

REEP ESL Curriculum for Adults

HEALTH UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 150

HEALTH UNIT GOAL

After completing the unit lifeskills objectives, students will demonstrate their ability to access and navigate an aspect of the healthcare system using level appropriate language skills.

NOTE: Be careful to maintain student privacy by using sample health-related scenarios when needed.

HEALTH LIFESKILLS PERFORMANCE OBJECTIVES:

1. Given visuals, identify parts of the body.
2. Identify healthy food and lifestyle choices.
3. Identify parts of a food label (sugar, fat, and sodium).
4. Given visuals of emotions, ask and answer questions about feelings and emotions.
5. Make a doctor's appointment by phone.
6. Given visuals of common illnesses and injuries, a) ask and answer questions about illness or injury, b) inquire about someone's health, c) ask for and give advice.
7. Respond to common instructions from a nurse or doctor, e.g. lie on your back, roll up your sleeve, open your mouth, and take 2 Tylenol.
8. Complete a simplified medical form.
9. Match visuals from simplified medicine labels with spoken and written instructions.
10. Given visuals of an emergency situation, simulate a 911 call and request assistance, giving name, location, and telephone number.

Culminating Assessment Activities: [150](#): Giving Advice

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LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given visuals, identify parts of the body.	<p>Report info: objects: It's his stomach. They're her elbows. That's his foot.</p> <p>Structures: Simple Present; Possessive Adjectives; Subject Pronouns; Demonstratives</p>	<p>Reepworld Health - The body</p> <p>Quizlet.com: Reepworld: Health Beginner</p> <p>John's Health Page</p> <p>Body Quiz</p> <p>Learning Chocolate: Body</p>	<p><i>Stand Out 1, 2nd Ed.</i>, p. 101</p> <p><i>Take Charge 2</i>, p. 86</p> <p><i>Basic Grammar in Action</i>, p. 186-188</p> <p><i>The Oxford Picture Dictionary, 2nd Ed. (OPD 2)</i>, p. 104-105</p> <p><i>New Oxford Picture Dictionary (NOPD)</i> p. 4-5</p> <p><i>Going Places 1</i> p. 129-130</p> <p><i>Ventures 1, 1st Ed.</i>, p. 51</p> <p><i>Future 1, 1st Ed.</i> p. 178-179</p> <p>Software: <i>New Oxford Picture Dictionary</i>; <i>Community Exploration</i></p>	
2. Identify healthy food and lifestyle choices.		Reepworld Health - Healthy Life and Food		
3. Identify parts of a food label (sugar, fat, and sodium).		Students take photos of nutrition labels of foods they regularly eat, share on class management tool or using document		

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		camera and projector, and identify vocabulary.		
4. Given visuals of emotions, ask and answer questions about feelings and emotions.	Express/inquire about feelings: How do you feel? How are you? I am sad. I am homesick.	Phone Emojis Learning Chocolate: Feelings	<i>OPD 2</i> , p. 42-43 <i>Collaborations 1</i> , p. 16, 26, 28 <i>Take Charge 2</i> , p. 91, 19 <i>Going Places 1</i> , Unit 7	
5. Make a doctor's appointment by phone	Report info: This is... I have a headache. Express needs: I'd like to make an appointment. I need to see the doctor. Structures: simple present	Use class management tool with audio calling to practice making a doctor's appointment, student to teacher and student to student. See REEP Video Smartphones in Adult ESL Instruction: Internet Calling	<i>Take Charge 2</i> , p. 90 <i>Expressways 1</i> , p. 96 <i>Going Places 1</i> , p. 131-132 <i>Ventures 1, 1st Ed.</i> , p. 49-58	Cross-culture: When to see a doctor; Where: clinics, emergency room, private doctor Arlington Free Clinic
6. Given visuals of common illnesses and injuries, a) ask and answer questions about illness or injury, b) inquire about someone's health, c) ask for and give advice.	Express/inquire about condition: What's the matter? I have a backache. Express/inquire about pain: What's wrong? What's the matter? I'm sorry to hear that. I hope you feel better. Advise/instruct someone to do something: What is good for the	Reepworld Health - Health Problems Ventures Arcade>Health - Level 1/Basic Health Problems Online Quiz Software: All Star 1 - Unit 8 Health	<i>OPD 2</i> , p. 110-111 <i>Stand Out 1, 2nd Ed.</i> , Unit 6 (Lessons 1, 2), p. 106-107, 117 <i>Basic Grammar in Action</i> , p. 191-193 <i>Expressways 1</i> , p. 92-94 <i>Going Places 1</i> Unit 22 <i>Ventures 1, 1st Ed.</i> , p. 42-46, 48 <i>Future Intro, 1st Ed.</i> , p. 180-183	Identify good and bad health habits <i>Jazz Chants: "On a Diet"</i>

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	<p>flu? You should call a doctor.</p> <p>Structures: Simple Present; Possessive Adjectives; Wh-questions; Should; Imperatives Cross-culture: Express Sympathy, Sharing drugs, Home remedies</p>		<p>Software: <i>New Oxford Picture Dictionary</i> Audio: <i>Jazz Chants</i> (Ouch! That hurts)</p>	
<p>7. Respond to common instructions from a nurse or doctor, e.g. lie on your back, roll up your sleeve, open your mouth, and take 2 Tylenol.</p>	<p>Make/respond to request for clarification: Please repeat. Please show me. Respond to instructions: Roll up your sleeve. Open your mouth.</p> <p>Structures: Imperatives</p>	<p>USA Learns.org > 1st course > Unit 16 Doctors and Medicine</p> <p>Learning Chocolate: Clinic</p>	<p><i>OPD 2</i>, p. 114 <i>Expressways 1</i>, p. 100-101 <i>Going Places 1</i>, p. 133-134</p>	<p>Cross culture: When to see a doctor, types of doctors</p>
<p>8. Complete a simplified medical form.</p>	<p>Sample Vocabulary: weight height diabetes allergies Structures: Simple Present, Wh-questions; Yes/no questions</p>	<p>Reepworld Health: Health Problems > Medical Forms</p> <p>Online Simplified Health Forms</p> <p>Online Health Form</p>	<p><i>Basic Grammar in Action</i>, p. 195 <i>Take Charge 2</i>, p. 94 <i>Ventures 1, 1st Ed.</i>, p. 54 simplified health forms</p>	

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<p>9. Match visuals from simplified medicine labels with spoken and written instructions.</p>	<p>Instruct someone to do something: You must... You must not... Take 1 tsp. 2x a day.</p> <p>Structures: Must/must not; Imperatives</p>	<p>Reepworld Health : Medicine</p> <p>LaRue Medical Literacy Exercises and Quiz</p>	<p><i>Stand Out 1 2nd Ed.</i>, Unit 6 (Lesson 3) <i>Expressways 1</i>, p. 104-105 <i>Basic Grammar in Action</i>, p. 192 <i>Going Places 1</i>, p. 140 <i>Ventures 1, 1st Ed.</i>, p. 47 <i>Ventures 1 Workbook, 1st Ed.</i>, p. 40 <i>Future Intro, 1st Ed.</i>, 186-187</p> <p>Realia brought in by teachers and students</p>	<p>Pharmacy Drop Off Online Scenario</p>
<p>10. Given visuals of an emergency situation, simulate a 911 call and request assistance, giving name, location, and telephone number.</p>	<p>Report info: My name is..... My address is..... My baby is choking. A man is unconscious. My brother is bleeding. I fell down the stairs. Structures: Simple present, Present continuous, Simple past</p>	<p>Reepworld Health: Emergencies</p> <p>Emergencies Online Quiz</p> <p>Use class management tool with audio calling to practice making 911 calls, student to teacher and student to student.</p>	<p>REEP Lesson Plan: Health 150 Emergency Phone Calls</p> <p><i>OPD 2</i>, p. 116, 117 <i>Stand Out 1, 2nd Ed.</i>, Unit 6 (Lesson 4), p. 118, 119 <i>Expressways 1</i>, p. 106 <i>Going Places 1</i>, p. 115-116 <i>Future Intro, 1st. Ed.</i>, p. 184-185 Arlington Survival videos: 911</p>	<p>Cross culture: When (not) to use emergency systems, such as 911. Extension: Navigate an Emergency Room, <i>Stand Out 1</i>, Unit 6 (Lesson 6)</p>