

REEP ESL Curriculum for Adults

HEALTH UNIT LIFESKILLS PERFORMANCE OBJECTIVES LEVEL: 350

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. Compare lifestyle (diet, exercise, other habits) in the U.S. with student's home country. Identify healthy/unhealthy habits. Support ideas with facts.
2. Compare and contrast nutritional information.
3. Make a doctor's appointment (via phone or electronically) describing symptoms/illnesses or injuries.
4. Describe orally or in writing the intensity and duration of symptoms related to an illness or injury. Give advice.
5. Describe home remedies, alternative care, and preventative care.
6. Complete simplified medical forms.
7. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.
8. Given health-related scenarios, make a decision for the appropriate action to take. Give reasons to support decision.
9. Find information for basic health related issues and care, utilizing available community resources. Communicate findings.
10. Given a visit to a pharmacy, ask for advice and clarification about treatments, prescriptions, and non-prescription medicine.

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Culminating Assessment Activities: [350](#): Creating and Using a Health Resource Guide

LIFESKILLS PERFORMANCE OBJECTIVES	FUNCTIONS & LANGUAGE	DIGITAL LITERACY INTEGRATION	RESOURCES	EXTENSIONS
<p>1. Compare lifestyle (diet, exercise, other habits) in the U.S. with student's home country. Identify healthy/unhealthy habits. Support ideas with facts.</p>	<p>Seek and report info: What are activities that are good/bad for your health? Exercising is You should ... because... Structures: Wh questions; Simple present; Complex sentences</p>	<p>We Speak NYC: Episode "No Smoking"</p> <p>REEP Activity: Pedometers</p>	<p>Student generated habits <i>Stand Out 3 2nd ed.</i>, Unit 5 (lesson 3), p. 99 <i>A Conversation Book (2nd)</i> pp. 98-100 <i>Future 3</i>, 1st ed., pg 146-157</p>	<p>Cross culture: typical things people in the U.S. do to stay healthy; health problems in the U.S.</p>
<p>2. Compare and contrast nutritional information.</p>		<p>Online search: US Food and Drug Administration - How to Use and Understand Nutrition Labels;</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. See REEP Video Smartphones in Adult ESL Instruction:</p>		

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		<i>Picture Prompts and Review</i>		
3. Make a doctor's appointment (via phone or electronically) and describing symptoms/illnesses or injuries.	Express need: I'd like to make an appointment. Express condition: My daughter has had a fever for.... I'm not feeling very well. My ____ is bothering me. Structures: Present continuous; Present perfect	<u>Listening-Making Appointment ESL-LAB.</u>	REEP Lesson Plan: Health 350 <i>Stand Out 3 2nd ed., Unit 5 (Lesson 2)</i> <i>Expressways 2 p. 53</i> <i>Expressways 3 (2nd ed.) p. 100, 108,109</i> <i>English for Adult Competency 2 pp. 54, 59</i> <i>Future 3, 1st. ed, pg 188-189, 194-197</i>	Cross culture: male/female doctor - <i>Picture Stories</i> , Unit 14 Extension: Insurance
4. Describe orally or in writing the intensity and duration of symptoms related to an illness or injury. Give advice.	Report Info: condition, chronological My son fell and cut his chin. My wife was cooking and burned her hand. Give Advice: You should.... Don't move him. Structures: Simple past; Past continuous; Modals; Imperatives; Compound sentences	Software: Excellent English 2 - Unit 5 - Ailments & Injuries Software: All Star 2 - Unit 8 - Health Software: Spelling Fusion - People - Body & Health and Injuries	<i>Stand Out 3 2nd ed., Unit 5 (Lesson 2)</i> <i>Problem Solving, Unit 5 English for Adult Competency 2 p. 58 (visuals)</i> <i>Future 3, 1st ed. pg 194-197</i>	

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<p>5. Describe home remedies, alternative care, and preventative care.</p>	<p>Seek and report info: What do you do for a cold in your country? I take... Structures: Wh questions; Simple present</p>	<p>Students share and discuss photos taken on their phones of home remedies. Share and project from a class management tool or using a document camera. See REEP Video Smartphones in Adult ESL Instruction: Picture Prompts and Review</p>	<p><i>Our Own Stories</i> p. 19 <i>Expressways 3</i> (2nd) p. 103, 108 Student generated remedies Home remedies</p>	<p>Cross culture: home remedies</p>
<p>6. Complete simplified medical forms.</p>	<p>Sample Vocabulary: past illnesses diseases diabetes headache allergies</p>	<p>LINCS Section 10: Filling Out Medical and Family History Forms HHS.gov: My Family Health Portrait Tool</p>	<p><i>Expressways 2 Workbook</i> p. 54 <i>Expressways 2</i> p. 54 <i>Expressways 3</i> (2nd) p. 102 <i>English for Adult Competency 2</i> p. 60, 61 <i>Ventures 3</i>, 1st, ed., pg 54 <i>Future 3</i>, 1st ed., pg 193, 282</p>	
<p>7. Given simplified medicine labels, explain dosage and warnings. Ask for clarification and elaboration about treatment and prescriptions.</p>	<p>Give advice/instructions: You should take this with water. Take 2 every 4 hours before eating. Structures: Imperatives; Modals</p>	<p>LaRue Medical Exercises and Online Quizzes 2 GCL Global: Health and Safety</p>	<p>Realia- medicine bottles Brochure "Labels in Large Print" <i>Stand Out 2 2nd ed.</i>, Unit 6 (Lesson 4) <i>English for Adult Competency 2</i> pp. 65,66 <i>Read the Label</i>, guide</p>	<p>Cross culture: generic drugs, prescription vs. over-the-counter drugs</p>

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			from The Council on Family Health	
8. Given health-related scenarios, make a decision for the appropriate action to take. Give reasons to support decision.		We Speak NYC: Episodes “No Smoking” and “The Hospital”	REEP Lesson Plan: Health 300 Food Poisoning	
9. Find information for basic health related issues and care, utilizing available community resources. Communicate findings.		REEP Activity: Local healthcare services website info hunt		
10. Given a visit to a pharmacy, ask for advice and clarification about treatments, prescriptions, and non-prescription medicine.	<p>Request advice and information: Can you recommend something... What should I do if I miss a dose? Are there any side effects? Can I take this if I am pregnant? Describe illnesses, symptoms, injury (see previous objectives)</p> <p>Structures: Modals; Yes/no & wh questions</p>	<p>GCL Global: Health and Safety</p> <p>Online search of a local pharmacy website to plan, complete, and report back on a conversation with a pharmacist</p>	<p><i>Expressways</i> 2 pp. 52, 56,57 <i>Expressways</i> 3, 2nd ed. (pp. 98,106,110) <i>A Conversation Book</i> (2nd) p.108 Understanding Medicines</p> <p>Safe medication Field trip to pharmacy</p>	Cross culture: Insurance