

EL/Civics Lesson Plan

Program Name Polaris ABLE
 Staff Responsible for Lesson Barbara Marie Kuehn

Date(s) Used	April 2012
Civics Category	II. Civics Participation
Civics Objective	II.19 Health-Health Care and Nutrition - Explore health care system and how to interact with providers.
Time Frame to Complete Lesson	2-4 hours (1-2 class periods of 2 hours each)
EFL(s)	High Beginning to Advanced ESOL
Standard(s)	Listen actively Speak so others can understand Read with understanding
Benchmark(s)	L1.3,3.3,4.3 S3.4,4.5,5.4,6.5 R2.3,4.4,5.6
Materials	Handout: list of vocabulary words on "Symptoms and Illnesses" dry erase board and marker index cards with role play situations
Activities	<ol style="list-style-type: none"> 1. Begin the unit by reviewing vocabulary on body parts. Suggestion: draw a body on the board and have students label the parts. 2. Brainstorm with students and write on board: list of illnesses and symptoms that they already know. 3. Use the vocabulary handout to practice pronunciation; use pictures or act out meanings. 4. Make a list of common expressions/questions

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	<p>that one hears at the doctor's office: Do you have an appointment? Do you have an insurance card? Please fill out this health history. How do you feel? Are you in pain? When did this start? How did this happen? I think we need to get an x-ray. Here is a prescription for The nurse will need to draw blood. Let's schedule a follow up appointment.</p> <p>5. Do some simple role playing. Either the teacher or a higher level student can act as nurse/doctor. Write these situations on individual index cards and then pass them out. Students are to role play the situation that they're given:</p> <ul style="list-style-type: none">--You have a headache and feel dizzy.--Your little girl has a stomachache.--You have a fever, cough, and runny nose.--There is a rash on your arm.--You have a sore throat and are worried that it might be strep throat.--Your back hurts.--You sneeze whenever you go home. (You just adopted a cat.)--There are small bumps over your child's body and he has a fever.--You fell down and now your knee hurts.
Assessment/ Evidence	Students will demonstrate their understanding of what to do and what to say during a visit to the doctor by asking and answering appropriate questions during their role plays.

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Reflection	<p>Students felt that this was an important lesson because they believed that they would be more confident when they went to a doctor. In fact, one of the students did have an emergency and said that she actually understood what the nurse in the ER was explaining. It's a very practical lesson and our discussions seemed to help them understand what to expect, what to do, and what to say during a doctor's visit.</p>

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VOCABULARY: Symptoms and Illnesses

allergies

cold

flu

measles

mumps

chicken pox

dizzy

cough

sneeze

rash

sore throat/strep throat

fever

nasal congestion (runny nose)

headache

toothache

backache

stomachache

earache