

REEP ESL Curriculum for Adults

UNIT: HEALTH LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 250

HEALTH UNIT GOAL

After completing the unit lifeskills objectives, students will demonstrate their ability to access and navigate an aspect of the health care 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, including basic internal organs.
2. Identify and discuss good health habits and alternative treatments or home remedies, as a means of preventative health care.
3. Identify parts of a food label (serving size, calories, sugar, fat, sodium).
4. Make and reschedule medical appointments by telephone, describing a problem and giving personal information.
5. Given a doctor's visit: a) describe illnesses/injuries b) describe symptoms and their duration.
6. 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.
7. Complete simplified medical forms.
8. Given simplified medicine labels: a) read and explain dosage, warnings. b) ask questions about medications.
9. Given visuals of an emergency situation, simulate a 911 call and request assistance, giving name, location, and telephone number. Describe problem.
10. Use a variety of simplified resources to research and communicate information about health providers, including (e.g. contact information on low-cost healthcare, free clinics, and hospitals).
11. Report an absence from school or work and provide a simplified explanation for the absence (orally and in writing).

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Culminating Assessment Activities: [250](#): Describing Symptoms and Conditions

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
1. Given visuals, identify parts of the body, including basic internal organs.	<p>Report info: objects This is the brain. These are the kidneys. The stomach is for digestion.</p> <p>Structures: Simple present; Demonstratives</p>	<p>Ventures Arcade>Health - Level 2</p> <p>Reepworld Health - The body</p> <p>Quizlet.com: Reepworld: Health Beginner</p> <p>Software: All-Star 2, Excellent English 2</p> <p>Body Quiz</p> <p>Learning Chocolate: Body</p>	<p><i>Stand Out 2 (2nd ed.)</i>, Unit 6 (Lesson 2) <i>English for Adult Competency 2</i>, p. 57 <i>Oxford Picture Dictionary 2nd ed.</i>, p.104-107 <i>Oxford Picture Dictionary Beginning Workbook</i>, p. 75 <i>Ventures 2 1st ed.</i> pg 44-46, pg.51 Internal organs: ClipArt</p>	
2. Identify and discuss good health habits and alternative treatments or home remedies, as a means of preventative health care.	<p>Report info: habits/ Give advice: I exercise regularly. You should stop eating fatty foods. What can you do about stress?</p> <p>Structures: Simple present; Questions</p>	<p>Reepworld Health - Healthy Life and Food</p> <p>We Speak NYC: Episode "No Smoking"</p>	<p><i>Stand Out 2 2nd ed.</i>, Unit 6 (Lesson 1) <i>Expressways 1</i>, p. 102-103 <i>Ventures 2 1st ed.</i>, pg 48-51 Brochures</p>	Cross cultural: when to see a doctor, value of preventative care.

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<p>3. Identify parts of a food label (serving size, calories, sugar, fat, sodium).</p>		<p>Nutrition Labels Quiz</p> <p>students share photos taken on their phones of nutrition labels of foods they eat, using classroom management tool or document camera and projector</p>		
<p>4. Make and reschedule medical appointments by telephone, describing a problem and giving personal information.</p>	<p>Report info: self This is Jose Amaya. Express: condition I have a bad earache. My daughter feels dizzy. Structures: Simple present; Would like</p>	<p>Have students leave a voicemail or send an email, as appropriate for the context, using a class management tool. See REEP Video Smartphones in Adult ESL Instruction: Internet Calling</p>	<p><i>Stand Out 2 2nd ed.</i>, Unit 6 (Lesson 3) <i>Expressways 1</i>, p. 96 <i>Going Places 2</i>, pp. 91-92 <i>Future 2</i>, 1st ed. pg. 128-131</p>	
<p>5. Given a doctor's visit: a) describe illnesses/injuries b) describe symptoms and their duration.</p>	<p>Express: condition/chronology I have been sick since last week. I have a headache. My head throbs. My foot tingles. My son hit his head.</p>	<p>What's the Matter? (ESL-LAB)</p> <p>Reepworld Health - Health Problems</p>	<p><i>Oxford Picture Dictionary 2</i>, pp. 110-111 <i>Stand Out 2 2nd ed.</i>, Unit 6 (Lesson 2) <i>English for Adult Competency 2</i>, pp. 54-55 <i>Expressways 1</i>, p. 100-101 <i>Ventures 2 1st ed.</i>, pg 48-51 <i>Future 2 1st ed.</i> pg 126-127</p>	<p>Cross-cultural/Extension: Patients rights and responsibilities (simplified HMO handouts); (click on "Don't Let the Problem Wait too Long")</p>

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<p>6. 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>Respond to instruction: Breathe deeply. Open your mouth. Respond to request: Clarification; Can you repeat that, please? Structures: Simple present; Present perfect; Imperatives; Simple past</p>	<p>Simulate a video chat doctor's appointment for students to practice dialogue with a doctor and learn about a convenient service. See REEP Video Smartphones in Adult ESL Instruction: Internet Calling</p>		
<p>7. Complete simplified medical forms.</p>	<p>Sample Vocabulary: childhood diseases, immunizations</p>	<p>Online Health Form Reepworld Health - Health Problems</p>	<p><i>English for Adult Competency 2</i>, p. 61</p>	
<p>8. Given simplified medicine labels: a) read and explain dosage, warnings. b) ask questions about medications.</p>	<p>Give instructions: Eat something when you take the medicine. Seek info: Will this medicine make me tired? Structures: Imperatives Future/questions</p>	<p>LaRue Medical Literacy Exercises and Quiz Learning Chocolate > Prescription Labels</p>	<p><i>Stand Out 2 2nd ed.</i>, Unit 6 (Lessons 4) <i>Going Places 2</i>, p. 97-98 <i>Oxford Picture Dictionary Workbook</i>, p. 81 <i>Building Real Life English Skills</i>, p. 1-7 <i>Ventures 2 1st ed.</i>, pg 47,54 <i>Future 2 1st ed</i>, pg 132-133 (selected activities) Realia brought in by students and teacher</p>	

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<p>9. Given visuals of an emergency situation, simulate a 911 call and request assistance, giving name, location, and telephone number. Describe problem.</p>	<p>Report info: There's a fire in my house! There was a shooting in the parking lot five minutes ago.</p> <p>Structures: There is/There are Prepositions of place Imperatives; Simple past</p>	<p>911 call (ESL-LAB)</p>	<p>REEP Lesson Plan: Health 250 Emergency Phone Calls</p> <p><i>Stand Out 2 2nd ed.</i>, Unit 6 (Lesson 5) <i>Going Places 2</i>, p. 135-142 <i>Oxford Picture Dictionary 2</i>, pg 116-117 <i>Future 2 1st ed.</i>, pg 206-211 Arlington 911 Video</p>	
<p>10. Use a variety of simplified resources to research and communicate information about health providers, including (e.g. contact information on low-cost healthcare, free clinics, and hospitals).</p>	<p>Seek info: location, phone number Where is the local free clinic? What hours are you open?</p> <p>Structures: Wh- questions</p>	<p>REEP Activity: Local healthcare services website info hunt</p>	<p>Telephone Book Hispanic Yellow Pages brochures Arlington Free Clinic</p>	
<p>11. Report an absence from school or work and provide a simplified explanation for the absence (orally and in writing).</p>		<p>Have students leave a voicemail, send an email, as appropriate for the context, using a class management tool.</p>		