found useful
- Section 6: Student Worksheets

As you go through the teacher’s guide and student book, we strongly recommend that you find ways to collaborate with local health agencies. This could mean getting a guest speaker from a local free clinic or regional Medicaid office, 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. There are many ways to collaborate with health care providers and many benefits for your students. It gives students an opportunity to practice communicating with health professionals, it reinforces the material they are learning, and it connects them with important local resources that they may need.

It is important that you explain to your students that the information contained in their book is not meant to replace the advice of their doctor. They should therefore 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 motivates learning and improves the acquisition of literacy and language skills. We hope you and your students find these materials helpful.

**Sincerely,**

**Sabrina Kurtz-Rossi**







**Martha A. Lane**

**Julie McKinney**

The following chart illustrates areas in which the content from this curriculum addresses health and nutrition related standards found in the 2008 Florida Adult ESOL Course Standards. The items in bold correlate to the referenced chapters in the student book.

<b>Florida ESOL Course Standards - Health and Nutrition</b>			
<b>Foundations</b>	<b>Low Beginning</b>	<b>High Beginning</b>	<b>Low Intermediate</b>
<b>1.05.01 Identify several parts of the body.</b> → <b>Ch. 2: Your Doctor</b>	<b>2.05.01 Describe basic problems/injuries to parts of the body.</b> → <b>Ch.2: Your Doctor</b>	3.05.01 Describe accidents and injuries, including: names of parts of the body and descriptions of injuries.	4.05.01 Describe symptoms related to illness, injuries, or dental health problems.
<b>1.05.02 Recognize symptoms of common illnesses.</b> → <b>Ch. 2: Your Doctor;</b> <b>Ch. 5: Chronic Diseases</b>	<b>2.05.02 Describe symptoms related to common illnesses.</b> → <b>Ch. 2: Your Doctor;</b> <b>Ch. 5: Chronic Diseases</b>	<b>3.05.02 Identify healthful habits that prevent common illness.</b> → <b>Ch. 6: Staying Healthy</b>	<b>4.05.02 Compare healthful and unhealthful behaviors and practices.</b> → <b>Ch. 6: Staying Healthy</b>
<b>1.05.03 Recognize basic health care providers and facilities, including: doctor, nurse, dentist, emergency room, and hospital.</b> → <b>Ch. 1: Health Care</b>	<b>2.05.03 Identify health care providers and facilities in your community.</b> → <b>Ch. 1: Health Care</b>	<b>3.05.03 Make a sample doctor's/dentist appointment card, using the following terms: first time, routine, follow-up, and checkup.</b> → <b>Ch.2: Your Doctor</b>	4.05.03 Simulate the steps to reschedule and/or cancel a doctor's appointment.
<b>1.05.04 Identify common medications and their usage.</b> → <b>Ch. 3: Medicines</b>	<b>2.05.04 Read/interpret instructions on medicine labels, including over-the-counter (OTC) and prescription medications.</b> → <b>Ch. 3: Medicines</b>	3.05.04 Simulate steps to follow a sample set of written doctor's orders.	<b>4.05.04 Identify the difference between prescription and over the counter (OTC) medications.</b> → <b>Ch. 3: Medicines</b>
1.05.05 Identify products used for personal grooming.	2.05.05 List personal grooming and hygiene habits.	3.05.05 Identify practices that promote good dental health.	4.05.05 Recognize and interpret requirements for immunizations.
<b>1.05.06 Recognize basic food items.</b> → <b>Ch. 4: Nutrition</b>	2.05.06 Choose prepared foods from a simple menu.	<b>3.05.06 Categorize foods and food groups according to current US Department of Agriculture guidelines.</b> → <b>Ch. 4: Nutrition</b>	<b>4.05.06 Read/interpret nutritional and related information listed on food labels.</b> → <b>Ch. 4: Nutrition</b>

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# Chapter 1: Health Care

# Chapter 1: Health Care

## Teacher's Guide

### Learning Objectives:

- Students will list three reasons for visiting a doctor for a checkup
- Students will recognize emergency health care situations and when to call 911
- Students will be able to ask their doctor questions about their health care
- Students will know where they can find local programs they can contact for help paying for health care

### CASAS Competencies:

- 2.1.2** Identify emergency numbers and place emergency calls
- 2.5.1** Locate and utilize services of agencies that provide emergency help
- 2.5.3** Locate medical and health facilities in the community
- 2.5.4** Read, interpret, and follow directions found on public signs and directories
- 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

## Section 1: Discussing & Reading About Health Care

### Suggestions for discussing the Theme Picture

1. Show theme picture to introduce topic.

“What do you see?”

“Where are they?”

“What are they doing?”

“Why?”

2. Ask questions to stimulate discussion.

“Describe a hospital you have been in.”

“How are Florida hospitals different from hospitals in your country?”

“What kind of help can you get at a hospital?”



This chapter is an introduction to the U.S. health care system. It emphasizes the concept of going to the doctor for checkups. Where and when to seek care when you are sick and in an emergency are also discussed. Finally, the chapter provides information about how to get good health care no matter a person's needs or ability to pay.

## Suggestions for Teaching Key Vocabulary

Key vocabulary words are bolded in the text. Most are listed with some visual clue in vocabulary boxes, and listed again with more detail in the glossary. Help students locate and pronounce the key vocabulary before reading the text.

## Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- More advanced students may want to underline or highlight new information.
- Many immigrants do not go for checkups or get primary care. It may not be part of the way health care is delivered in their country. Explore this issue with your students. Ask how things are done in their home country and what their habits are here in terms of using the health care system. This may help elicit discussion about different cultural beliefs and practices related to accessing health care.
- Asking students what they already know about the U.S. health care system will help them integrate what they know about the topic with the new information they encounter.

## Issues to Address

- Emphasize that the custom here in the U.S. is to have a doctor and to see that doctor regularly even when you are not sick. Explain that if they go for regular checkups they are less likely to have to go to the emergency room for something serious.

### Key Vocabulary Clinics

Community Health Centers

Emergency

Checkup

Well Visits

Health History

Medical History

Screenings

Pap Tests

Cervical Cancer

Exercise

Immunizations

Prevent

Symptoms

Appointments

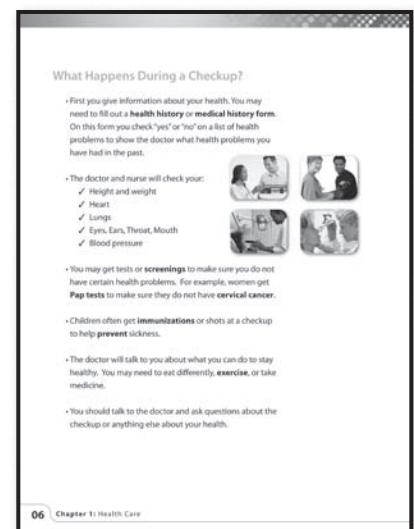
Ambulance

Right

Responsibility

Information Desk

Lobby



Student book page 6

- Explain that hospitals and health centers have many ways to help people through the system. Any health center or hospital that receives Federal funds is required by law to have medical interpreters and to make them available to people who need them.
- Encourage students to ask questions at the information desk. The information desk can help students find their way around a hospital or health center. They can also ask if there is a department that can help them find health insurance, apply for Medicaid, and other services.
- Many departments in hospitals are named after famous people, and the signs leading to them have the person's name in large letters, and the type of department seems like an afterthought. (For example: the SUSAN G. KOMEN Breast Health Center.) Be sure students look out for this.
- Emphasize that it is much better to have health insurance than to pay for health care out of pocket. Explain how if someone gets very sick or needs an operation or long-term treatment, it will cost a lot of money if they do not have insurance. Explain the concept that, while paying for health insurance may seem expensive if you are not sick, it may be less expensive in the long run.
- On page 14 of the student book, you will find basic information about health insurance and related terms. Students who are eligible for employer-sponsored insurance plans, or who can afford to purchase their own insurance individually should understand that not all insurance plans are equal. They therefore should familiarize themselves with these terms and make sure they understand all aspects of their insurance policy before signing up for it. Should they need help understanding the insurance options available to them, they may wish to meet with an insurance agent or a Human Resources representative from their workplace.

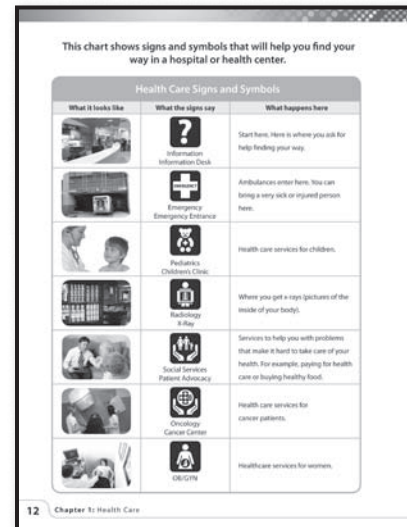


Student book page 10



Student book page 16

- In May 2008, Governor Charlie Crist signed a new bill into law that allows the sale of low-cost, bare-bones health insurance policies effective January 2009. Under the “Cover Florida” plan, residents ages 19 to 64 are able to purchase limited health coverage for as little as \$150 per month. Insurers offering such plans are exempt from state mandates requiring coverage for a range of items and procedures. However, the plans are required to include coverage for some conditions, such as diabetes. The policies cover preventive care and office visits but not care from specialists or long-term hospitalizations.



Student book page 12

- Emphasize that students need to advocate for themselves, and ask for help in finding a health insurance program they can afford. Refer your students to the Free or Low Cost Services section on page 17 in their student books for resources on finding affordable health insurance. Students can also call 211 in many areas to find other resources. It would be helpful to get a Medicaid outreach worker to come in and talk to your class. See the list of Additional Resources for how to contact a Medicaid outreach worker in your area.





Student book page 14

- Explain to students that County Health Departments often operate free clinics for uninsured or under-insured patients living in their counties. It might be useful for you and/or your students to contact your local County Health Department directly to obtain information about the free clinics in your area. In addition, you might be able to research non-profit organizations that provide free medical referrals, organize periodic health fairs, and provide health education services in your area. Lastly, local hospitals might also be able to provide you with direction as to where your uninsured students can go to receive free or low cost medical care. Refer to page 32 of the student book for more online resources about where to find local free clinics.

## Programs to Help Florida Residents Pay for Health Care

This chart is in the student book on page 15. It briefly describes programs to help Florida residents pay for health care. You can use this chart to help students learn to read charts, but also for the information and guidelines they provide. Many Florida guidelines and applications are available in at least three languages: English, Spanish, and Haitian Creole. Find and print out information from these websites before your class. See the Internet listings at the end of this teaching unit for more resources.

Programs to Help Florida Residents Pay for Health Care				
Program	Purpose	Who Is Eligible	Things to Know	For More Information
<b>Florida KidCare</b> 	Four health insurance programs for children from birth to 18 yrs	<ul style="list-style-type: none"> <li>• <i>MediKids</i>: 1-4 years</li> <li>• <i>Healthy Kids</i>: 5-18 years</li> <li>• <i>Children's Medical Services Network</i>: kids with special &amp; ongoing health problems</li> <li>• <i>Medicaid</i>: birth-18 years</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are NOT required to give their legal status</li> <li>• Child's legal status documents ARE required</li> </ul>	<ul style="list-style-type: none"> <li>• 1-888-540-5437</li> <li>• online in English, Spanish, or Haitian Creole <a href="http://www.floridakidcare.org">www.floridakidcare.org</a></li> </ul>
<b>Florida WIC</b> 	A nutrition program for women, infants and children	<ul style="list-style-type: none"> <li>• WIC uses income guidelines, based on <u>monthly</u> income/</li> <li>• must be a FL resident but you are NOT required to give your legal status</li> <li>• must prove child's age</li> </ul>	<ul style="list-style-type: none"> <li>• Provides healthy foods, counseling, breastfeeding support, referrals for health care, immunizations, other community services</li> </ul>	<ul style="list-style-type: none"> <li>• 1-800-342-3556</li> <li>• online in English, Spanish, or Haitian Creole <a href="http://www.doh.state.fl.us/family/wic">www.doh.state.fl.us/family/wic</a></li> </ul>
<b>Florida Discount Drug Card</b>	Helps to pay for prescription drugs	<ul style="list-style-type: none"> <li>• 60 &amp; older with no prescription drug coverage (Part D) or</li> <li>• under 60 with low yearly family income</li> </ul>	<ul style="list-style-type: none"> <li>• Covers nearly all prescription drugs</li> </ul>	<ul style="list-style-type: none"> <li>• 1-866-341-8894</li> <li>• online <a href="http://www.floridadiscountdrugcard.com">www.floridadiscountdrugcard.com</a></li> </ul>
<b>Medicare</b>	A national health insurance program	<ul style="list-style-type: none"> <li>• 65 &amp; older or</li> <li>• under 65 with certain disabilities</li> <li>• persons of any age with permanent kidney failure requiring dialysis or a transplant</li> </ul>	<ul style="list-style-type: none"> <li>• Some of Medicare is free</li> <li>• Some parts you pay for monthly</li> </ul>	<ul style="list-style-type: none"> <li>• 1-800-633-4227</li> <li>• online in several languages <a href="http://www.medicare.gov">www.medicare.gov</a></li> <li>• If you are not a U.S. citizen or a lawfully admitted alien who has lived in the U.S. continuously for a five-year period, contact Social Security at 1-800-772-1213 for your Medicare enrollment and eligibility.</li> </ul>
<b>Medicaid</b>	Provides medical coverage to low income individuals and families	<ul style="list-style-type: none"> <li>• Low income families with children</li> <li>• Children</li> <li>• Pregnant women</li> <li>• Non-citizens with medical emergencies</li> <li>• Aged and/or disabled individuals not receiving Supplemental Security Income (SSI)</li> </ul>	<ul style="list-style-type: none"> <li>• Family income is key to eligibility</li> <li>• Children under 12 and pregnant women with higher incomes may also be eligible</li> </ul>	<ul style="list-style-type: none"> <li>• 1-866-762-2237</li> <li>• <a href="http://www.dcf.state.fl.us/ESS/medicaid.shtml">www.dcf.state.fl.us/ESS/medicaid.shtml</a></li> <li>• Information available online in several languages</li> </ul>

## Section 2: Activities

Pick and use as needed to develop skills.

### Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

#### Teaching Steps:

- You tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. For example, tap the rhythm **X x** like this: *TAP tap, TAP tap, TAP tap*. Once you have set the rhythm, have students join you in tapping the rhythm. Keep tapping without saying anything until everyone is tapping in unison. Then:
- You say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag; keep up the tempo.

X x
<b>health</b> care
<b>system</b>
<b>clinic</b>
<b>doctor</b>
<b>chronic</b>
<b>flu</b> shot
<b>checkup</b>
<b>symptoms</b>
<b>entrance</b>
<b>lobby</b>
<b>X-ray</b>

x X x
insurance
assistance
expenses
important
preventive
contagious
diseases
department
infectious
obstetrics
internal
expensive

X x x
<b>medical</b>
<b>history</b>
<b>hospital</b>
<b>nursing</b> home
<b>heart</b> attack
<b>medicine</b>
<b>accident</b>
<b>ambulance</b>
<b>primary</b>
<b>waiting</b> room

x x X x
information
vaccination
diabetes
orthopedics
pediatrics

x x x X x
immunizations
tuberculosis
What is my <b>problem</b> ?
Where is the <b>clinic</b> ?
How can this <b>help</b> me?
How can this <b>hurt</b> me?


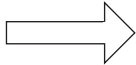
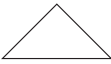
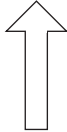
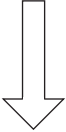
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radiology
cardiology
dermatology
gynecology
ophthamology



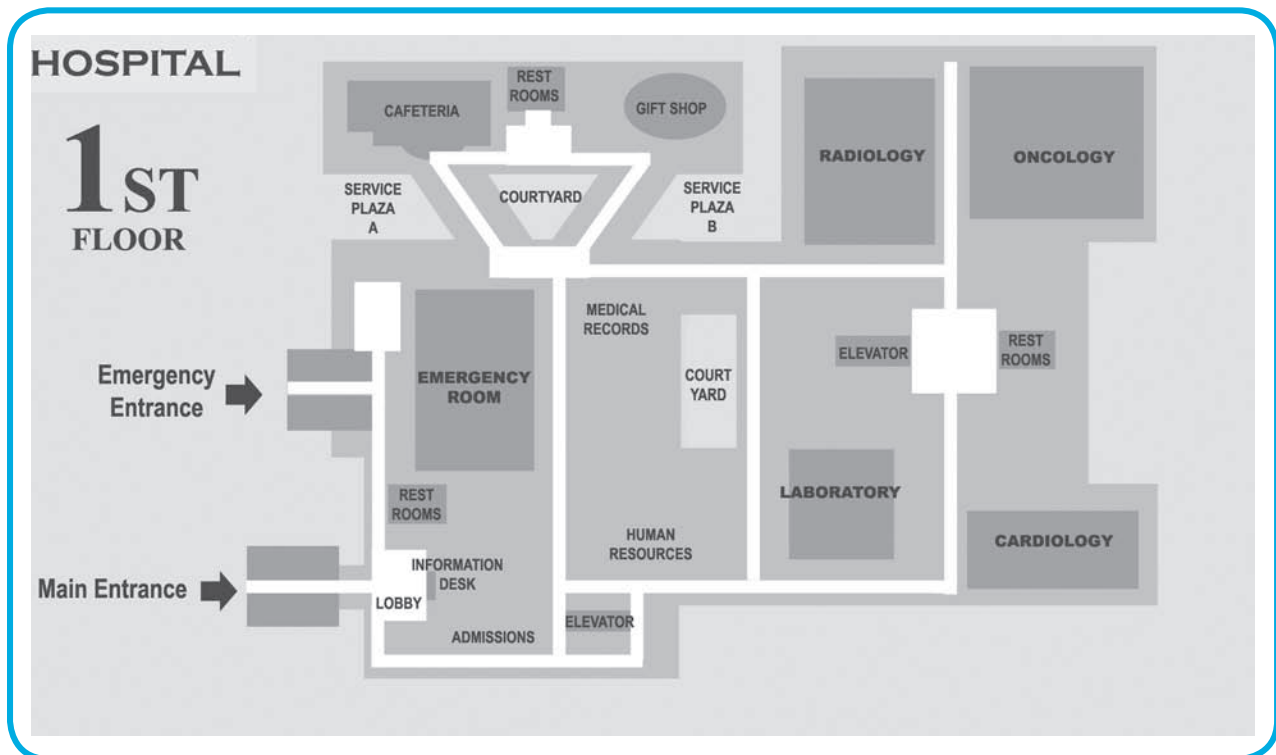


## Grammar Activity: Direction Words

This activity will help beginning students gain practice and confidence in asking and giving directions.

Where is the _____?				
				
Left	Right	Straight ahead	Up	Down

Ask students to look at the hospital floor plan on page 11 in their student books. Then ask them directions, such as: *"I am in the lobby. How do I get to the radiology department?"*





## Math Activity: All About the Florida Discount Drug Card

These math activities will give students practice reading charts, locating amounts, and making comparisons. It will also give them practice in understanding eligibility rules and comparing prices. Emphasize that the Florida Discount Drug Card is for prescription drugs, only.

Have students read the chart to answer the following questions. See student worksheet at the end of this teaching unit.

### Chart 1: Who is Eligible for the Florida Discount Drug Card?

#### Welcome to the Florida Discount Drug Card Program

The Florida Discount Drug Card is designed to lower the cost of prescriptions for Florida residents who are:

- Age 60 and older AND **without prescription drug coverage** OR who fall into the Medicare Prescription Drug Coverage gap; OR
- Under age 60, **without prescription drug coverage**, AND with an annual family income of less than 300% of the Federal Poverty Level. Qualifying incomes include those below the following:
  - \$30,636 (for an individual)
  - \$41,076 (for a family of two)
  - \$61,956 (for a family of four)

1. Albert is 64 years old. He has prescription drug coverage under his medical plan. Is he eligible? NO
2. Jane lives alone and is 37 years old. She does not have prescription drug coverage. She makes \$31,000 a year. Is she eligible? NO
3. Juan has a wife and 2 young children. He does not have prescription drug coverage. Their total family income for a year is \$35,112. Is he eligible? YES Is his wife eligible? YES
4. Are you eligible for the Florida Drug Discount Card? \_\_\_\_\_

## Chart 2: How Much Does It Cost?

<b>Retail Price - without Florida Discount Drug Card</b>			
<b>Drug Name</b>	<b>Qty</b>	<b>Days</b>	<b>Price</b>
HYDROCHLOROTHIAZIDE TAB 25 MG	30	30	\$5.25

<b>Mail Order Price - Florida Discount Drug Card</b>			
<b>Drug Name</b>	<b>Qty</b>	<b>Days</b>	<b>Price</b>
HYDROCHLOROTHIAZIDE TAB 25 MG	90	90	\$4.38

1. How much does it cost to buy 30 pills at the retail price – without the card? **\$5.25**
2. How much would it cost to buy 90 pills at the retail price – without the card? **\$15.75**
3. How much does it cost to buy 90 pills at the mail order price – with the card? **\$4.38**
4. How much money does it save you to buy 90 pills with the card? **\$11.37**

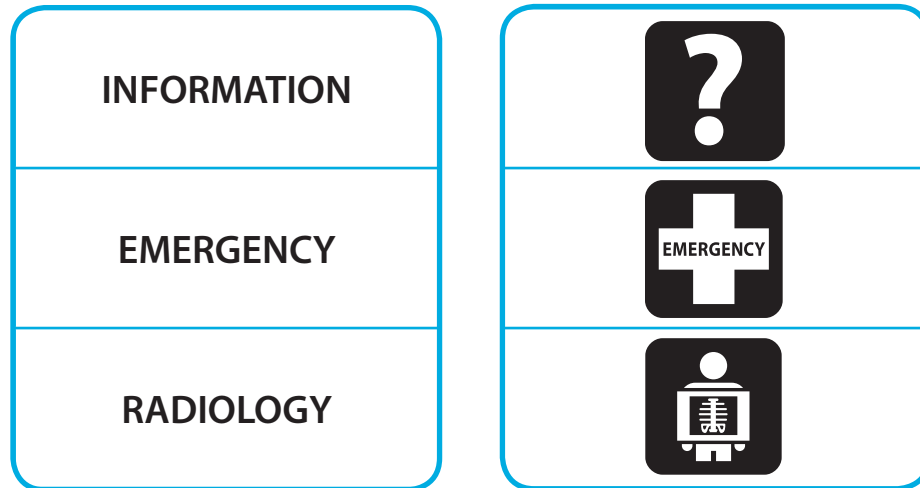
## Comprehension Activity :

### Places-in-the-hospital Bingo

Make bingo cards with pictograms and/or key words for certain hospital departments. The teacher asks “Where will you go if your child is sick? (Answer: Pediatrics)” “Put a penny on the correct card.” and then discuss: “What are other names for this?” (Answer: Pediatric Clinic, pediatric center, children’s clinic)

## Places-in-the-hospital Concentration

Have one set of cards with words only and another set with pictograms/universal symbols. In pairs or teams, students play concentration, matching the visual with the word. Example:



## Technology Activity: All About the Florida Discount Drug Card

The charts used in the Math Activity: All About the Florida Discount Drug Card are from <http://www.floridadiscountdrugcard.com> so this activity can also be done as an Internet exercise. To complete the “How Much Does It Cost” exercise students will need to click on “Drug Pricing”, find the name of the drug, and then click on “Get Prices”.



## Technology Activity: Phone Call to 2-1-1

2-1-1 is a toll-free phone number to give Floridians easy access to local and community human service information. It is available in most, but not all, areas in Florida. Call 2-1-1 yourself before class to get familiar with the process. Have students practice their questions and do some dialogs to prepare. Use a classroom phone if available, or a cell phone. Put it on speaker phone and ask some students to volunteer to call and ask for a certain kind of resource (such as low-cost health insurance information, local free clinics, etc.) As a class, listen to the call then discuss and make notes afterwards.

See this site for more information:

<http://www.flairs.org>



## Technology Activity: Web Search on 2-1-1 site

If you have access to one or more computers, go to the 2-1-1 website map to find free clinics and other services in your county.

<http://www.flairs.org/211%20map.htm>

You can click on the name of your county or its outline on the Florida map. Click on the “Find Help” box, and walk students through a “Basic Search”. Use the keyword “Medical Care” to find local health services including free clinics.

### **Web Tip: What If You Don't Have Computers for Your Students**

Anything you see on the computer can be printed out and used as a handout. You can print out tables, parts of online games, factsheets, brochures, etc.

## Section 3: Dialog

### Suggestions for Teaching the Dialog

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1, but they will benefit from listening to classmates practice the others.

#### Dialog 1

**Operator:** 911. What is your emergency?

**Parent:** My boy fell out of the tree.

**Operator:** Is he conscious?

**Parent:** Yes.

**Operator:** Is he hurt?

**Parent:** I think he broke his leg.

**Operator:** An ambulance is on its way.

#### Dialog 2

**Information Desk:** May I help you?

**Patient:** Yes, where do I go for an X-Ray?

**Information Desk:** Do you have an appointment?

**Patient:** Yes.

**Information Desk:** That's in Radiology. Go past the gift shop and turn right. Look for the X-Ray sign. You'll need to sign in at the desk.

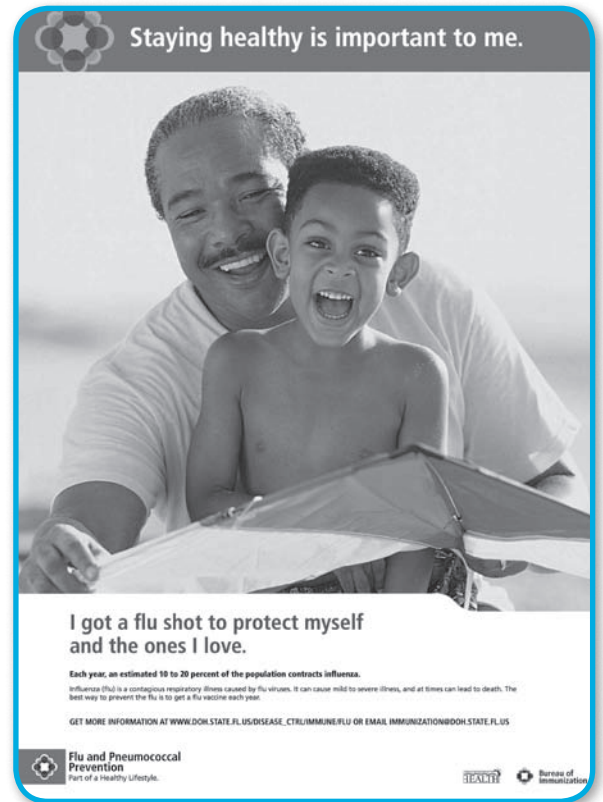
**Patient:** OK. Thanks.

## Section 4: Check Your Learning

### Suggestions for Checking Learning

**Quiz:** Have students look at the poster and answer the questions. See student worksheet at the end of this teaching unit.

1. Who is saying “Staying healthy is important to me.”
  - **the man**
  - the boy
  - their doctor
  - the man’s wife
2. What did he do to stay healthy?
  - got a prescription filled
  - **got a flu shot**
  - got a new kite
  - got an X-ray
3. How does he feel about his family?
  - he loves them
  - he wants to protect them
  - **he wants to protect himself and his family**
  - he loves to fly kites with his grandson





**Sharing with Others:** Having students share what they have learned with others helps them check and reinforce their learning. One idea is to have students brainstorm a list of good health care resources they have used in their community. Then have them put together a booklet entitled “*Health Care Resources That Worked For Us.*” to share with others in their program.

## Section 5: Additional Resources

Visit these websites for more information on health care.

### Information

#### **Managed Care and You**

<http://www.women.state.vt.us/pdfs/guide.pdf>

#### **Center for Medicaid and Medicare Services**

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

#### **Florida Department of Health**

<http://www.doh.state.fl.us/Floridians.html>

#### **Florida Healthfinder**

<http://www.floridahealthfinder.gov/medical-help-resources/medical-resources.shtml>

#### **Florida Alliance for Information and Referral Services**

<http://www.flairs.org>

### Activities

#### **Picture Story about Emergency**

[http://www.cal.org/caela/esl\\_resources/Health/healthindex.html#Emergency](http://www.cal.org/caela/esl_resources/Health/healthindex.html#Emergency)

#### **Healthy Roads Media**

<http://www.healthyroadsmedia.org/index.htm>

## Free or Low Cost Services

### **County Health Departments (for local free clinics contact information)**

<http://www.doh.state.fl.us/chdsitelist.htm>

### **Health Resources and Services Administration (to find low-cost health insurance)**

<http://ask.hrsa.gov/pc/>

### **Insure Kids Now (to find free and low-cost health insurance for kids)**

<http://www.insurekidsnow.gov/>

### **Access Florida (information about food stamps, Temporary Cash Assistance, and other programs)**

<http://www.dcf.state.fl.us/ess/> or call 1-866-762-2237

### **211 Service (Referrals to local human services)**

<http://www.211.org/referweb/mainform.aspx> or call 211

### **Florida SHINE (information about state insurance programs for elders)**

<http://www.floridashine.org> or call 1-800-963-5337

As you work through the topic of health care with your students, keep a list of other resources you find helpful.

### Other Resources

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

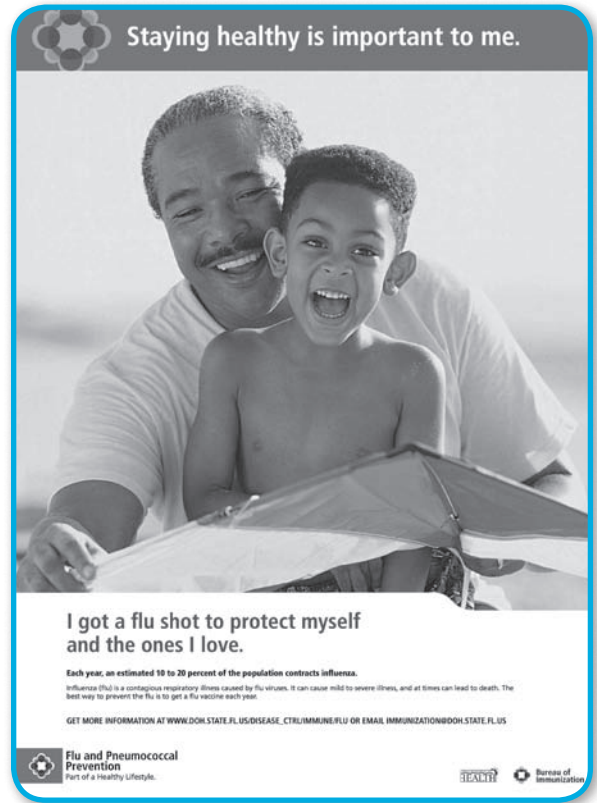
## Section 6:

# Student Worksheets

## Student Worksheet: Check Your Learning

Look at the poster and answer the questions.

1. Who is saying "Staying healthy is important to me."
  - the man
  - the boy
  - their doctor
  - the man's wife
2. What did he do to stay healthy?
  - got a prescription filled
  - got a flu shot
  - got a new kite
  - got an X-ray
3. How does he feel about his family?
  - he loves them
  - he wants to protect them
  - he wants to protect himself and his family
  - he loves to fly kites with his grandson



# Student Worksheet: All About the Florida Discount Drug Card

Read the chart then answer the questions that follow.

## Chart 1: Who is Eligible for the Florida Discount Drug Card?

### Welcome to the Florida Discount Drug Card Program

The Florida Discount Drug Card is designed to lower the cost of prescriptions for Florida residents who are:

- Age 60 and older AND **without prescription drug coverage** OR who fall into the Medicare Prescription Drug Coverage gap; OR
- Under age 60, **without prescription drug coverage**, AND with an annual family income of less than 300% of the Federal Poverty Level. Qualifying incomes include those below the following:
  - \$30,636 (for an individual)
  - \$41,076 (for a family of two)
  - \$61,956 (for a family of four)

1. Albert is 64 years old. He has prescription drug coverage under his medical plan. Is he eligible? \_\_\_\_\_
2. Jane lives alone and is 37 years old. She does not have prescription drug coverage. She makes \$31,000 a year. Is she eligible? \_\_\_\_\_
3. Juan has a wife and 2 young children. He does not have prescription drug coverage. Their total family income for a year is \$35,112. Is he eligible? \_\_\_\_\_ Is his wife eligible? \_\_\_\_\_
4. Are you eligible for the Florida Drug Discount Card? \_\_\_\_\_

## Student Worksheet: All About the Florida Discount Drug Card

Read the chart then answer the questions that follow.

**Chart 2: How Much Does It Cost?**

<b>Retail Price - without Florida Discount Drug Card</b>			
<b>Drug Name</b>	<b>Qty</b>	<b>Days</b>	<b>Price</b>
HYDROCHLOROTHIAZIDE TAB 25 MG	30	30	\$5.25

<b>Mail Order Price - Florida Discount Drug Card</b>			
<b>Drug Name</b>	<b>Qty</b>	<b>Days</b>	<b>Price</b>
HYDROCHLOROTHIAZIDE TAB 25 MG	90	90	\$4.38

1. How much does it cost to buy 30 pills at the retail price – without the card? \_\_\_\_\_
2. How much would it cost to buy 90 pills at the retail price – without the card? \_\_\_\_\_
3. How much does it cost to buy 90 pills at the mail order price – with the card? \_\_\_\_\_
4. How much money does it save you to buy 90 pills with the card? \_\_\_\_\_



# Chapter 2: Your Doctor



# Chapter 2: Your Doctor

## Teacher's Guide

### Learning Objectives

- Students will identify two helpful ways to prepare for a doctor's appointment
- Students will know three important questions to ask their doctor or nurse
- Students will know how to ask their doctor or nurse to clarify information that they did not understand
- Students will describe eight common symptoms clearly
- Students will fill out a health history form, and ask for help on parts that they do not understand

### CASAS Competencies

- 3.1.2** Identify and utilize appropriate health care services and facilities, including interacting with providers
- 3.2.1** Fill out medical history forms
- 3.6.1** 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
- 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

## Section 1: Discussing & Reading About Your Doctor

### Suggestions for Discussing the Theme Picture

1. Show theme picture to introduce topic.

"What do you see?"

"Where are they?"

"What are they doing?"

"Why?"

2. Ask questions to stimulate discussion.

"What kinds of questions do doctors ask patients?"

"What kinds of questions do patients ask doctors?"

"How do you feel about seeing a doctor and asking the doctor questions?"



One common fear among ESL students is the fear of not knowing what to expect when they have to see a doctor. This chapter will introduce students to what happens at a doctor's appointment. Hopefully it will alleviate their fears, plus give them some very practical ways to prepare for seeing and talking with a doctor.

## Suggestions for Teaching Key Vocabulary

Key vocabulary words are bolded in the text. Most are listed with some visual clue in vocabulary boxes, and listed again with more detail in the glossary. Help students locate and pronounce the key vocabulary before reading the text.

## Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- More advanced students may want to underline or highlight new information.
- Ask students about doctor's appointments in their own countries. How do doctors pass on information? Do they use written materials?
- How does the doctor-patient relationship differ in the US from their experience in their native country?
- What do they do to understand and remember what the doctor says?
- Asking students how they communicate with doctors will help them integrate their present strategies with the new strategies they learn in this chapter.

### Key Vocabulary

**checkups**  
**symptoms**  
**follow-up**  
**referral**  
**health history form**  
**examining room**  
**gown**  
**medicines**  
**picture dictionary**  
**bilingual phrase book**  
**medical interpreter**  
**appointment**  
**prescription**  
**right**  
**responsibility**  
**medical history form**

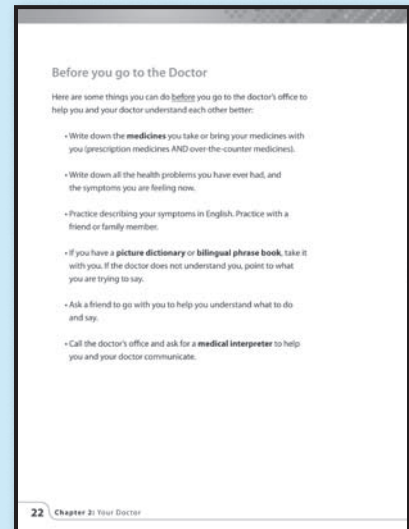
## Issues to Address

### Preparing for a visit to a doctor

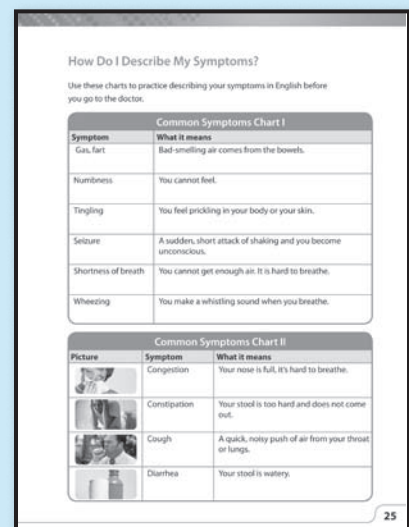
- Explain that bringing a friend can help with moral support, confidence to make sure to ask questions, and understanding and remembering what the doctor says.
- Encourage students to tape record an appointment, with the doctor's permission -- most doctors will not mind. This way, students can play back everything the doctor told them.
- When students write down information to prepare for a visit, they can write it in their own language. But they should also practice saying it in English.
- Remind students that if they need an interpreter they should ask for one when they make the appointment, and then remind the receptionist at the office when they first arrive.
- Let students know that if they do not feel comfortable with or trust a doctor, they have the right to find another one.

### Understanding the doctor

- Explain to students that health words can be either very formal or slang. For example: feces/stool/bowel movement/BM/Number 2/poop. Teach the words that you think will be best. Perhaps stool and urine are the easiest ones to use with doctors. Also note the double meaning of some words like stool and chair.



Student book page 22



Student book page 25

## Section 2: Activities

Pick and use as needed to develop skills.

### Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

#### Teaching Steps:

1. **You tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. Once you have set the rhythm, have students join you in tapping the rhythm.
2. **You say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag: keep up the tempo.

X x
office
normal
clinic
doctor
chronic
flu shot
checkup
symptoms
sign in
elbow
shoulder
stomach
better
fever
feeling

x X x
appointment
insurance
ask <b>questions</b>
important
preventive
My <b>head</b> hurts.
My <b>leg</b> hurts.
My <b>back</b> aches.
My <b>chest</b> aches.
prescription
at <b>risk</b> of
a <b>high</b> risk
a <b>low</b> risk
correctly
completely
examines
remember

X x x
medical
history
<b>blood</b> pressure
family
tape record
medicine
dizziness
waiting room
translator
heart disease
<b>When</b> do I...?
<b>Where</b> do I...?
<b>How</b> do I...?
<b>What</b> do I...?
everything

x x X x
diabetes
in the <b>morning</b>
every <b>evening</b>
in the <b>drugstore</b>
What's the <b>matter</b> ?
I feel <b>dizzy</b> .
in my <b>stomach</b>
in my <b>shoulder</b>
in my <b>elbow</b>
hypertension
medication
I feel <b>awful</b> .
I am <b>nervous</b> .
I don't <b>think</b> so.

x X x x
thermometer
a <b>treatment</b> plan
my <b>medicine</b>
my <b>family</b>
it's <b>higher</b> than...
it's <b>lower</b> than...

x X x x X
a <b>pain</b> in my <b>back</b>
a <b>pain</b> in my <b>chest</b>
a <b>pain</b> in my <b>ear</b>
I <b>don't</b> understand.
How <b>long</b> has it <b>hurt</b> ?
<b>Describe</b> how it <b>feels</b> .

X x x X x
<b>What</b> are your <b>symptoms</b> ?
<b>Where</b> is it <b>hurting</b> ?
I have a <b>question</b> .
<b>What</b> are your <b>problems</b> ?



## Math Activity: Understanding Blood Pressure Numbers

Doctors encourage people to keep track of their blood pressure. More and more people are buying blood pressure cuffs or use the cuffs provided in many drugstores. Blood pressure is also something they always check when you go to the doctor. For this activity you may want to invite a local health educator or nurse to come to your class to help take students' blood pressure. This activity provides an opportunity for students to get their blood pressure read. Then they can apply their numbers to the blood pressure chart. The health educator or nurse can help answer students' questions about their blood pressure.

Blood Pressure (Hypertension) Levels	
$\frac{120}{80}$	= normal, no risk
$\frac{120-139}{80-89}$	= borderline, some risk
$\frac{140-159}{90-99}$	= stage 1 hypertension or high risk
$\frac{160+}{100+}$	= not good, high risk



## Grammar Activity: Feel and Have; When and After

This activity helps students construct sentences to explain how they are feeling.

I feel	tired all the time.
--------	---------------------

I have	a sore _____.
--------	---------------

Before using the following chart, explain the difference between when or while (during) and after.

I feel _____	when I _____. while I am _____.
	after I _____. immediately after I _____.



## Grammar Activity: Practice Describing Symptoms

This activity gives students practice in making up sentences and short answers in response to questions the doctor may ask them. The charts suggest a range of answers, depending on how they feel and their symptoms. You will be the “doctor” and ask the questions. Students will practice giving answers from the charts. Adjust the charts and questions according to your students’ needs and English levels.

How are you feeling?			
Fine! Great! No complaints!	OK. Good.	Not so good. Tired. Run down.	Awful. Sick.

What are your symptoms?		
Not very hungry. I have a little cough. I think I have a fever. My back aches.	Upset stomach. Coughing a lot. Hot and sweaty. Backaches and head- aches	Can't eat anything. Can't stop coughing. A high fever. Headaches and dizzy all the time.

How long have you felt this way?			
Just once in awhile.	For a couple of days.	About a week	Maybe a month or more



## Grammar Activity: Have You Ever & Common Responses

This activity will help students understand the verb tense of questions asked by doctors and on health history forms and help them answer correctly about their own health history.

Have students work in pairs to practice questions and answers, using words, phrases, and sentence patterns from the chart. See student worksheet at the end of this teacher's unit.

Question	Item Asked About	Appropriate Answers
Have you ever <b>had</b> _____	a headache? a toothache? a heart attack? a mammogram? an operation? ----- tuberculosis? measles? small pox? poison ivy?	Yes. No. I don't know.
Have you ever <b>been</b> _____	admitted to a hospital? diagnosed with TB? told your cholesterol is too high? given a prescription for high blood pressure?	Never Once A few times Sometimes
Have you ever <b>felt</b> _____	sick to your stomach? dizzy? pain in your back? a lump in your breast? tired for no reason?	Often All the time Every day



## Hands-on Activities: Describing Symptoms

Have students look at pages 25 and 26 in their student books. Then have them practice describing their symptoms to a doctor using the list as a “cheat sheet” in a role-play. Have the “doctor” in the role-play probe by saying “Tell me more about your symptom, what kind of pain are you having? Students can make a copy of the list to use at a real doctor’s appointment.

Common Symptoms Chart II (continued)		
Picture	Symptom	What it means
	Dizziness	You feel faint, lightheaded, shaky or wobbly.
	Fatigue	You feel tired all the time.
	Fever	Your body is too hot, your temperature is too high.
	Headache	Pain or ache in your head.
	Itching	You want to rub or scratch.
	Nausea	You feel like you need to throw up.
	Pain	You feel an ache, hurt, stinging, or soreness.
	Rash	You have red marks, bumps, or spots on your skin.
	Sneeze	A quick push of air out of your nose and mouth.
	Sore throat	Your throat hurts, it's hard to swallow.
	Stomach ache	Pain or ache in your stomach.
	Vomit	To be sick, to throw up from your stomach.

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Student book page 26



## Hands-on Activities: Fill Out a Health History Form

Have students look at page 30 in their student book and make their own “My Health History” chart. Use the same format and questions as the chart in the student book. Or go to or call a local health center or doctor’s office and ask for a copy of a real health history form and have students practice filling it out in class.

My Health History Chart				
Medicines I take	Health problems I have, or had before (include allergies to medications)	Family health history, health problems my family has had	Surgeries I have had, or times I have stayed in the hospital	Questions I want to ask
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Note:** Students should not feel they have to share health information in class. They can start filling out the health history chart in class and complete it at home. They should then keep it for future use.





## Hands-on Activity:

### AskMe3™ Mix and Match

Put up AskMe3™ questions on large signs around the room. Hand out index cards with simple answers to the AskMe3™ questions that a doctor might say. Then have students go stand under the sign with the question that matches their answer. You can later use these cards to create dialogs and role-play visits to the doctor or pharmacy.



### 3 Good Questions

1. What is my main problem?
2. What do I need to do?
3. Why is it important for me to do this?

See [www.askme3.org](http://www.askme3.org) for more tips for helping students communicate with their doctor.



## Technology Activity: Describing Symptoms to Your Doctor

Go to the website [http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=328](http://www.eslpod.com/website/show_podcast.php?issue_id=328) and listen to the ESL Podcast of a conversation with a doctor, and accompanying audio activities. Your students can listen as they read along with the conversation. Then you can discuss it, or do writing activities afterwards. If you cannot find the website, go to the home page [www.eslpod.com](http://www.eslpod.com) and search in the Health/Medicine Category for “Describing Symptoms to Your Doctor.”

## Section 3: Dialog

### Suggestions for Teaching the Dialog

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1, but they will benefit from listening to classmates practice the others.

#### Dialog 1

**Nurse:** Mr. George Marshall? Mr. Marshall.

**Parent:** Yes?

**Nurse:** Right this way. The doctor will be with you shortly.

**Patient:** OK.

#### Dialog 2

**Doctor:** I'm Dr. Robbins. How are you today?

**Patient:** OK, thanks.

**Doctor:** Have you had any health problems?

**Patient:** Yes, I feel dizzy.

#### Dialog 3

**Patient:** What's my main problem?

**Doctor:** You have an infection. The medicine I give you will kill the infection.

**Patient:** What do I need to do?

**Doctor:** Start taking the medicine right away. Take it for the entire 14 days, even if you think the infection is gone before then.

**Patient:** Why is it important for me to do that?

**Doctor:** The medicine is an antibiotic. You need to take it all, so the infection will not return.

## Section 4: Check Your Learning

### Suggestions for Checking Learning

**Quiz:** Have students read the dialog and answer the questions. See student worksheet at the end of this teaching unit.

**Doctor:** You have some mild hypertension. I'm going to write you a script for some medication.

**Patient:** Excuse me, but I don't understand.

**Doctor:** Hypertension means high blood pressure. Your blood pressure is a little too high, so I want you to take some medicine.

**Patient:** Oh, OK. And what is a script?

**Doctor:** A script is another way of saying prescription.

**Patient:** OK, thank you for explaining that.

**Doctor:** No problem. I'm glad you asked!

1. What kind of health problem does the patient have?
  - High blood sugar
  - High blood pressure**
  - The flu
  - Asthma
2. What does the patient say the first time he does not understand the doctor?
  - Please say that again.
  - Please tell me one more time.
  - Excuse me, but I don't understand.**
  - What does that mean?
3. What does the doctor give the patient to help?
  - A script**
  - A shot
  - A referral
  - A test
4. What is a script?
  - A referral
  - A test
  - A shot
  - A prescription**

**Sharing with Others:** Having students share what they've learned with others helps them check and reinforce their learning. Some ideas for this chapter might be to have students go to a doctor's appointment with a relative or friend to help them better understand their doctor. Or suggest that students interview family members about their medical history and create a family health history tree to share with other family members.

## Section 5: Additional Resources

Visit these websites for more information about talking with doctors.

### Information

#### **Ask Me 3**

<http://www.npsf.org/askme3>

#### **How To Talk to Your Doctor or Nurse**

<http://www.4women.gov/Tools/HowToTalk.pdf>

#### **Quick Tips When Talking to Your Doctor**

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

### Activities

#### **Reep Health Vocabulary Practice**

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

#### **Describing Symptoms to Your Doctor – ESOL Podcast**

[http://www.eslpod.com/website/show\\_podcast.php?issue\\_id=328](http://www.eslpod.com/website/show_podcast.php?issue_id=328)

#### **Visiting the Doctor: Lessons in Language and Culture**

#### **Dialogues, readings, puzzles and other activities.**

<http://literacynet.org/vtd>

### Free or Low Cost Services

#### **County Health Department (for local free clinics)**

<http://www.doh.state.fl.us/chdsitelist.htm>

#### **Go Local (to find local services)**

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

As you work through the topic of talking with your doctor with your students, keep a list of other resources you find helpful.

Other Resources

- \_\_\_\_\_
  
- \_\_\_\_\_
  
- \_\_\_\_\_
  
- \_\_\_\_\_
  
- \_\_\_\_\_
  
- \_\_\_\_\_

# Section 6:

# Student Worksheets

## Student Worksheet: Check Your Learning

Read the dialogue and answer the questions.

**Doctor:** You have some mild hypertension. I'm going to write you a script for some medication.

**Patient:** Excuse me, but I don't understand.

**Doctor:** Hypertension means high blood pressure. Your blood pressure is a little too high, so I want you to take some medicine.

**Patient:** Oh, OK. And what is a script?

**Doctor:** A script is another way of saying prescription.

**Patient:** OK, thank you for explaining that.

**Doctor:** No problem. I'm glad you asked!

- 1. What kind of health problem does the patient have?**
  - High blood sugar
  - High blood pressure
  - The flu
  - Asthma
- 2. What does the patient say the first time he does not understand the doctor?**
  - Please say that again.
  - Please tell me one more time.
  - Excuse me, but I don't understand.
  - What does that mean?
- 3. What does the doctor give the patient to help?**
  - A prescription
  - A shot
  - A referral
  - A test
- 4. What is a script?**
  - A referral
  - A test
  - A shot
  - A prescription

# Chapter 3: Medicines



# Chapter 3: Medicines

## Teacher's Guide

### Learning Objectives:

- Students will understand the difference between over-the-counter medicines and prescription medicines
- Students will know how to find and understand six pieces of information on a prescription label
- Students will explain how to take medicines from reading the directions on the label
- Students will give examples of five important questions about their medicines to ask their doctor or pharmacist

### CASAS Competencies:

- 3.3.2.** Interpret medicine labels
- 3.3.3.** Identify the difference between prescription, over-the-counter, and generic medicines
- 3.4.1.** Interpret product label directions and 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 the Internet

## Section 1: Discussing & Reading About Medicines

### Suggestions for Discussing Theme Picture

1. Show theme picture to introduce topic.
  - “What do you see?”
  - “Where are they?”
  - “What are they doing?”
  - “Why?”
2. Ask questions to stimulate discussion.
  - “Why do people use medicines?”
  - “Why is it important to use medicines correctly?”
  - “What does a pharmacist do?”



Students need the skills to read and understand medicine labels. Key issues in this chapter are how to read medicine labels and talking with doctors and pharmacists about how to take medicines correctly. Students also need the vocabulary practice and the confidence to ask their doctor or pharmacist questions about their medicines.

## Suggestions for Teaching Key Vocabulary

Key vocabulary words are in bold throughout the text. Read each vocabulary word having students repeat them after you. Have students consider the meaning of each word. Have them look at the glossary at the back of their student book for definitions.

## Suggestions for Teaching the Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- More advanced students may want to underline or highlight new information.
- Ask students about how medicines are used in their country. For example in some places they take antibiotics for everything, whereas in other countries they use herbal medicines and home remedies. This may elicit a discussion about different cultural beliefs and practices related to medicines.
- Asking students what they already know about medicines will help them integrate what they know about the topic with the new information they encounter.

## Issues to Address

- Explain that the word drugs and medicines are used interchangeably. Drug store and pharmacy are also used interchangeably.
- Demonstrate how different spoons are different sizes. A spoon from home may be more or less than “one teaspoon.” The most accurate way to measure liquids is with an oral medicine syringe. The syringe measures milliliters (ml), 5ml=1 teaspoon. A pharmacist will give these out for free, if asked.

### Key Vocabulary

**medicines**

**drug**

**over-the-counter (OTC)**

**drugstore**

**pharmacy**

**prescription (Rx)**

**pharmacist**

**tablets**

**capsules**

**syrup**

**label**

**side effects**

**expiration date**

**patient**

**warning labels**

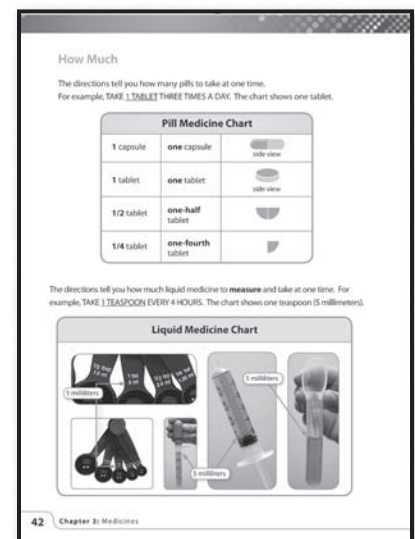
**dose**

**refill**

**measure**

**interact with**

**generic drug**

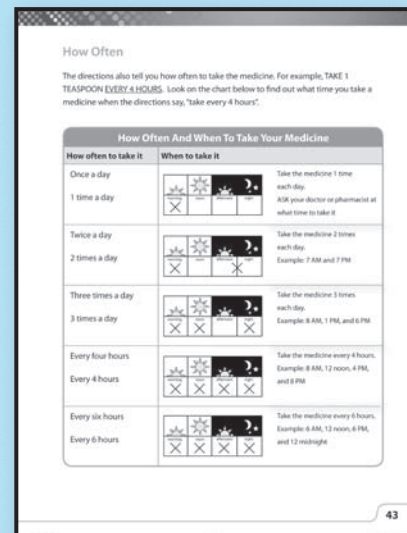


Student book page 42

- Show students how to read the dosage cups, those little plastic cups that come on top of children’s cold and cough medicines. It is very hard to read the 5ml=1 tsp mark on the side of the cup! Sometimes people do not even look for the writing but assume they should fill the whole cup.
- One common misunderstanding about medicines is that when the label says, “take one pill three times a day” people think they can take three pills in the morning and be done with it. Students need to understand the concept of time spacing and when to take the correct dose of medicine throughout the day.

- Warning labels often use very high level language, and use very tiny writing. Read some real ones in class and bring in a magnifier.
- Explain that generic brands are available for many medicines and are cheaper than brand name medicines. Show students examples of OTC medicines in brand name and generic versions. The generic brand medicines contain the same active ingredients as the well known brand medicines. Student can look at the ingredients listed on the label and compare.

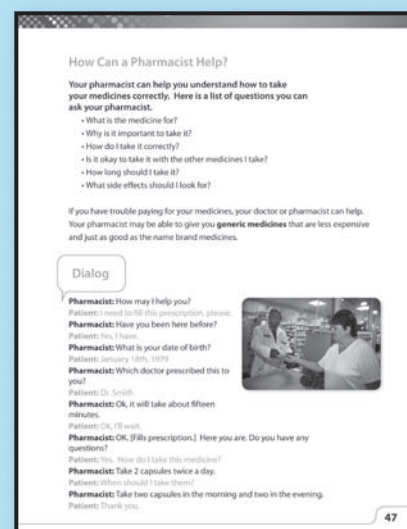
- Discuss how it is the pharmacist’s job to help customers understand how to take medicines the right way. Students need to be able to ask questions to make sure they understand their medicine.
- Pharmacists can help with OTC medicines as well as prescription medicines. Even though they are behind that counter, they will come out to the shelves, if asked. For example, they can help students find a good allergy medicine, the right kind of cough medicine for a child, or a generic (cheaper) brand of something you use.



Student book page 43



Student book page 44



Student book page 47

## Section 2: Activities

Pick and use as needed to develop skills.

### Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

#### Teaching Steps:

- 1. Tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. For example, tap the rhythm **X x** like this: *TAP tap, TAP tap, TAP tap*. Once you have set the rhythm, have students join you in tapping the rhythm. Keep tapping without saying anything until everyone is tapping in unison:
- 2. Say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag, keep up the tempo.

X x
tablet
capsule
dosage
teaspoon
label
liquid
measure
warning
dropper

x X
avoid
begin
by mouth
syringe
at noon
at night
with food
correct
exact

x X x
a doctor
correctly
directions
exactly
important
inhalant
injection
prescription
the bottle

X x x
dangerous
dosages
medicine
pharmacist
pharmacy
side effects
tablespoon
vitamins
safety cap

x x X x
as directed
ask your doctor
diabetes
discontinue
expiration
for example
every evening
every morning
information
interactions

x x x X x
antibiotics
antidepressant
How are you feeling?
How can I learn more?
How may I help you?
I have a backache.
I have a headache.
I have a question.
I need a prescription.
over-the-counter



## Grammar Activity: How Much, How Many, How Often

This is an answer /questions activity. You state the answer and students give the appropriate question phrase.

Teacher: 7 tablets	Class/Individuals: How many?
Teacher: once a week	Class/Individuals: How often?
Teacher: \$4.15	Class/Individuals: How much?

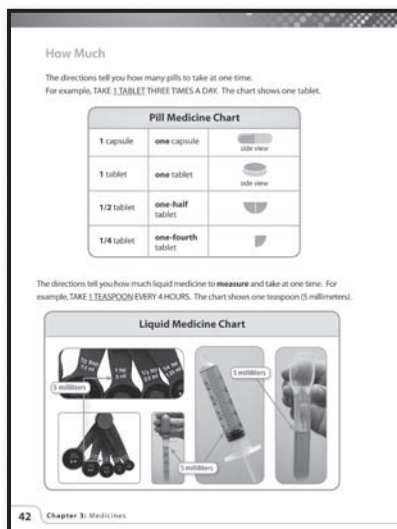


## Hands On Activity: Reading a Medicine Label

Have students bring in over-the-counter (OTC) medicines from their homes, or bring in examples yourself. Have students refer to page 39 in their student books to identify the different parts of a medicine label. Then have them work in pairs to find the same information on the OTC medicine bottles in class.



## Math Activity: Measuring Liquid Medicines



Student book page 42

Have students refer to page 42 in their student books for this activity.

Have students look at the 4 ways of measuring liquids. Ask questions about the various dosage tools' scales, such as:

- How many teaspoons can the oral syringe hold?
- How many milliliters can the oral syringe hold?
- How many teaspoons equal 10 milliliters?
- Fill the dropper and ask, "How much medicine is in the dropper?"
- How much medicine is in the medicine spoon?



## Math Activity: What is a Teaspoon?

Have students bring in teaspoons from home. A spoon that you eat with may be more or less than “one teaspoon.” The most accurate way to measure liquids is with an oral medicine syringe or dosage cup. The oral medicine syringe and dosing cup measures milliliters (ml) 5 ml = 1 teaspoon. Have students work in groups with an oral medicine syringe or dosage cup and fill their spoons with 5 ml of liquid to test how accurate they are. A pharmacist will give these out for free, if asked.



## Math Activity: Liquid Equivalencies

Have students study the table of liquid amounts and then write the correct number in each blank. See student worksheet at the end of this teaching unit.

3 teaspoons = 1 tablespoon

5 milliliters = 1 teaspoon

15 milliliters = 1 tablespoon

1.   3   teaspoons = 1 tablespoon
2. 15 milliliters is the same as   3   teaspoons
3. 5 milliliters =   1   teaspoon
4.  10  milliliters = 2 teaspoons



## Math Activity: Match the Words and Abbreviations

Have students draw a line from each word to its abbreviation. Some words may have more than 1 abbreviation. See student handout at the end of this teaching unit.

Words	Abbreviations
teaspoon	ml
tablespoon	TBS
pound	OZ
liter	l
milliliter	lb
ounce	L
	TSP
	tsp
	mL

## Internet Activity: Learning More About Medicines

If your facility has computers that are connected to the Internet, have students try some of the online activities. Have students work in pairs with more experienced computer users helping those with less experience. Students can refer to page 48 in their student book for a list of suggested websites.

### Web Tip: If a Link Doesn't Work - Backtrack

For example, if this link does not work:

<http://www.reepworld.org/englishpractice/health/medicine/index.htm>

Erase the end part and try this:

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

Once you get a link that works, search from there for the resource you want.

## Section 3: Dialog

### Suggestions for Teaching the Dialog

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1. But they will benefit from listening to classmates practice the others.

#### Dialog 1

**Doctor:** How often do you get a headache?

**Patient:** Almost every day.

**Doctor:** Do you take any medicine for it?

**Patient:** Some aspirin.

**Doctor:** Does the aspirin help you?

**Patient:** Yes.

## Dialog 2

**Pharmacist:** How may I help you?

**Patient:** I need to fill this prescription, please.

**Pharmacist:** OK. [Fills prescription.] Here you are.  
Do you have any questions?

**Patient: Yes.** How do I take this medicine?

**Pharmacist:** Take 2 capsules twice a day.

**Patient:** When should I take them?

**Pharmacist:** Take two capsules in the morning and two in the evening.

**Patient:** OK. Thank you.

## Dialog 3

**Doctor:** Here's your prescription. Take it to a pharmacy to have it filled.  
Do you have any questions?

**Patient: Yes.** How do I take the medicine?

**Doctor:** With water, before lunch every day.

**Patient:** Are there any side effects?

**Doctor:** It may upset your stomach for a few days. If that happens,  
call me.


**Patient:** OK. Thank you.

## Section 4: Check Your Learning

### Suggestions for Checking Learning

**Quiz:** Have students read the label and answer the questions. See student worksheet at the end of this teaching unit.

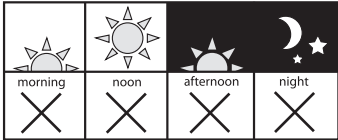
1. What kind of medicine is this?
  - OTC (over-the-counter)
  - prescription**
  - a home remedy
  - all of the above
2. How much medicine is the person to take?
  - 1 capsule**
  - 2 tablets
  - 3 teaspoons
  - 2 tablespoons

	<b>PHARMACY</b> STORE PHONE: (407) 555-1234 PROVIDER: JOHN SMITH *** 241-679	Warning: May cause dizziness- alcohol may intensify this effect.
	<b>JANE DOE</b>	Warning:
	Rx # 22000187-00 Apr 07, 2008 Fill: (1 of 1)	Discard after Apr 01, 2009
	<b>MELOXICAM TARTRATE 15 MG CAP</b> QTY: 30 REFILLS REQUIRE AUTHORIZATION TAKE 1 CAPSULE BY MOUTH THREE TIMES A DAY	DRUG ID: THIS IS A RED CAPSULE IMPRINTED WITH THE NUMBER 15 ON ONE HALF



3. How and when is the person to take the medicine?
- by mouth three times a day**
  - by mouth every evening
  - with a glass of water before a meal
  - once a day
4. What is the prescription number?
- 234567
  - 55370-0885-08
  - 22000187-00**
  - 431-8586
5. How many times can the person refill this medicine?
- one time
  - two times
  - six times
  - no times**

**Sharing with Others:** Having students share what they have learned with others helps them check and reinforce their learning. For example, have students go with a friend or relative to the pharmacy to help them ask the pharmacist questions. Or they can help a friend or relative develop a visual chart showing exactly how to take their medicine correctly. See EXAMPLE from page 43 in the student book.

How to Take Your Medicine Correctly		
How Often	When to take it	
Every six hours Every 6 hours		Take the medicine every 6 hours. <i>Example: 6 AM and 12 noon and 6 PM and 12 midnight</i>

## Section 5: Additional Resources

Visit these websites for more information on medicines.

### Information

#### **Use Medicine Safely**

<http://www.fda.gov/opacom/lowlit/medsafe.pdf>

#### **How to Give Medicine to Children**

[http://www.fda.gov/opacom/lowlit/medchld\\_brochure.pdf](http://www.fda.gov/opacom/lowlit/medchld_brochure.pdf)

#### **Safe Use of Medicines for Older Adults**

[http://www.niapublications.org/tipsheets/pdf/Safe\\_Use\\_of\\_Medicines.pdf](http://www.niapublications.org/tipsheets/pdf/Safe_Use_of_Medicines.pdf)

#### **Medicines and Older Adults**

<http://www.fda.gov/opacom/lowlit/medold.html>

#### **Your Medicine: Play It Safe.**

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

#### **Herbal Products Plus Prescription Medications: Dangerous Combinations**

<http://www.poisoncentertampa.org/informational/herbs.html>

#### **Consumer Education: Ensuring Safe Use of Medicine**

[http://www.fda.gov/Cder/consumerinfo/ensuring\\_safe\\_use\\_all\\_resources.htm](http://www.fda.gov/Cder/consumerinfo/ensuring_safe_use_all_resources.htm)

#### **Medline Plus: Drugs, Supplements and Herbal Information**

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

### Activities

#### **LaRue Medical Literacy Exercises**

<http://www.mcedservices.com/medex/medex.htm>

#### **Taking Medicines Responsibly**

<http://www.tv411.org/lessons/cfm/learning.cfm?str=learning&num=12&act=1>

#### **REEP's English Practice Homepage**

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

#### **Medicine Vocabulary Practice**

<http://www.reepworld.org/englishpractice/health/medicine/index.htm>

### Free or Low Cost Services

#### **Florida Discount Drug Card (helps pay for prescription drugs)**

<http://www.floridadiscountdrugcard.com> or call 1-866-341-8894

As you work through the topic of medicines with your students, keep a list of other resources you find helpful.

Other Resources

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Section 6:

# Student Worksheets

# Student Worksheet: How to Use Medicines

## Liquid Equivalencies

Study the table of liquid amounts and then write the correct number in each blank.

3 teaspoons = 1 tablespoon
5 milliliters = 1 teaspoon
15 milliliters = 1 tablespoon

1. \_\_\_\_\_ teaspoons = 1 tablespoon
2. 15 milliliters is the same as \_\_\_\_\_ teaspoons
3. 5 milliliters = \_\_\_\_\_ teaspoon
4. \_\_\_\_\_ milliliters = 2 teaspoons

## Match the Words and Abbreviations

Draw a line from each word to its abbreviation. Some words may have more than 1 abbreviation.

Words	Abbreviations
teaspoon	ml
tablespoon	TBS
pound	OZ
liter	l
milliliter	lb
ounce	L
	TSP
	tsp
	mL

## Student Worksheet: Check Your Learning

Read the label and answer the questions.

**1. What kind of medicine is this?**

- OTC (over-the-counter)
- prescription
- a home remedy
- all of the above

**PHARMACY** STORE PHONE: (407) 555-1234  
PROVIDER: JOHN SMITH \*\*\* 241-679

**JANE DOE**

Rx # 22000187-00 Apr 07, 2008 Fill: (1 of 1)

**MELOXICAM TARTRATE 15 MG CAP**

**QTY: 30** REFILLS REQUIRE AUTHORIZATION  
TAKE 1 CAPSULE BY MOUTH  
THREE TIMES A DAY

Warning: May cause dizziness-  
alcohol may intensify this effect.

Warning:

Discard after Apr 01, 2009

DRUG ID: THIS IS A  
RED CAPSULE  
IMPRINTED WITH THE  
NUMBER 15 ON  
ONE HALF

**2. How much medicine is the person to take?**

- 1 capsule
- 2 tablets
- 3 teaspoons
- 2 tablespoons

**3. How and when is the person to take the medicine?**

- by mouth three times a day
- by mouth every evening
- with a glass of water before a meal
- once a day

**4. What is the prescription number?**

- 234567
- 55370-0885-08
- 22000187-00
- 431-8586

**5. How many times can the person refill this medicine?**

- one time
- two times
- six times
- no times



# Chapter 4: Nutrition



# Chapter 4: Nutrition

## Teacher's Guide

### Learning Objectives

- Students will explain two ways that nutrition affects health
- Students will describe the function of 5 important nutrients, and name foods that contain them
- Students will name four rules for healthy eating
- Students will identify four important pieces of information on a food label

### CASAS Competencies

- 3.5.1** Interpret nutritional and related information listed on food labels
- 3.5.2** Select a balanced diet
- 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 the Internet

## Section 1: Discussing & Reading About Nutrition

### Suggestions for Discussing the Theme Picture

1. Show theme picture to introduce topic.

"What do you see?"

"Where are they?"

"What are they doing?"

"Why?"

2. Ask questions to stimulate discussion.

"What are your favorite fruits?"

"What are your favorite vegetables?"

"Do you buy all of your fresh food, or do you grow some at home?"



A key point of this chapter is that good food can keep you healthy and prevent diseases. Students are encouraged to eat more fruits and vegetables and less fat and sugar. They learn about carbohydrates, proteins, and fats and how to read a food label.

## Suggestions for Teaching Key Vocabulary

Key vocabulary words are bolded in the text. Most are listed with some visual clue in vocabulary boxes, (example at right), and listed again with more detail in the glossary. Help students locate and pronounce the key vocabulary before reading the text.

## Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- More advanced students may want to underline or highlight new information.
- Ask students what kinds of foods they ate in their home country, and how they bought and cooked food there. Ask how they think these habits differ now that they are in the U.S. and how these changes affect their nutrition?
- Asking students what they already know about nutrition and eating healthy will help them integrate what they know about the topic with the new information they encounter.

## Issues to Address

- There are no foods that have all the nutrients we need. Each food has different combinations of nutrients. This is why we need a variety of food.
- There is too much fast food, sugar, salt, and fat in people's diets here in the U.S. Talk to students about their traditional ways of eating and cooking. It is likely to be healthier than how they eat here. Encourage them to keep the healthy parts of their traditional ways of eating and cooking in their lives.
- If students are not getting enough vitamins and minerals through the foods they eat, they might want to take a vitamin supplement. A good multivitamin provides many of the vitamins and minerals that are recommended for everyday consumption.

### Key Vocabulary

**nutrition**

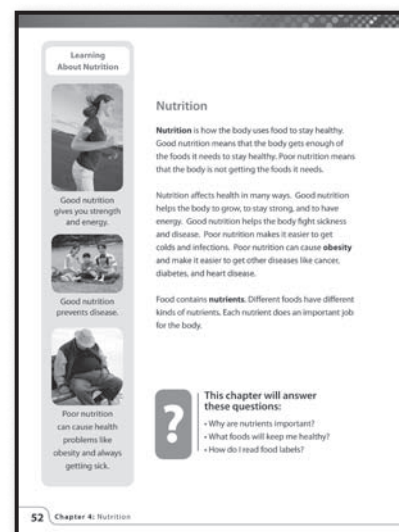
**nutrient**

**obesity**

**nutrition facts**

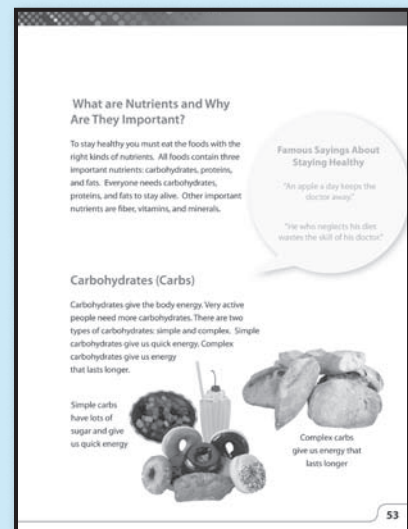
**sodium**

**chronic disease**

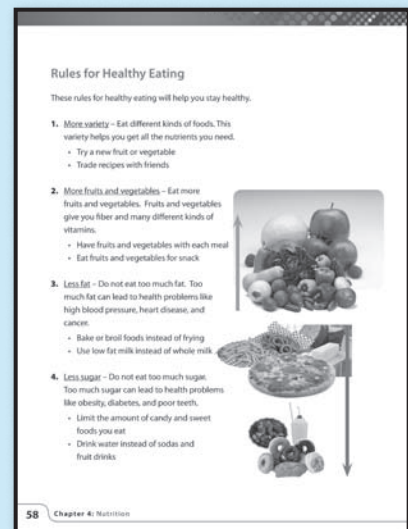


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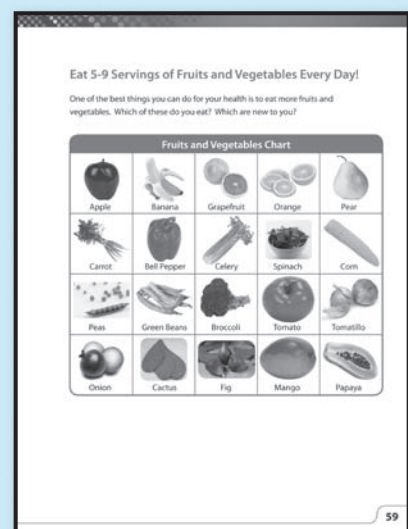
- The logistics of healthy eating are also hard when both parents work. Talk about solutions to this.
- In the U.S. many people are overweight or obese. Obese means very overweight, and is defined as 30% higher than a healthy weight. Being overweight is unhealthy and can lead to health problems such as diabetes, heart disease and high blood pressure.
- Students may ask about good vs. bad fats. We did not go into that in the student book. Saturated fats (bad) are in animal products such as meat, milk, cheese, and eggs. Vegetable oils are unsaturated fats and (except for coconut and palm oil) should be used for cooking purposes as opposed to other fats (such as butter and lard). Trans fats are a kind of processed fat that is also bad. All fats (saturated, trans fat, and vegetable oil) are high in calories. See the Web for resources for more information about fats, but the message for this chapter is less fat is better!
- Carbohydrates come in two kinds: simple and complex. Complex carbohydrates are grains (starches) like bread, pasta, rice, and cereals. These give lasting energy and also often have a good amount of fiber and vitamins. Simple carbohydrates are sugars and give quick energy that burns off fast. These include candy and sweet foods but ALSO fruits and fruit juices. If someone is trying to cut down on sugar, eating too much fruit (and especially juice) is not great.
- Tell students about the WIC program, which helps women and children get and eat healthy food. WIC = Women, Infants and Children. Explain that if they meet certain income guidelines, they can get coupons for free healthy food, and help with nutrition, breastfeeding and health care. See the list of Web resources for more information on the WIC program.



Student book page 53



Student book page 58



Student book page 59

## Section 2: Activities

Pick and use as needed to develop skills.

### Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

#### Teaching Steps:

- 1. Tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. For example, tap the rhythm **X x** like this: *TAP tap, TAP tap, TAP tap*. Once you have set the rhythm, have students join you in tapping the rhythm. Keep tapping without saying anything until everyone is tapping in unison:
- 2. Say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag, keep up the tempo.

x X
prevent
disease
control
because
at least
per day
percent
avoid
amount
contain
an ounce
a gram
exact

X x
manage
chronic
proteins
fiber
less than
more than
muscles
healthy
servings
labels
total
cancer
ounces

x X x
nutrition
Stay healthy.
important
infections
your diet
for breakfast
for dinner
a lot of
We need it.
digestive
more veggies
more water
less candy

X x x
nutrients
energy
different
vitamins
minerals
calcium
sodium
vegetables
serving size
calories
calculate
estimate
measuring

X x x
healthier
underweight
overweight
estimate
exercise
easily
serious

x x X x
carbohydrates
Ask your doctor.
for example
information
daily value
per container
diabetes

x X x x
cholesterol
variety
activity
especially
anemia



# Math Activity: Comparing Labels to Chose Healthier Foods

Have students read the labels then answer the questions. See student worksheet at the end of this teaching unit.

**Milk label A**

<b>Nutrition Facts</b>		INGREDIENTS: MILK, VITAMIN D <sub>3</sub> .
Serving Size 1 cup (240 mL)		MARKETED BY: Wal-Mart Stores, Inc. Bentonville, AR 72711 ©1993
Servings Per Container 8		KEEP REFRIGERATED
Amount Per Serving		SELL BY DATE AND MFG. PLANT STAMPED ON CONTAINER
Calories 150	Calories from Fat 70	
% Daily Values*		
Total Fat 5g	12%	
Saturated Fat 5g	25%	
Trans Fat 0g		
Polyunsaturated Fat 0g		

**Milk label B**

<b>Nutrition Facts</b>		INGREDIENTS: 2% B <sub>2</sub> FAT MILK, VITAMIN A, PALMITATE, VITAMIN D <sub>3</sub> .
Serving Size 1 cup (240 mL)		MARKETED BY: Wal-Mart Stores, Inc. Bentonville, AR 72711 ©1993
Servings Per Container 8		KEEP REFRIGERATED
Amount Per Serving		SELL BY DATE AND MFG. PLANT STAMPED ON CONTAINER
Calories 130	Calories from Fat 45	
% Daily Values*		
Total Fat 5g	8%	
Saturated Fat 3g	15%	
Trans Fat 0g		
Polyunsaturated Fat 0g		

**Milk label C**

<b>Nutrition Facts</b>		INGREDIENTS: 1% L <sub>0</sub> MILK, VITAMIN A, PALMITATE, VITAMIN D <sub>3</sub> .
Serving Size 1 cup (240 mL)		MARKETED BY: Wal-Mart Stores, Inc. Bentonville, AR 72711 ©1993
Servings Per Container 8		KEEP REFRIGERATED
Amount Per Serving		SELL BY DATE AND MFG. PLANT STAMPED ON CONTAINER
Calories 110	Calories from Fat 20	
% Daily Values*		
Total Fat 2.5g	4%	
Saturated Fat 1.5g	8%	
Trans Fat 0g		
Polyunsaturated Fat 0g		

1. If you are trying to eat less fat, which milk is best for you?

- Label A
- Label B
- Label C

**Cereal label A**

Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0.5g		
<b>Cholesterol</b> 0mg	0%	1%
<b>Sodium</b> 190mg	8%	10%
<b>Potassium</b> 170mg	5%	11%
<b>Total Carbohydrate</b> 20g	7%	9%
Dietary Fiber 3g	11%	11%
Soluble Fiber 1g		
Sugars 1g		

**Cereal label B**

<b>Cholesterol</b> 0mg	0%	0%
<b>Sodium</b> 350mg	15%	17%
<b>Potassium</b> 360mg	10%	16%
<b>Total Carbohydrate</b> 45g	15%	17%
Dietary Fiber 7g	28%	28%
Sugars 19g		
Other Carbohydrate 19g		
<b>Protein</b> 5g		
Vitamin A	10%	15%
Vitamin C	0%	0%

**Cereal label C**

<b>Cholesterol</b> 0mg	0%	1%
<b>Sodium</b> 240mg	10%	13%
<b>Potassium</b> 45mg	1%	7%
<b>Total Carbohydrate</b> 23g	8%	10%
Dietary Fiber 0g	0%	0%
Sugars 2g		
Other Carbohydrate 21g		
<b>Protein</b> 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%

2. If you are trying to eat more fiber, which cereal is best for you?

- Label A
- Label B
- Label C

3. Which cereal has less salt?

- Label A
- Label B
- Label C



## Math Activity: 1/3 of Calories From Fat?

Bring in a variety of foods with labels. Students work alone or in pairs and fill in the chart below using a few of the foods. Explain that throughout the day we should get less than 1/3 of our calories from fat. If the food has less than 1/3 of its calories from fat then it is healthier than foods that have more fat. Show them how to figure this out by multiplying the fat calories by 3, and comparing that with the total calories. Or they can divide the total calories by 3, and compare that with the fat calories. See student worksheet at the end of this teaching unit.

Name of food: \_\_\_\_\_

One Serving: \_\_\_\_\_

Total calories in one serving: \_\_\_\_\_ Total Calories  $\div$  3 = \_\_\_\_\_

Total Fat calories in one serving: \_\_\_\_\_

\_\_\_\_\_ X 3 = \_\_\_\_\_

fat calories

Is this food high in fat?  yes  no

Name of food: \_\_\_\_\_

One Serving: \_\_\_\_\_

Total calories in one serving: \_\_\_\_\_ Total Calories  $\div$  3 = \_\_\_\_\_

Total Fat calories in one serving: \_\_\_\_\_

\_\_\_\_\_ X 3 = \_\_\_\_\_




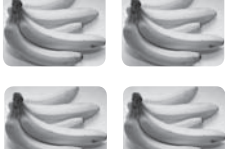
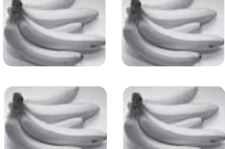
fat calories

Is this food high in fat?  yes  no



## Grammar Activity: Common Phrases for Comparing Amounts and Frequencies

This activity will help students understand and use a variety of phrases dealing with amounts. Students read the chart then fill in the blanks below. See students' handout at the end of this teaching unit.

Important Opposites				
				
none	less than 3	exactly 3	more than 3	many or a lot

1. The opposite of **none** is many or a lot.
2. The opposite of **less than** is more than.
3. The opposite of **a lot** is a little.
4. The opposite of **many** is none.



## Grammar Activity: Words that Mean the Same Thing

Students read the chart then fill in the blanks below. See student handout at the end of this teaching unit.

Words & Phrases That Mean the Same Thing	
daily	every day
weekly	every week
monthly	every month
yearly	every year
per day	each day
high in	has a lot of
low in	has a little of
cut down on	eat less of
a good source	a good way to get, a good place to find
obese	very overweight
underweight	too thin

1. Milk is **a good source of** calcium.
2. Nearly everyone needs to **cut down on** fats and salt.
3. How many servings of fruits and vegetables should you eat each day?  
5-9 servings **per day**
4. Meat is **high in** protein.
5. It's a good idea to get a checkup **yearly**. (how often)
6. Orange juice **has a lot of** vitamin C.
7. For healthy teeth you should **cut down on** candy.





## Grammar Activity: Abbreviations for Amounts

Students draw a line from the abbreviation to its word. See student worksheet at the end of this teaching unit.

Abbreviation		Word
g		less than
		calendar
oz		magnet
		percent
cal		grain
		more than
mg		cholesterol
		ounce
%		gram
		out
<		group
		milligram
>		calories
		once
=		equals, is the same as



## Hands-On Activity: Looking at Food Labels and Grouping

Bring in a variety of foods with labels to class. Also bring in measuring cups and other “serving size objects” such as baseballs, fists, or a deck of cards. For a description of serving size objects, see page 62 in the student book or go to <http://hp2010.nhlbihin.net/portion/servingcard7.pdf>. Have each student pick a food. Students can work in pairs or groups to learn what nutrients their foods have. They should use the measuring cups or serving size objects to find out what one serving looks like. Then they should look at the labels to find out the amounts of fat, fiber, and vitamins in one serving. Ask the class which foods are high in fat and have students with foods high in fat come to the front of the class and read their label and say how much fat is in one serving. They should also show what one serving looks like. Repeat activity with foods low in fat, foods high in fiber, foods high in calcium (20% DV or more), foods high in iron (20% DV or more), and foods low in sodium (less than 200 mg).



## Technology Activity: How Much Should I Weigh?

This exercise will help students check their weight – and give them another easy-to-use health resource to share with their family and friends.

Explain to students that there is an easy way to see if they are too heavy, too thin, or just right. It is called **BMI** or **Body Mass Index**. BMI is a number that is calculated using height (how tall you are) and weight (how heavy you are). Students should also check with a doctor regarding their weight. See students worksheet at the end of this teaching unit.

Steps to find your BMI:

1. Measure your height and weight. You can use inches and pounds or centimeters and kilograms.
2. Go to [www.nhlbisupport.com/bmi](http://www.nhlbisupport.com/bmi).
3. Enter your height and weight.
4. Read your BMI in the chart.
5. Find your BMI on the chart. Are you: underweight, normal weight, overweight, or obese?

If your BMI is...	You are...	What to do...
Less than 18.5	Underweight (too thin)	Eat more calories
18.5 – 24.9	Normal weight (good!)	Keep eating healthy!
25 – 29.9	Overweight (too heavy)	Eat less calories and less fat Exercise more
More than 30	Obese (dangerously heavy)	Ask your doctor for help losing weight

**NOTE: < means less than and > means more than**

You can find a similar BMI calculator at  
<http://www.healthyfloridians.com/obesityPrev.html>

## Section 3: Dialog

### Suggestions for Teaching the Dialog

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1, but they will benefit from listening to classmates practice the others.

#### Dialog 1

**Person 1:** Aren't you going to eat your French fries?

**Person 2:** No.

**Person 1:** Why not?

**Person 2:** I'm trying to lose weight.

#### Dialog 2

**Customer:** Do you have any low calorie items?

**Waiter:** Yes, on the last page of the menu.

**Customer:** OK. I'll have the broiled fish and mixed vegetables.

**Waiter:** Anything else?

**Customer:** Not today, thank you.

#### Dialog 3

**Doctor:** You are overweight and need to lose weight. It will help if you change your diet.

**Patient:** How do I change my diet?

**Doctor:** Eat less calories from fat. Eat less meat, dairy products and eggs. Can you eat less of these foods?

**Patient:** I have tried to eat less fat, but I am not sure what to eat instead. How can I get help to change my diet?

**Doctor:** I can refer you to a dietician. The dietician can meet with you a few times and help you change your diet.

## Section 4: Check Your Learning

### Suggestions for Checking Learning

**Quiz:** Have students look at the food label on page 61 of their book, and answer these questions. See student worksheet at the end of this teaching unit.

- How many calories are in 2 servings?
  - 110
  - 250
  - 220
  - 500
  - 470
- Is this item high in fiber?
  - Yes
  - No
  - The label doesn't say
- Is this item low in salt?
  - Yes
  - No
  - The label doesn't say
- What % DV of calcium will 3 servings give you?
  - 10%
  - 50%
  - 60%
  - 75%
- What is the serving size?
  - 1 cup
  - 2 cups
  - 1/5 cup
  - 1/5 package
  - 1 package

<b>Nutrition Facts</b>	
<b>Serving Size 1 Cup (228g)</b>	
<b>Servings Per Container 2</b>	
<b>Amount Per Serving</b>	
<b>Calories</b> 250	Calories from Fat 110
<b>% Daily Value*</b>	
<b>Total Fat</b> 12 g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 3g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470 mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 5g	
<b>Protein</b> 5g	
Vitamin A	<b>4%</b>
Vitamin C	<b>2%</b>
Calcium	<b>20%</b>
Iron	<b>4%</b>
<small>Percentage Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.</small>	
	<small>Calories 2,000 2,500</small>
Total Fat	<small>Less than 65g 80g</small>
Sat Fat	<small>Less than 20g 25g</small>
Cholesterol	<small>Less than 300mg 300mg</small>
Sodium	<small>Less than 2,400mg 2,400mg</small>
Total Carbohydrate	<small>300g 375g</small>
Dietary Fiber	<small>25g 30g</small>

**Sharing with Others:** Students can help friends and family figure out their BMI, using the website. Or you can print out a chart for them (from the same link) and they can use that. Students can find a friend who has similar goals as them, like losing weight or eating more fiber. Together, they can decide on three eating habits to change, and find three recipes to try to help with their goal. Ask them in a month how their goals are going, or ask them to keep a journal.

## Section 5: Additional Resources

Visit these websites for more information on nutrition.

### Information

#### **Fruit and Vegetable Encyclopedia**

<http://www.dole5aday.com/HTML/Kids/Nutrition%20Database/Encyclopedia.html>

#### **Be Heart Smart! Eating Less Fat and Cholesterol (in English and Spanish)**

<http://www.nhlbi.nih.gov/health/public/heart/other/chdblack/smart.pdf>

#### **Better Health and You: Tips and Information on Healthy Eating**

[http://www.win.niddk.nih.gov/publications/better\\_health.htm#tips](http://www.win.niddk.nih.gov/publications/better_health.htm#tips)

#### **Cut Down on Fat Not on Taste (in English and Spanish)**

[http://www.nhlbi.nih.gov/health/public/heart/other/sp\\_fat.pdf](http://www.nhlbi.nih.gov/health/public/heart/other/sp_fat.pdf)

#### **Food and Diet Information (in English and Spanish)**

<http://www.4women.gov/tools/>

#### **Vitamins and Other Nutrients**

[http://www.girlshealth.gov/nutrition/eating\\_essentials.htm](http://www.girlshealth.gov/nutrition/eating_essentials.htm)

### Activities

#### **Fruits and Veggies Matter**

<http://www.fruitsandveggiesmatter.gov>

#### **Aim for a Healthy Weight (click on BMI Calculator)**

[http://www.nhlbi.nih.gov/health/public/heart/obesity/lose\\_wt/index.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/index.htm)

### Free or Low Cost Services

#### **Florida WIC Nutrition Services for Women, Infants and Children (in English, Spanish, or Haitian Creole)**

<http://www.doh.state.fl.us/family/wic> or call 1-800-343-3556

As you work through the topic of nutrition with your students, keep a list of other resources you find helpful.

Other Resources

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Section 6:

# Student Worksheets

## Student Worksheet: 1/3 of Calories From Fat?

- Find the total calories and the fat calories.
- Multiply the fat calories by 3
- If this number is more than the total calories, the food is high in fat

Name of food: \_\_\_\_\_

One Serving: \_\_\_\_\_

Total calories in one serving: \_\_\_\_\_ Total Calories  $\div$  3 = \_\_\_\_\_

Total Fat calories in one serving: \_\_\_\_\_

\_\_\_\_\_ X 3 = \_\_\_\_\_  
fat calories

Is this food high in fat?  yes  no

Name of food: \_\_\_\_\_

One Serving: \_\_\_\_\_

Total calories in one serving: \_\_\_\_\_ Total Calories  $\div$  3 = \_\_\_\_\_

Total Fat calories in one serving: \_\_\_\_\_

\_\_\_\_\_ X 3 = \_\_\_\_\_  
fat calories

Is this food high in fat?  yes  no



# Student Worksheet: Comparing Labels

Read the labels then answer the questions

**Milk label A**

<b>Nutrition Facts</b>		INGREDIENTS: MILK, VITAMIN D <sub>3</sub> .
Serving Size 1 cup (240 mL)		
Servings Per Container 8		
Amount Per Serving		MARKETED BY: Wal-Mart Stores, Inc. Bentonville, AR 72711 ©1993
Calories 150	Calories from Fat 70	KEEP REFRIGERATED
% Daily Values*		SELL BY DATE AND MFG. PLANT STAMPED ON CONTAINER
Total Fat 8g	12%	
Saturated Fat 5g	25%	
Trans Fat 0g		
Polyunsaturated Fat 0g		

**Milk label B**

<b>Nutrition Facts</b>		INGREDIENTS: 2% RICH FAT MILK, VITAMIN A PALMITATE, VITAMIN D <sub>3</sub> .
Serving Size 1 cup (240 mL)		
Servings Per Container 8		
Amount Per Serving		MARKETED BY: Wal-Mart Stores, Inc. Bentonville, AR 72711 ©1993
Calories 130	Calories from Fat 45	KEEP REFRIGERATED
% Daily Values*		SELL BY DATE AND MFG. PLANT STAMPED ON CONTAINER
Total Fat 5g	8%	
Saturated Fat 3g	15%	
Trans Fat 0g		
Polyunsaturated Fat 0g		

**Milk label C**

<b>Nutrition Facts</b>		INGREDIENTS: 1% LC MILK, VITAMIN A PALMITATE, VITAMIN D <sub>3</sub> .
Serving Size 1 cup (240 mL)		
Servings Per Container 8		
Amount Per Serving		MARKETED BY: Wal-Mart Stores, Inc. Bentonville, AR 72711 ©1993
Calories 110	Calories from Fat 20	KEEP REFRIGERATED
% Daily Values*		SELL BY DATE AND MFG. PLANT STAMPED ON CONTAINER
Total Fat 2.5g	4%	
Saturated Fat 1.5g	8%	
Trans Fat 0g		
Polyunsaturated Fat 0g		

1. If you are trying to eat less fat, which milk is best for you?

- Label A
- Label B
- Label C

**Cereal label A**

Polyunsaturated Fat 0.5g			
Monounsaturated Fat 0.5g			
<b>Cholesterol</b> 0mg	0%	1%	0
<b>Sodium</b> 190mg	8%	10%	140
<b>Potassium</b> 170mg	5%	11%	130
<b>Total Carbohydrate</b> 20g	7%	9%	
Dietary Fiber 3g	11%	11%	
Soluble Fiber 1g			
Sugars 1g			

**Cereal label B**

<b>Cholesterol</b> 0mg	0%	0%
<b>Sodium</b> 350mg	15%	17%
<b>Potassium</b> 360mg	10%	16%
<b>Total Carbohydrate</b> 45g	15%	17%
Dietary Fiber 7g	28%	28%
Sugars 19g		
Other Carbohydrate 19g		
<b>Protein</b> 5g		
Vitamin A	10%	15%
Vitamin C	0%	0%

**Cereal label C**

<b>Cholesterol</b> 0mg	0%	1%
<b>Sodium</b> 240mg	10%	13%
<b>Potassium</b> 45mg	1%	7%
<b>Total Carbohydrate</b> 23g	8%	10%
Dietary Fiber 0g	0%	0%
Sugars 2g		
Other Carbohydrate 21g		
<b>Protein</b> 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%

2. If you are trying to eat more fiber, which cereal is best for you?





- Label A
- Label B
- Label C

3. Which cereal has less salt?

- Label A
- Label B
- Label C

## Student Worksheet: Comparing Amounts and Frequencies

Read the chart and fill in the blanks below.

Important Opposites				
				
none	less than 3	exactly 3	more than 3	many or a lot

1. The opposite of **none** is \_\_\_\_\_ or \_\_\_\_\_.
2. The opposite of **less than** is \_\_\_\_\_.
3. The opposite of **a lot** is \_\_\_\_\_.
4. The opposite of **many** is \_\_\_\_\_.

## Student Worksheet: Words That Mean the Same Thing

Read the chart and fill in the blanks below.

Words & Phrases That Mean the Same Thing	
daily	every day
weekly	every week
monthly	every month
yearly	every year
per day	each day
high in	has a lot of
low in	has a little of
cut down on	eat less of
a good source of	a good way to get, a good place to find
obese	very overweight
underweight	too thin

1. Milk is \_\_\_\_\_ calcium.
2. Nearly everyone needs to \_\_\_\_\_ fats and salt.
3. How many servings of fruits and vegetables should you eat each day?  
5-9 servings \_\_\_\_\_
4. Meat is \_\_\_\_\_ protein.
5. It's a good idea to get a checkup \_\_\_\_\_. (how often)
6. Orange juice \_\_\_\_\_ vitamin C.
7. For healthy teeth you should \_\_\_\_\_ candy.

## Student Worksheet: Abbreviations for Amounts

Draw a line from the abbreviation to its word.

Abbreviation		Word
g		less than
		calendar
oz		magnet
		percent
cal		grain
		more than
mg		cholesterol
		ounce
%		gram
		out
<		group
		milligram
>		calories
		once
=		equals, is the same as

## Student Worksheet: How Much Should I Weigh?

**BMI** or **Body Mass Index** is an easy way to see if you are too heavy, too thin, or just right. BMI is a number that you calculate using your height (how tall you are) and your weight (how heavy you are). You should also check with a doctor about your weight.

Steps to find your BMI:

1. Measure your height and weight. You can use inches and pounds or centimeters and kilograms.
2. Go to [www.nhlbisupport.com/bmi](http://www.nhlbisupport.com/bmi)
3. Enter your height and weight.
4. Read your BMI in the chart.
5. Find your BMI on the chart. Are you: underweight, normal weight, overweight, or obese?

If your BMI is...	You are...	What to do...
Less than 18.5	Underweight (too thin)	Eat more calories
18.5 – 24.9	Normal weight (good!)	Keep eating healthy!
25 – 29.9	Overweight (too heavy)	Eat less calories and less fat Exercise more
More than 30	Obese (dangerously heavy)	Ask your doctor for help losing weight

**NOTE: < means less than and > means more than**

You can find a similar BMI calculator at  
<http://www.healthyfloridians.com/obesityPrev.html>

## Student Worksheet: Check Your Learning

Read the food label and answer the questions.

1. How many calories are in 2 servings?

- 110
- 250
- 220
- 500
- 470

2. Is this item high in fiber?

- Yes
- No
- The label doesn't say

3. Is this item low in salt?

- Yes
- No
- The label doesn't say

4. What % DV of calcium will 3 servings give you?

- 10%
- 50%
- 60%
- 75%

5. What is the serving size?

- 1 cup
- 2 cups
- 1/5 cup
- 1/5 package
- 1 package

<b>Nutrition Facts</b>			
Serving Size 1 Cup (228g)			
Servings Per Container 2			
<b>Amount Per Serving</b>			
<b>Calories</b>	250	Calories from Fat	110
			<b>% Daily Value*</b>
<b>Total Fat</b>	12 g		<b>18%</b>
Saturated Fat	3g		<b>15%</b>
Trans Fat	3g		
<b>Cholesterol</b>	30mg		<b>10%</b>
<b>Sodium</b>	470 mg		<b>20%</b>
<b>Total Carbohydrate</b>	31g		<b>10%</b>
Dietary Fiber	0g		<b>0%</b>
Sugars	5g		
<b>Protein</b>	5g		
Vitamin A			<b>4%</b>
Vitamin C			<b>2%</b>
Calcium			<b>20%</b>
Iron			<b>4%</b>
<small>Percentage Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.</small>			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g



# Chapter 5: Chronic Diseases



# Chapter 5: Chronic Diseases

## Teacher's Guide

### Learning Objectives:

- Students will be able to define chronic disease
- Students will be able to explain why regular checkups are important in identifying chronic diseases
- Students will be able to describe the following chronic diseases: asthma, diabetes, and heart disease
- Students will be able to identify signs that a chronic disease is worsening and a person should call the doctor

### CASAS Competencies:

- 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 the Internet

## Section 1: Discussing & Reading About Chronic Diseases

### Suggestions for Discussing Theme Picture

1. Show theme picture to introduce topic.

"What do you see?"

"What is she doing?"

"Why is she doing this?"

"Why?"

2. Ask questions to stimulate discussion.

"Does anyone you know have diabetes?"

"What do they do to take care of their diabetes?"



This chapter is about chronic diseases in general, although three common chronic diseases (asthma, diabetes and heart disease) are used as examples. It emphasizes the importance of healthy habits and seeing a doctor to keep a chronic disease from getting worse.

## Suggestions for Teaching Key Vocabulary

Key vocabulary words are bolded in the text. Most are listed with some visual clue in vocabulary boxes, and listed again with more detail in the glossary. Help students locate and pronounce the key vocabulary before reading the text.

## Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. Have students use context clues to define key words.
- More advanced students may want to underline or highlight new information.
- Ask what chronic diseases people tend to have most often in the students' home countries. How do they find out if they have them? How does having the disease affect their life? Do they know anyone who has asthma, diabetes or heart disease? What are the issues that the people they know must deal with? What kinds of things do they do to manage their disease?

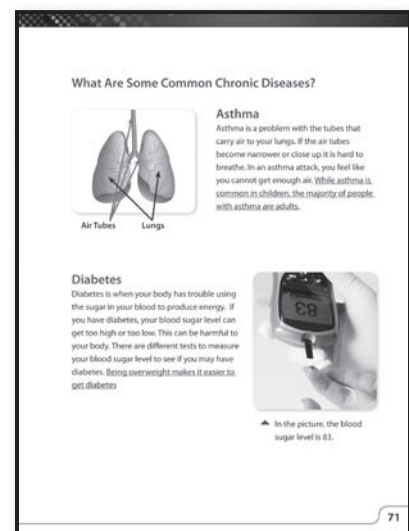
### Key Vocabulary

**heart disease**  
**cancer**  
**diabetes**  
**high blood pressure**  
**asthma**  
**acute disease**  
**arteries**  
**risk factors**  
**treatment plan**  
**chronic disease**

## Issues to Address

### Asthma

- Asthma is becoming more common among children in the U.S.
- Poor air quality may contribute to asthma.
- Different people with asthma have different “triggers”, which are things in the air that cause an asthma attack (like dust, pet hair, chemicals). Learning how to avoid these is part of the treatment plan.



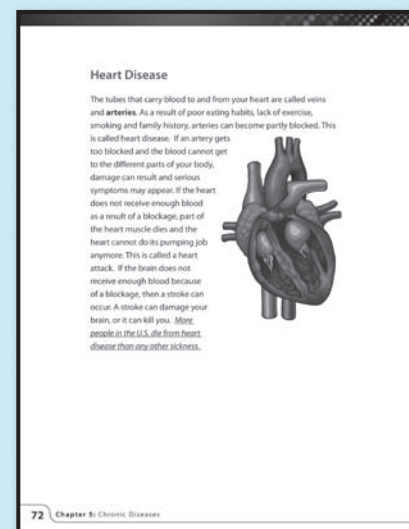
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## Diabetes

- A person with diabetes really must understand how food and activity affect their blood sugar. Each day they have to keep track of their blood sugar, diet, and activity level. It is very intense disease management!
- Diabetes is quickly getting widespread in the U.S. It is not uncommon for immigrants who already have risk factors to become diabetic because of a change in eating habits, once they switch to an American diet.
- Eating lots of sugary food and being overweight make a person more likely to get diabetes. Encourage people to stick to the healthy parts of their traditional diet.

## Heart Disease

- Heart disease is the biggest cause of death in the U.S. It is often caused by a gradual blockage of the arteries that bring blood to the heart. Risk factors that contribute to heart disease include: family history, level of exercise, diet, and smoking.
- Family history makes a person more likely to get heart disease, but a person can help prevent heart disease by keeping cholesterol and blood pressure under control, and keeping the heart working efficiently by exercising.
- A heart attack is usually caused when an artery to the heart muscles gets so blocked that not enough blood gets to the heart. This causes a part of the heart muscle to die, which is a heart attack. This can be very minor, or big enough to kill a person.
- A heart attack often feels like a crushing, suffocating pressure on the chest. The person may also feel out of breath. There might also be tingling or pain in one arm, more often the left arm. But a small heart attack might feel as minor as heartburn or indigestion. If students notice symptoms like this, they should call 911.



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Chronic Disease	Risk Factors	Warning Signs	Examples of Treatments
<b>Asthma</b> 	<ul style="list-style-type: none"> <li>Family history</li> <li>Air pollution</li> <li>Smoking</li> <li>Obese/overweight</li> <li>Low body weight</li> <li>Overweight/Obesity</li> <li>Exposure to chemicals</li> <li>Dark animal hair in home</li> <li>Allergies</li> </ul>	<ul style="list-style-type: none"> <li>Wheezing sound when you breathe</li> <li>Trouble breathing</li> <li>Tight feeling in your chest</li> </ul>	<ul style="list-style-type: none"> <li>Use an inhaler</li> </ul>
<b>Diabetes</b> 	<ul style="list-style-type: none"> <li>Family history</li> <li>45+ years old</li> <li>Smoking</li> <li>Overweight/Obesity</li> <li>High blood pressure</li> <li>Not enough exercise</li> </ul>	<ul style="list-style-type: none"> <li>Thirsty and hungry all the time</li> <li>Fatigue or irritability</li> <li>Frequent thirst</li> <li>Upright stomach</li> <li>Weight loss</li> <li>Blurred vision</li> <li>Itchy skin</li> <li>Slow-healing sores</li> </ul>	<ul style="list-style-type: none"> <li>Take insulin when needed</li> </ul>
<b>Heart Disease</b> 	<ul style="list-style-type: none"> <li>Family history</li> <li>Diabetes</li> <li>Smoking</li> <li>Overweight/Obesity</li> <li>High blood pressure</li> <li>High cholesterol</li> <li>Not enough exercise</li> </ul>	<ul style="list-style-type: none"> <li>Sweating pain in your chest or arm</li> <li>Trouble breathing when active</li> <li>Sometimes warning signs at all</li> <li>Extreme fatigue when active</li> </ul>	<ul style="list-style-type: none"> <li>Lower cholesterol</li> <li>Take medicines to control your blood pressure</li> </ul>

**NOTE:** These are only examples. There are many other chronic diseases to know about. A doctor can tell you about the risk factors, warning signs, and treatments for these and other chronic diseases.

76 Chapter 5: Chronic Diseases

Student book page 76

## Section 2: Activities

Pick and use as needed to develop skills.

### Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

Teaching Steps:

1. **Tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. Have students join you in tapping the rhythm.
2. **Say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag, keep up the tempo.

x X
about
above
acute
appear
again
attack
away
because
before
cannot
disease
enough
exact
obese
increased

X x
almost
active
answer
asthma
better
body
breathing
cancer
checkup
children
chronic
clearly
damaged
normal
greater

x X x
appointment
example
important
infections
inhaler
pollution
too much of
a lot of
We need it.
digestive
more veggies
more water
less candy
or greater
is less than

X x x
animal
arteries
chemicals
exercise
healthier
history
managing
medical
medicine
recognize
regular
energy
translator
very high
equal to

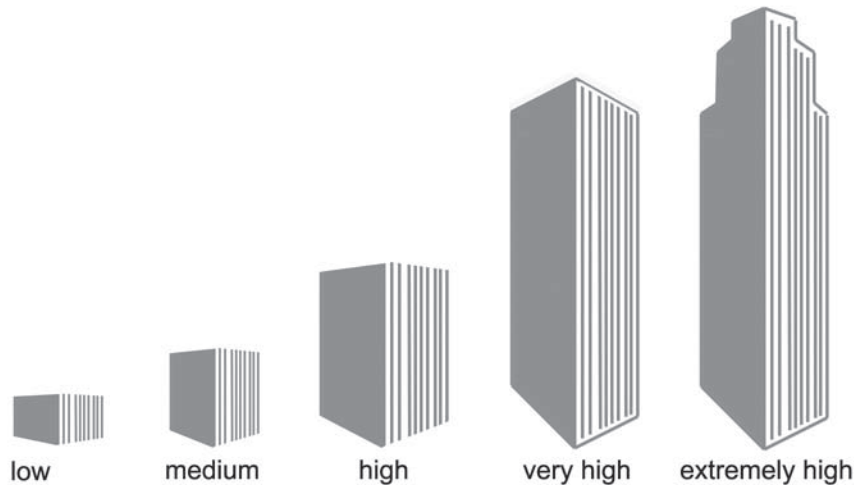
x x X x
diabetes
indigestion
for example
information
conversation

x X x x
emergency
obesity
activity
especially
anemia
extremely high



## Grammar Activity: Low, Medium, High, Very High, Extremely High

This activity reviews terms needed in the math activities suggested below. Put this or a similar chart on the board to teach low, medium, high, very high, and extremely high.



Then put numbers on the board that also illustrate the concepts.

3      50      134      555      987



## Grammar Activity: Equals, Less Than, Greater Than

Teach this similarly to how you taught Grammar Activity 1:

$1 + 2 = 3$       50 is greater than 3      50 is less than 134

$25 + 25 = 50$        $50 > 3$        $50 < 134$

Check comprehension by asking questions such as:

- What numbers are greater than 134?
- What numbers are less than 555?



## Math Activity: Know Your Body Mass Numbers

This activity will model self-checking of three important health factors-- height, weight, and waist measurement--while giving students practice in saying, reading, and understanding numbers in English. Be mindful that many students might have difficulty with this activity, as they have used the metric system most of their lives.

You will need a scale, a tape measure, and a BMI chart for everyone in the class. Use the two related charts that can be downloaded from [www.consumer.gov/weightloss/bmi.html](http://www.consumer.gov/weightloss/bmi.html) because it includes the waist measurement factor and how it affects the risk factor.

**CAUTION:** Sharing personal information such as weight carries some cultural taboos. Consider using yourself as the person to be weighed and measured.

### **Step 1: Help students find and write down their**

- Height
- Weight
- Waist measure

**Step 2: Help students find their BMI on the Determining Your Body Mass Index (BMI) chart.**

**Step 3: Help students study the Risk of Associated Disease According to BMI and Waist Size chart.**

- Review the meaning of less than, equal to, and greater than.
- Point out that men and women use different waist measures.
- Show how to find the correct BMI range on the Risk chart.
- Emphasize that persons with a high, very high, or extremely high risk factor need to share this information with their doctor, so the doctor can help them work to lower their risk.

Here's another BMI Chart to use: <http://www.nhlbisupport.com/bmi>



## Math Activity: Know Your Blood Sugar Numbers

Most people probably do not know their cholesterol and blood sugar numbers, unless they have had a recent checkup or suffer from a chronic disease. For this activity, therefore, students will refer to a table of ranges of numbers to determine the health status of some hypothetical people, as indicated by their blood sugar level. Before doing the exercise, be sure students know what the word **between** means.

Blood Sugar (Glucose) Levels	
70 to 110	= Low or Normal (OK)
110 to 125	= Borderline or Pre-Diabetes (eat less sugar)
126 & higher	= Diabetes (dangerous – needs treatment)

Put the Blood Sugar chart on the board then read the following to your class. For each person, the class tells what the number means (ie, normal, pre-diabetes, diabetes).

Alex has a blood sugar level of 232. \_\_\_\_\_

Barbara has a blood sugar level of 73. \_\_\_\_\_

Charles has a blood sugar level of 102. \_\_\_\_\_

Donna has a blood sugar level of 115. \_\_\_\_\_

Eduardo has a blood sugar level of 126. \_\_\_\_\_

Felicia has a blood sugar level of 111. \_\_\_\_\_





## Hands-on Activity: Family History and Family Tree

Show an example of a family tree or draw a brief version of your own on the board. Explain each person: “This is me. I have three sisters and two brothers. My mother is Louise and my father is Franklin.”

Discuss the term “family tree;” point out that families are defined differently in different cultures and the purpose of this activity is to identify “blood-related” family members.

Explain that a family tree is a way to help you learn about your family health history. Have students make their family trees. This could take various formats, such as:

- On paper with boxes and lines -- hand out blank family trees.
- A more hands-on version with index cards, plastic straws and tape -- use stickers or the icons provided to cut out and paste on their trees next to the names of relatives who have had these diseases.
- Or have students do their family health history tree online at <http://www.familyhistory.hhs.gov/>. Available in Spanish and English.

### Sample Family Health History Trees

Take some time exploring the following websites and familiarizing yourself with the different kinds of Family Health History Forms you could create with your students.

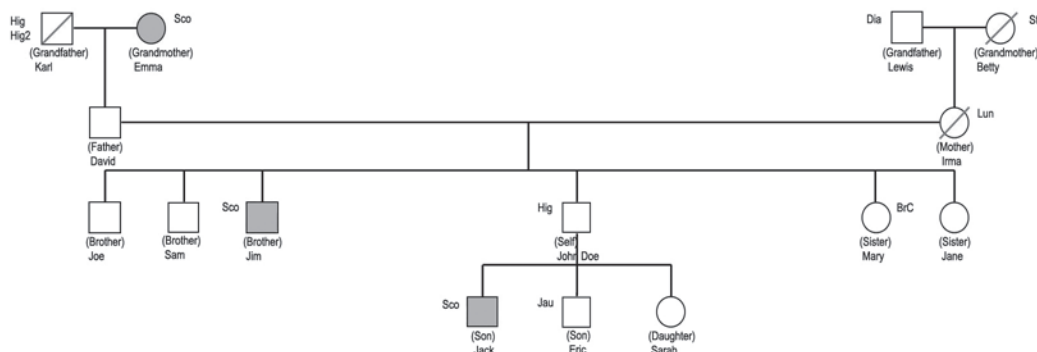
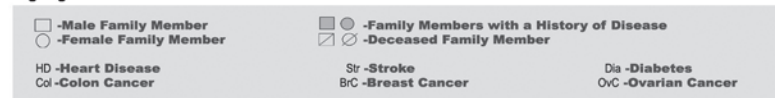
#### Sample 1

**Source:** <http://www.familyhistory.hhs.gov>

#### My Family Health Portrait- Drawing Report

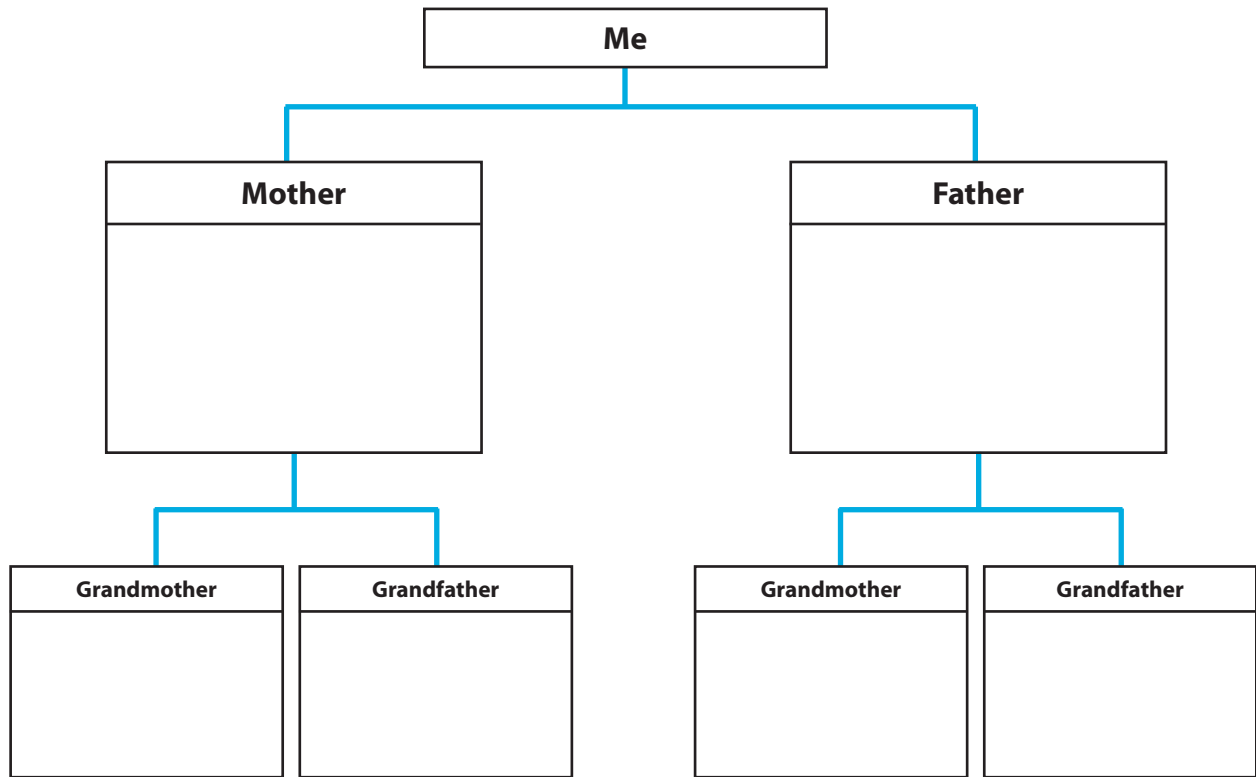
John Doe November 15, 2007

Highlighted Disease: Scoliosis



## Sample 2

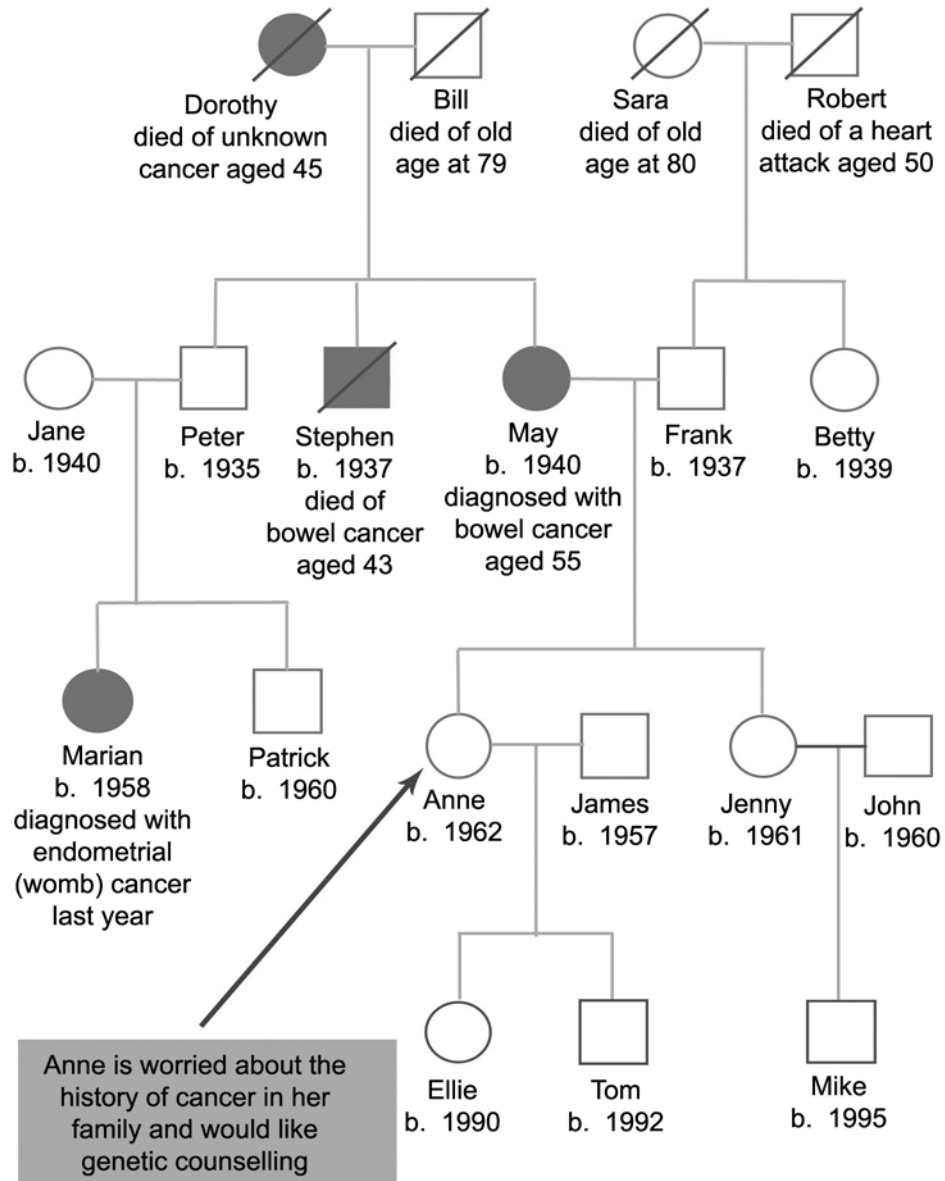
Source: [http://www.oprah.com/presents/lluminari/medhistory/llum\\_medhistory\\_tree.jhtml](http://www.oprah.com/presents/lluminari/medhistory/llum_medhistory_tree.jhtml)



### Sample 3

**Source:**

<http://www.cancerbackup.org.uk/Aboutcancer/Genetics/Cancergenetics/Geneticconsultationgeneticcounselling>





## Technology Activity: Chronic Disease Research Online

If you have an ESL class that speaks Spanish as their first language and they have strong literacy skills in Spanish, have them go to <http://medlineplus.gov/spanish> and look up information on a chronic disease in their own language. For information in languages other than Spanish try <http://www.healthyroadsmedia.org>. They may want to pick a chronic disease that affects them or someone close to them. Students should partner with a classmate who speaks the same language. Ask students to read about the disease and make notes in their own language. Then have them answer the questions on the handout in English. They should also be prepared to tell the class what they learned. See student worksheet at the end of this teaching unit.

As a follow-up, you can combine the information that everyone collects to make a big chart and display it in your classroom.

Name of Chronic Disease	What is happening inside the body	Symptoms or warning signs	Health habits to manage the disease	Treatment plan to manage the disease

## Section 3: Dialogs

### Suggestions for Teaching the Dialogs

Help students read the dialog. Then have them practice the roles in pairs. To change the dialog, substitute other appropriate words for the underlined words. Finally, encourage chain drills and free conversations on the topic. The dialogs are listed by degree of difficulty. Beginning ESL students may only be able to do Dialog 1, but they will benefit from listening to classmates practice the others.

#### Dialog 1

**Doctor:** Your blood pressure is too high.

**Patient:** What can I do about it?

**Doctor:** Eat less salt, exercise, and take your medicine.

#### Dialog 2

**Doctor:** It's a good thing you came in for a checkup.

**Patient:** Why?

**Doctor:** Because you have diabetes. Your blood sugar is too high. That's very dangerous.

**Patient:** What now? What must I do?

**Doctor:** You must develop a treatment plan for diabetes.

#### Dialog 3

**Doctor:** I'm glad you made this appointment.

We found out about your heart disease before it got too bad.

**Patient:** How can I keep it from getting worse?

**Doctor:** Don't smoke, eat healthy foods, exercise, and don't forget to take your medicine.

**Patient:** OK. And when do I need to see you again?

**Doctor:** Next month. Make an appointment. Then we can see how the treatment plan is working.







**Patient:** OK, thanks. I'll make an appointment on my way out.

## Section 4: Check Your Learning

### Suggestions for Checking Learning

**Quiz:** Have students look at the table on page 76 of their student books and answer the questions. See student worksheet at the end of this teaching unit.

- What is a warning sign for asthma?
  - Wheezing sound when you breathe**
  - Thirsty all the time
  - Squeezing pain in your chest or arm
  - All of the above
- Taking insulin when needed is a treatment for what chronic disease?
  - Asthma
  - Diabetes**
  - Heart disease
  - High blood pressure
- Taking medications to control blood pressure is a treatment for what chronic disease?
  - Asthma
  - Diabetes
  - Heart disease**
  - High blood sugar
- Why is heart disease sometimes called the silent killer?
  - You cannot speak when you have this disease.
  - You may not have any symptoms when you have this disease.**
  - You cannot be silent when you have this disease.
  - You always have symptoms when you have this disease.
- What should you do if you have any of the warning signs for asthma, diabetes, or heart disease?
  - Wait to see if the warning signs last.
  - Do nothing until you have a severe problem.
  - Call your doctor the next day.
  - Call your doctor right away.**

Chronic Disease Risk Factors & Warning Signs			
Chronic Disease	Risk Factors	Warning Signs	Examples of Treatments
 <p><b>Asthma</b></p>	<ul style="list-style-type: none"> <li>• Family history</li> <li>• Air pollution</li> <li>• Smoking</li> <li>• Cigarette smoke</li> <li>• Low birth weight</li> <li>• Overweight/Obesity</li> <li>• Exposure to chemicals</li> <li>• Tick animal hair at home</li> <li>• Allergies</li> </ul>	<ul style="list-style-type: none"> <li>• Wheezing sound when you breathe</li> <li>• Hoarse breathing</li> <li>• Tight feeling in your chest</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use an inhaler</b></li> </ul> 
 <p><b>Diabetes</b></p>	<ul style="list-style-type: none"> <li>• Family history</li> <li>• Age over 40</li> <li>• Smoking</li> <li>• Overweight/Obesity</li> <li>• High blood pressure</li> <li>• Not enough exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Thirsty and hungry all the time</li> <li>• Have to urinate a lot</li> <li>• Feeling tired</li> <li>• Upset stomach</li> <li>• Weight loss</li> <li>• Blurred vision</li> <li>• Slow-healing (cuts)</li> <li>• Sores heal slowly</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take insulin when needed</b></li> </ul> 
 <p><b>Heart Disease</b></p>	<ul style="list-style-type: none"> <li>• Family history</li> <li>• Diabetes</li> <li>• Smoking</li> <li>• Overweight/Obesity</li> <li>• High blood pressure</li> <li>• High cholesterol</li> <li>• Not enough exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Squeezing pain in your chest or arm</li> <li>• Hoarse breathing when active</li> <li>• Sometimes no warning signs at all</li> <li>• Extreme fatigue when active</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lower cholesterol</b></li> <li>• <b>Take medicines to control your blood pressure</b></li> </ul> 

NOTE: These are only examples. There are many other chronic diseases to know about. A doctor can tell you about the risk factors, warning signs, and treatments for these and other chronic diseases.

76 Chapter 8: Chronic Diseases

Student book page 76

**Sharing with Others:** Having students share what they've learned with others helps them check and reinforce their learning. One idea is to have students interview their relatives to find out if anyone has had a chronic disease or they could interview a friend who has a chronic disease and share with the class what they learned.

## Section 5: Additional Resources

Visit these websites for more information on chronic diseases.

### Information

#### **American Heart Association**

<http://www.americanheart.org>

#### **National Heart, Lung, and Blood Institute (in English, Spanish, Vietnamese, and Filipino)**

[http://www.nhlbi.nih.gov/health/pubs/pub\\_gen.htm](http://www.nhlbi.nih.gov/health/pubs/pub_gen.htm)

#### **Easy-to-Read English/Spanish Booklets on Heart Health**

<http://www.nhlbi.nih.gov/health/public/heart/other/sp-page.htm>

#### **Diabetes Easy-to-Read Publications in English and Spanish**

<http://www.diabetes.niddk.nih.gov/dm/ez.asp>

#### **KidsHealth (Health information for kids, parents, and teenagers)**

<http://www.kidshealth.org>

#### **National Cancer Institute (in English and Spanish)**

<http://www.cancer.gov>

#### **Cancer Information Service (in English and Spanish)**

<http://cis.nci.nih.gov> or call 1-800-4-CANCER (1-800-422-6237)

### Activities

#### **The Asthma Wizard (in English and Spanish)**

<http://asthma.nationaljewish.org/disease-info/diseases/asthma/kids/wizard-index.aspx>

#### **Asthma - Tutorial with Pictures and Sound.**

<http://www.healthsystem.virginia.edu/internet/pediatrics/patients/Tutorials/asthma/home.cfm>

#### **Canadian Lung Association: Especially For Kids**

<http://www.lung.ca/children>

#### **Hypertension (High Blood Pressure) - (in English and Spanish)**

<http://www.nlm.nih.gov/medlineplus/tutorials/hypertension/htm/index.htm>

## Free or Low Cost Services

### Florida Department of Health Chronic Disease Resources

<http://www.doh.state.fl.us/Family/chronicdisease/>

As you work through the chapter with your students, keep a list of other resources you find are helpful.

#### Other Resources

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Section 6:

# Student Worksheets

## Student Worksheet: Chronic Disease Research Online

Go to <http://www.nlm.nih.gov/medlineplus/languages/languages.html> and look up information on a chronic disease in your language. Read about the disease and then answer the questions below in English.

1. I am looking for information about \_\_\_\_\_ (name of chronic disease in English).

2. In my language the disease is called \_\_\_\_\_ (name of chronic disease in your language).

### Answer these questions in English:

3. What happens to your body when you have this disease?

4. What are the symptoms?







5. If you have this disease, how must you change your health habits?

6. What kind of treatment helps this disease?

## Student Worksheet: Check Your Learning

Read the chart on page 76 in your student book and answer the questions.

- What is a warning sign for asthma?
  - Wheezing sound when you breathe
  - Thirsty all the time
  - Squeezing pain in your chest or arm
  - All of the above
- Taking insulin when needed is a treatment for what chronic disease?
  - Asthma
  - Diabetes
  - Heart disease
  - High blood pressure
- Taking medications to control blood pressure is a treatment for what chronic disease?
  - Asthma
  - Diabetes
  - Heart disease
  - High blood sugar
- Why is heart disease sometimes called the silent killer?
  - You cannot speak when you have this disease.
  - You may not have any symptoms when you have this disease.
  - You cannot be silent when you have this disease.
  - You always have symptoms when you have this chronic disease.
- What should you do if you have any of the warning signs for asthma, diabetes, or heart disease?
  - Wait to see if the warning signs last.
  - Do nothing until you have a severe problem.
  - Call your doctor the next day.
  - Call your doctor right away.

Chronic Disease Risk Factors & Warning Signs			
Chronic Disease	Risk Factors	Warning Signs	Examples of Treatments
 <p><b>Asthma</b></p>	<ul style="list-style-type: none"> <li>• Family history</li> <li>• Air pollution</li> <li>• Smoking</li> <li>• Cigarette smoke</li> <li>• Low birth weight</li> <li>• Overweight/Obesity</li> <li>• Exposure to chemicals</li> <li>• Dust, animal hairs at home</li> <li>• Allergies</li> </ul>	<ul style="list-style-type: none"> <li>• Wheezing sound when you breathe</li> <li>• Hoarse breathing</li> <li>• Tight feeling in your chest</li> </ul>	<ul style="list-style-type: none"> <li>• Use an inhaler</li> </ul> 
 <p><b>Diabetes</b></p>	<ul style="list-style-type: none"> <li>• Family history</li> <li>• 45+ years old</li> <li>• Smoking</li> <li>• Overweight/Obesity</li> <li>• High blood pressure</li> <li>• Not enough exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Thirsty and hungry all the time</li> <li>• Have to urinate a lot</li> <li>• Feeling tired</li> <li>• Spontaneous weight loss</li> <li>• Blurred vision (vision coming &amp; going)</li> <li>• Slow-heal wounds</li> </ul>	<ul style="list-style-type: none"> <li>• Take insulin when needed</li> </ul> 
 <p><b>Heart Disease</b></p>	<ul style="list-style-type: none"> <li>• Family history</li> <li>• Diabetes</li> <li>• Smoking</li> <li>• Overweight/Obesity</li> <li>• High cholesterol</li> <li>• Not enough exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Squeezing pain in your chest or arm</li> <li>• Hoarse breathing when active</li> <li>• Sudden or warning signs at all</li> <li>• Extreme fatigue when active</li> </ul>	<ul style="list-style-type: none"> <li>• Lower cholesterol</li> <li>• Take medicines to control your blood pressure</li> </ul> 

NOTE: These are only examples. There are many other chronic diseases to know about. A doctor can tell you about the risk factors, warning signs, and treatments for these and other chronic diseases.

76 Chapter 5: Chronic Diseases

Student book page 76

# Chapter 6: Staying Healthy

# Chapter 6: Staying Healthy

## Teacher's Guide

### Learning Objectives:

- Students will reflect on, then share in English with the class, their own wisdom and experiences concerning prevention of sickness and disease
- Students will summarize their experiences into five rules for healthy living
- Students will compare their rules with the rules presented in Chapter 6
- Students will identify two sources of additional information on health
- Students will name one action or activity to improve their health and/or the health of their families

### CASAS Competencies:

- 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 and utilize appropriate informational resources, including the Internet

Instead of beginning with the theme picture in the student book, students begin with a closed book discussion of “healthy” and “unhealthy.” This lesson will begin with what the students already know about staying healthy. They will have an opportunity to share health knowledge from their own lives before reviewing the rules for healthy living presented in this chapter.

## Closed Book Discussion

### Suggestions for Facilitating Discussion

1. Put the words “healthy” and “unhealthy” on the board. Ask students to explain the difference. Clarify as needed.
2. Ask questions to stimulate discussion. As students answer, summarize what they say in phrases and list them under the words “healthy” and “unhealthy” on the board. If necessary, give one example under each heading to get the discussion started.  
“What makes people healthy?”  
“What makes people unhealthy – not healthy?”
3. Once students are finished giving ideas, read the lists back to them, having them repeat each item after you.
4. Look over the lists and make a new list by grouping each item by topic, for example, food, exercise, etc. More advanced students may be able to work in small groups to accomplish this task on their own.

5. Once the lists are complete, ask students to come up with one rule or one thing to teach their family about each topic. For example, for food they might say “eat healthy foods.” Write the students’ rules on the board. This discussion is preparing them to better compare what they know and have learned about staying healthy with what they are about to read in this final chapter.
6. When one rule for each grouping or topic has been elicited, have students open their books to read Chapter 6. Explain that the theme picture shows six rules for healthy living. Then have students compare their list with the book’s list. How are the two lists similar? How are they different? Avoid suggesting that the book rules are right and their rules are wrong. Instead, focus on how the two lists are similar and different. Look for the differences that are cultural, not only between their culture and American culture but between their own cultures and families.

## Suggestions for Teaching Key Vocabulary

In this lesson, the primary vocabulary will come directly from the students. If you are working with beginning students, encourage them to refer to a picture dictionary as a discussion aid. Oxford Picture Dictionary, for example, has an entire section on Health Care, including exercise, checkups, medicine, and hospitals. Students could also use their personal bilingual dictionaries or get help from others in the class.

## Suggestions for Teaching Health Content

- Before reading, discuss the pictures on the page.
- Have students take turns reading select paragraphs out loud.
- Discuss vocabulary. One key vocabulary word associated with this chapter is the word **prevent**. It is bolded in the text and listed again, with more detail, in the glossary. Help students locate and pronounce and understand this key vocabulary word and concept before continuing.
- More advanced students may want to underline or highlight new information.
- Again, be sure to highlight and discuss cultural differences, for example, different foods, different ways to relax, different ideas for how to get exercise, the prevalence of smoking in their community, and the concept of getting regular checkups.

## Activities

### Pronunciation Activity: Tap the Stress (X = LOUD tap, x = softer tap)

#### The Teaching Steps:

1. **Tap or clap the rhythm of the group being studied.** Tap loudly for a big **X** and softly for a small **x**. Once you have set the rhythm, have students join you in tapping the rhythm.
2. **Say each word in time to the tapping.** Have students continue the beat as they repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag, keep up the tempo.

X x	x X	X x x	x X x
cancer	prevent	exercise	together
healthy	disease	chemicals	insurance
checkups	attack	dangerous	Ask <b>questions.</b>
living	amount	regular	diseases
happy	reduce	translator	prescription
smoking	afford	healthier	
sooner		medicine	
better			

### Group Language Activity: Things I do to Relax

When students have finished reading about the six rules for healthy living, do this or a similar group language experience activity.

Put the title **Things You Can Do to Relax** on the board. Explain that together you will write some tips for relaxing, which is a great way to manage stress. Ask each student to give one sentence. Each sentence needs to be unique.

#### Teaching Steps

1. Call on a student to give a sentence.
2. Write the sentence on the board, correcting grammar, as needed.
3. After each student has contributed, read the composition back to the class. Read one sentence at a time, having the class read it after you in unison.
4. Invite a student or two to read the entire composition.
5. Ask students to copy the composition into their notebook (give plenty of time for this).
6. Invite students to share the class composition with family and friends.
7. Be sure that you, also, copy the composition.

**Sharing with Others.** Having students share what they've learned with others helps them check and reinforce their learning. If you have a school or class newspaper or website, consider including the composition on how to relax. Or have the class write a composition for each rule and then turn the compositions into a booklet, adding illustrations, and making copies to distribute to others.

## Local Resources

As you work through the topic of staying healthy with your students, keep a list of the local resources for staying healthy. This might include local parks, local YMCA, or smoking cessation programs.

### Local Resources

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Florida Literacy Coalition, Inc.  
Florida's Adult and Family Literacy Resource Center  
934 N. Magnolia Ave.  
Suite 104  
Orlando, FL 32803

(407) 246-7110

<http://www.floridaliteracy.org>



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