



Health

Literacy DuPage Lesson Plan Packet



Introduction

Adult learners seek out personal, 1-on-1 tutoring for many reasons. As tutors, it's important to plan lessons around a learner's goals, their level, and what is relevant to their lives. Once you have an idea of your learner's abilities, goals, and use of everyday literacy, lesson planning can begin.

This packet was developed to aid tutors in creating lessons and developing their toolkit of activities. The first section of content is not meant to be used as standalone lessons, rather to provide inspiration and resources as you work to plan lessons and activities based on your learner's goals. The second section contains 1-page lesson plans with many materials included.

This packet covers the topic of **health**. It's meant to help a tutor prepare lessons that help a learner practice language skills for their health-related goals, such as making a doctor's appointment, asking questions about a prescription, or talking about healthy living. Whether your learner is new to the community or has been navigating life in the U.S. for years, practicing English for health is essential.

List of topics covered in this packet:

- Doctor's Visits
- Medical Forms
- Medicine Labels
- Healthy Habits
- Body Parts and Illnesses

Doctor's Visits

Skills related to doctor's visits:

- ☐ Calling to make an appointment
- ☐ Respond to oral inquiries about personal health
- ☐ Finding medical resources in the community and identifying if insurance is accepted
- ☐ Gathering the proper information to make an appointment and attend

Ideas for practicing these skills:

- Practice a dialogue for making an appointment
- Role play making a doctors appointment, or speaking with the doctor
- Use the internet to look up clinics and emergency health services in the community and directions to them

Resources:

1. Read a doctor's appointment dialogue, study vocabulary, and answer comprehension questions about it before writing your own or role playing.
 - a. [Doctor's appointment dialogue](#)
 - b. [Doctor's appointment audio](#) (to make this a listening activity instead of a reading one)
2. Review vocabulary often used at a clinic. Incorporate Total Physical Response by practicing a list of commands often given at doctor's offices ("roll up your sleeve," uncross your legs, ``"sit on the table," "inhale," "exhale," etc.) Give your learner the command and have them respond appropriately.
 - a. [Clinic vocabulary list, with audio and activities](#)
 - b. [Doctor's instructions list, with audio and activities](#)
3. Read a story about a doctor's visit
 - a. ["Amir Gets Sick" Beginning level](#)
 - b. ["Maria Gets Sick" High beginning/low intermediate level](#)
 - c. ["Bola Gets Sick" Intermediate level](#)
4. [More resources here](#)

Medical Forms

Skills related to essential medical forms:

- ☐ Respond to requests for personal information orally and clearly
- ☐ Identify information on an insurance card
- ☐ Understand and respond to screener questions orally and in print
- ☐ Navigate an online form

Ideas for practicing these skills:

- Ask the learner typical personal information questions such as “What is your date of birth?” “What is your address?” etc. Type out their answers or write them in a notebook or on a whiteboard to mimic the check-in experience and confirm information.
- Have the learner bring their insurance card and ask them to identify the information on the card orally or write them on a simple form.
- Print out a list of typical screener questions learners may encounter at a doctor’s office or pharmacy and have them respond to the questions as a warm-up for several sessions.

Resources:

1. [Example Insurance Card](#)
 - a. There are many example health insurance cards online. The one linked here has numbers so you can easily ask and explain the different items of information on the card.
2. [Simple Medical Form Live Worksheets](#)
 - a. Print out or use this live form online to teach the information needed to fill out a simple medical form.
 - b. Break the form into sections or into questions to help your learner understand and master filling out all the information.
3. [Medical Forms Lesson and Materials](#)
 - a. These materials can be adapted to most levels. It will help you begin teaching vocabulary for medical history and forms, and includes many options for practicing the skill using a variety of activities, including reading passages, flashcards, and picture sets.

Medicine Labels

Skills related to medicine labels:

- ☐ Recognizing over-the-counter medicines vs prescriptions
- ☐ Understanding dosage instructions
- ☐ Identifying side-effects on labels
- ☐ Asking and responding to questions with the pharmacist

Ideas for practicing these skills:

- Bring OTC and prescription medicines from home and ask the learner to identify key information. Make a vocabulary list based on the real medicines the learner or their family members take. As always, please be sensitive to a learner's willingness or hesitation to share this personal information.
- Create a dialogue or role play a conversation between the patient and the pharmacist. Use real medication or a photo of medicine to answer the questions.

Online resources:

1. [Understanding Medicine Labels Worksheet](#)
 - a. Use this worksheet as a reading/writing activity, or just use the medicine label and ask the questions orally.
2. [Getting a Prescription Filled Lesson](#)
 - a. These materials can help you build a lesson around a dialogue with the pharmacist, including vocabulary and a listening activity.
3. [OTC and Prescription Medicine Label Practice](#)
 - a. This collection of materials offers many options for practice with medicine labels, including helpful pictures to help build a lesson.
4. [Medicine Label Key](#)
 - a. A photo like this helps learners study the parts of a label, and also gives them a reference to use at home as well.

Healthy Habits

Skills related to healthy habits:

- ☐ Identifying food groups
- ☐ Identifying and following a healthy recipe
- ☐ Describing exercise
- ☐ Listing signs of a mental health issue
- ☐ Identifying locations in the community where they can get help with or practice healthy habits

Ideas for practicing these skills:

- Study food pages in a picture dictionary. Make a chart with different food group categories. Fill the chart with the food vocabulary.
- Have your learner cook a healthy recipe that they love, and take photos as they're cooking. Use the photos to create a presentation where they describe the steps of cooking the recipe.
- Use flashcards and pictures to learn exercise words. Practice them by miming the action and guessing it, then using the verbs in a sentence.
- Practice vocabulary for emotions and identify what you like to do when you feel a certain way. Make a list of healthy coping mechanisms to help with sadness, stress, etc.
- Do an internet scavenger hunt and fill out a chart with the name of gyms, parks, grocery stores, crisis centers, food banks, etc. Use a maps app to find the distance from your learner's house and these places.

Online resources:

1. [Basic Food Picture Dictionary](#)
 - a. [Missing letters food picture dictionary activity](#)
 - b. [More worksheets to practice this vocabulary can be found here](#)
2. [This set of eFlashcards](#) teaches useful vocabulary for fitness. On this website, you can play many games with each flashcard set, and share the link with learners to practice on any device.
3. For intermediate learners or higher, use [this video](#) to practice vocabulary and listening skills for cooking and following a recipe.

Body Parts and Illnesses

Skills related to body parts and illnesses:

- ☐ Identifying body parts
- ☐ Describing symptoms and illnesses
- ☐ Distinguishing levels of pain for common injuries
- ☐ Communicating with a boss or school staff when taking a sick day

Ideas for practicing these skills:

- Study body part vocabulary and practice physically identifying them with a game of “Simon Says.”
- Use a sentence stem like “He has a ____” to build repetition and practice common illnesses and symptoms. Act out the symptoms (stomachache, cough, runny nose, fever etc.) or use pictures.
- Read a short story or a few sentences about people with pain or common symptoms. Answer comprehension questions about the people in the story and look up their symptoms on a website like WebMD to see what kind of illness they may have and what they should do for treatment.
- Use a template to write out a text or email to a teacher or a supervisor explaining that they are taking a sick day. Practice a dialogue for calling in sick.

Online resources:

1. [A Terrible Toothache](#) - Intermediate or higher-level story about a man who has a toothache and goes to the dentist.
2. [Maria Gets Sick](#) - Beginning level story about a woman who has flu symptoms and sees a doctor
3. [Picture dictionary](#) with symptoms and OTC medicines
4. [Example dialogue](#) for calling in sick to work

One-Page Lesson Plans

Levels 0-2 ESL - Body Parts

Student will be able to identify 11 body parts orally, and label them on a worksheet (by copying or spelling on their own) and respond to the question "Where is your ____?"

	Activity	Materials
Warm-up	Pointing to basic body parts on yourself, see if the learner can identify a few of the names. If they can, have them point to the parts on themselves.	None
Presentation	Using the terms on the Body Parts Live Worksheet as your list, point to each body part on yourself and name it. Have the learner repeat after you. After a few rounds, have them try to name the parts on their own. Show the worksheet, pointing to each term and reading it with the learner.	Body Parts Live Worksheet
Vocabulary Practice	Show the learner how to match the term to the correct area on the worksheet. Have them practice it several times. If they need your help reading out the terms, have them try it themselves, and then offer the answer if needed.	Body Parts Live Worksheet If virtual, use this live worksheet by dragging and dropping the terms to each matching area. When you're finished, you can check your answers. If you hit "refresh" on the web page, it clears. If in-person, use the worksheet online OR print it and cut out the words for the learner to move to the correct area.
Question Practice	Write the sentence stem "Where is your ____?" for the learner to read. Practice the question with each term and have the learner show you using their body. Next, show them the photo scene. Expand the question to ask "Where is her ____?" or "Where is his ____?" and have the learner point to the answer on the photo.	Photo scene
Writing Practice	Have the learner write the terms from the worksheet in a notebook. Check their work. For lower-levels, they can copy each term. For students with higher literacy skills, they should try to write it themselves. For extra practice, write the words with blank spaces for vowels, and have learners write in the vowels.	Notebook, pencil
Wrap-up	Send the learner a photo of the digital worksheet, or give them a printed version of the worksheet without the terms have them write in the terms as homework.	

One-Page Lesson Plans

Levels 3-4 ESL - A Clinic Visit

Student will be able to apply vocabulary about simple illnesses to practice fluently reading a story about a visit to the doctor.

	Activity	Materials
Warm-up	Show your learner the picture of the sick woman. Ask "What's the matter?" and elicit symptoms that the woman may be feeling. Ask "When you are sick, what do you do?"	Picture of sick woman
Pre-Reading	Review some written vocabulary from the story before reading: Fever, sore throat, headache, walk-in clinic, health care card, examination room, temperature Tell the learner that you're going to read a story about a woman who is sick and goes to the doctor. Open "Maria Gets Sick." Preview the text. What is the title? What do you see in the picture?	Notebook or whiteboard to write the vocabulary words. Maria Gets Sick - open the online "audio book" or print the PDF here .
Reading	(Repeat each round as many times as the learner needs to feel confident) Round 1: Read the text to the learner, having them look at the pictures as you go. Round 2: Echo Reading. Read a small portion (a page or a sentence) and have the learner repeat. Round 3: Dyad reading. Read along with the learner, providing more or less support where necessary. Round 4: Have the learner read on their own.	Maria Gets Sick - open the online "audio book" or print the PDF here .
Post-Reading	Check understanding. Ask some comprehension questions about what happened in the story. Have the learner describe what is going on in every page/photo. Chronology activity . Have the learner read through the sentences in the activity, and number them according to the order in which they happen, or cut them up and have them put them in place.	Maria Gets Sick - open the online "audio book" or print the PDF here . Maria Gets Sick Chronology Activity
Wrap-up	Have the learner summarize what they can about the story, and tell you about a time when they felt sick and went to the clinic. You can send the learner a link to the book to read on their own if they'd like to practice.	

One-Page Lesson Plans

Levels 5-6 ESL - A Clinic Visit

Student will be able to confidently role play a conversation where a doctor asks common questions.

	Activity	Materials
Warm-up	Ask the learner, "When you go to the doctor's office, who do you talk to?" Talk about the conversations you have with the receptionist, the nurse, and the doctor. Ask the learner "What kind of questions does the doctor ask?"	
Listening Presentation	Play some of the audio from the doctor's office role play websites under "materials." Each one also has a transcript if your learner needs some visual support. Play some of the questions for your learner, and ask comprehension questions.	Doctor's Questions - Listening activities and transcripts part 1 Doctor's Questions - Listening activities and transcripts part 2
Dialogue Prep	In preparation for the role play, make a written list of questions the doctor may ask, and what a patient might answer. For learners with high literacy skills, they should write this themselves. For lower-skilled learners, it's best to write it for them so they can focus on the oral aspects of the lesson. Practice the questions and answers a few times.	Writing materials Notecards (if you would like to turn the questions and answers into flashcards to use) This ready-made list may also be helpful.
Role Play	Explain that you're going to pretend you're at the doctor's office, and that you'll ask some questions as the doctor and the learner is the patient. Conduct a role play, allowing the learner to use the list from the previous activity for additional support if needed. Conduct the role play several times, asking new questions and switching roles if time permits.	List of questions and answers from the dialogue prep.
Wrap-up	Debrief with the learner. Mention any corrections to their language during the role play, and give any cultural tips about doctor's visits that may be helpful to them.	

One-Page Lesson Plans

ABE - Healthy Living

Student will read an article about stress and write a personal list for coping with stress.

	Activity	Materials
Warm-up	Ask the learner “Do you ever feel stressed?” Elicit information about when, where, and why they feel stressed, adding any other conversational topics about stress.	
Pre-reading	Before reading, skim the article. Have the learner identify the title, describe pictures, and notice how the article is organized. Point out features of the article, such as the references at the bottom.	Anger and Stress Problems article - online or printed copy
Reading	Read the article to the learner, having them follow along. When they’re ready, you can read it aloud together. Work section by section, and have the learner identify any unfamiliar vocabulary words as you go. Make a list of vocabulary and look it up in the dictionary.	Anger and Stress Problems article - online or printed copy Learner’s dictionary Writing materials
Post-Reading	Complete the Anger and Stress Problems Reading Questions with the learner, encouraging them to answer with evidence from the text.	Anger and Stress Problems Reading Questions
Wrap-up	Use the last two questions of the worksheet to segue into talking about how the learner deals with stress in their own life, and what they might do in the next week to manage stress.	