



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from ECHO (Emergency, Community, Health, and Outreach). The goal of the curriculum is to educate students on the different types of medical care available including Emergency Departments, Urgent Care, and Primary Care Providers. It teaches students how to explain their ailments, make appointments, and ensure their medical needs are being met appropriately. We invite you to adapt it for your own classrooms.



BE HEALTHY. BE SAFE. BE READY.

ECHO is a nonprofit organization located in St. Paul and serving the needs of Minnesota's immigrant and refugee populations. ECHO's mission is to collaborate with diverse communities to deliver programs and services that help people be healthy, contribute, and succeed. Learn more about ECHO video programs and ELL curriculums by visiting echominnesota.org.

Intermediate Level (CASAS reading scores of 201-220)

Emergency Room: Week 1

Unit Overview

This is a 1-week unit where students will become familiar with the Emergency Room, Urgent Care, and Primary clinic. They will be able to differentiate between "serious" and "not serious" conditions, describe symptoms to a doctor, and practice making appointments at a clinic. They will also learn how to find a Primary Doctor near them and about Medical Assistance.

Focus of Week 1

- Emergency Room, Urgent Care, Primary Clinics
- Describing "serious" and "not serious" conditions
- Making doctor appointments

Emergency Room Unit: Week 1, Monday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Differentiate when it's appropriate to use the ER, Urgent Care, and Primary Clinic.</p> <p>Listening: Listen for specific information regarding the ER, Urgent Care, and Primary Clinics.</p> <p>Transitions: Listen for information needed in order to make a decision.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Stand Out 3, 2nd ed., p.81</i> • <u>Handout:</u> Pretest • Handout: Emergency Room Listening Activity and Clinic Listening Activity, Student Copy (make double-sided) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Emergency Room Listening Activity and Clinic Listening Activity, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ECHO DVD • TV and DVD player
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Lesson Plan

Warm up (30-40mins)

Description: Ss will label parts of the body and come up with ailments that affect those parts. They will also take a **Pretest**.

Materials/Prep: make copies of *Stand Out 3, 2nd ed., p. 81* and the *Pretest*.

Activity 1: Listening (60mins)

Description: Ss will define key vocab words and listen for missing information while watching a video about the differences between the ER and Clinics.

Materials/Prep: **TV/DVD player, ECHO DVD; Stand Out 3, 2nd ed., p. 81;** make double-sided copies of **Emergency Room Listening Activity** and **Clinic Listening Activity, Student Copy** handouts, and singular copies of the corresponding **Teacher Copies** for both handouts.

Wrap -up

Pair Ss together and have them come up with a list of 5 things they learned today. Then have each pair share one thing on their list.

Teacher Directions: Warm Up

- **Materials:** *Stand Out 3, 2nd ed., p. 81, Pretest*

Step 1: Setting the Context

Pass out **p. 81** of **Stand Out 3** as Ss come in to class. Have them work on this independently; as they finish, pair them together and have them check their answers.



After about 10-15 minutes, go over the entire worksheet together as a class. Work on pronouncing each of the body parts.

Step 2: PRETEST

Explain that this week they will be learning about the Emergency Room, Urgent Care, and Primary Clinics.

Pass out the **Pretest**. **Make sure each student writes his/her name on the test.** Explain that they will take this test on Monday and again on Thursday.

Give the tests to your Coordinator after class.

Pretest	
Name:	Date:
School Location:	
1. Where would you go if you have a foot ailment?	6. Where would you go if the Emergency Room is not open?
a) Primary Clinic	a) The Emergency Room is open.
b) Emergency Room	b) The Emergency Room is not open.
c) Urgent Care	c) The Emergency Room does not have good doctors.
d) None here	d) You would always go to the Emergency Room.
2. Where would you go if you have a broken leg?	7. When would you go to Urgent Care?
a) Primary Clinic	a) If you have a major problem or illness, such as a heart ailment.
b) Emergency Room	b) You would never go to the Urgent Care.
c) Urgent Care	c) I don't know what the Urgent Care is.
d) None here	d) If you have a minor problem or illness, such as a broken leg.
3. Where would you go for a common cold/flu?	8. When would you go to the Primary Care Clinic?
a) Primary Clinic	a) To see a doctor for a heart ailment.
b) Emergency Room	b) If you have a common cold, you need to see a medical doctor.
c) Urgent Care	c) For common colds.
d) None here	d) To get the doctor's name.
4. What would your doctor do in an ER?	9. Where do you need to make an appointment to see a doctor?
a) See a doctor	a) The Emergency Room
b) No	b) The Urgent Care
c) Meet a doctor	c) The Primary Clinic
d) Stay in bed	d) None of the above
5. What would your doctor do in a clinic?	10. Where can you get an X-ray?
a) Meet a doctor	a) The Emergency Room
b) No	b) The Urgent Care
c) Meet a doctor	c) The Primary Clinic
d) Stay in bed	d) I don't know.
6. What would your doctor do in a hospital?	11. In the Emergency Room, how do you get a bed?
a) Meet a doctor	a) The Emergency Room
b) No	b) The Urgent Care
c) Meet a doctor	c) The Primary Clinic
d) Stay in bed	d) I don't know.
7. What would your doctor do in a pretest?	12. In the Urgent Care, how do you get a bed?
a) Meet a doctor	a) The Emergency Room
b) No	b) The Urgent Care
c) Meet a doctor	c) The Primary Clinic
d) Stay in bed	d) I don't know.
8. Do you think it is good to see a Primary Care Doctor? Explain in four or five real sentences.	

Teacher Directions: Activity 1: Life Skill/Listening

- **Materials:** TV/DVD player and ECHO DVD; *Stand Out 3, 2nd ed., p. 81; Emergency Room Listening Activity* and *Clinic Listening Activity, Teacher and Student copies*

Step 1: Setting the Context

Going back to **p. 81**, ask Ss: *What are some injuries associated with the "ankle"?* → Look for *broken ankle* or *sprained ankle*. Then as a class, come up with injuries associated with the rest of the body parts on p. 81. (**NOTE:** the Ss might get stuck on saying a break or a sprain for each body part, so encourage them to think outside the box by adding something like, "What can happen while cooking?" → *cut, burn*.)



Once you have a list on the board, ask Ss which injuries are “serious” and “not serious”. Discuss the difference between the two terms and label each injury/ailment as “serious” or “not serious”. As a class, see if the Ss can come up with 3-5 additional ailments/injuries (i.e., heart attack, cold, flu, etc.) and have them decide on which ones are “serious”/“not serious”.

Ask Ss if they know what the Emergency Room is for (life-threatening situations = VERY serious). Ask them if they know what Urgent Care is for (non life-threatening situations = sort of serious). Ask them if they know what a Clinic is for (preventative treatments or NOT serious conditions; give them an example like the Target Clinic). Then ask them where they would go for each ailment/injury you have on the board. **Don't correct them during this stage; just see what they say.**

Step 2: Listening: *Emergency Room*

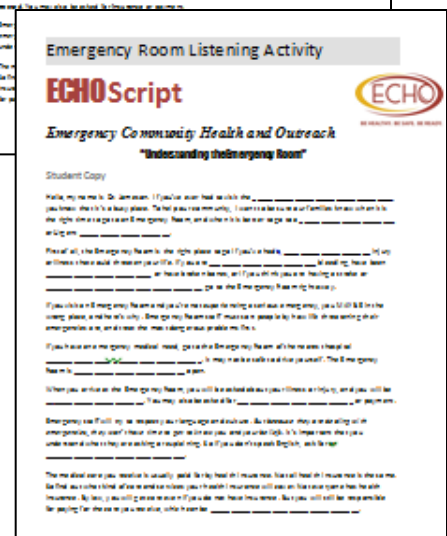
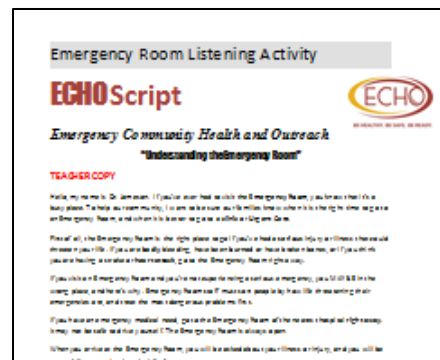
Reiterate that the ER is ONLY a place for VERY serious conditions. Explain that they don't want to go there if their condition isn't serious because it's VERY EXPENSIVE.

Go over these key vocab words first before watching the video: *Emergency Room, Urgent, Care, Clinic, Serious injury, Serious illness, Life-threatening, Badly bleeding, Severe burns, Broken bones, Stroke, Heart attack, Treatment, Insurance, Interpreter, expensive*. Write each word on the board and come up with definitions/examples as a class. Have Ss write these words/definitions down in their notebook.

Then turn on the **ECHO video**. Stop the video after each paragraph on the **Teacher Copy** of the **Emergency Room Listening Activity** handout and check Ss' comprehension (i.e., ask them what the main idea is in this scene and/or what's going on). Do this after each paragraph and for the duration of the script; then stop the DVD and ask for questions.

Now pass out the **Student Copy** of the **Emergency Room Listening Activity** handout and explain that Ss will have to listen for the missing words. Explain that you will stop the video periodically so they will have time to write, and that they will listen to the video as many times as is necessary; also tell them not to worry about spelling.

Play the **video** again. Pause it when necessary, to give Ss a chance to catch up, as it's a lot their listening for. At the end of the script on the Teacher Copy, PAUSE it, as this is where you will start it again in Step 3.



Pretest

Name:

Date:

School Location:

1. Where should you go if you're having a heart attack?
 - a) Primary Clinic
 - b) Emergency Room
 - c) Urgent Care
 - d) Nowhere

2. Where should you go if you have a broken leg?
 - a) Primary Clinic
 - b) Emergency Room
 - c) Urgent Care
 - d) Nowhere

3. Where should you go for yearly check-ups?
 - a) Primary Clinic
 - b) Emergency Room
 - c) Urgent Care
 - d) Nowhere

4. Which condition below is **serious**?
 - a) Ear infection
 - b) Flu
 - c) Heart attack
 - d) Stomachache

5. Which condition below is **not serious**?
 - a) Heart attack
 - b) Stroke
 - c) Amputation
 - d) Flu

6. Why should you NOT go to the Emergency Room if your condition is not serious?
- a) The Emergency Room is expensive.
 - b) The Emergency Room is not helpful.
 - c) The Emergency Room does not have good doctors.
 - d) You should always go to the Emergency Room.

7. When should you go to the Urgent Care?
- a) If you have a major problem or illness, such as a heart attack.
 - b) You should never go to the Urgent Care.
 - c) I don't know what the Urgent Care is.
 - d) If you have a minor problem or illness, such as strep throat.

8. When should you go to the Primary Care Clinic?
- a) At least once a year for check-ups.
 - b) If you have a concern that does not require immediate attention.
 - c) For vaccinations
 - d) All of the above are correct

9. Where do you need to make an appointment to see a doctor?
- a) The Emergency Room
 - b) The Urgent Care
 - c) The Primary Clinic
 - d) None of the above

10. Where can you ask for an interpreter?
- a) The Emergency Room
 - b) The Urgent Care
 - c) *Some* Primary Clinics
 - d) All of the above

11. Is the Emergency Room open 24 hours a day? _____

12. Is the Urgent Care open 24 hours a day? _____

13. Do you think it is good to see a Primary Clinic doctor? Explain why or why not below.

Emergency Room Listening Activity

ECHO Script



Emergency Community Health and Outreach **“Understanding the Emergency Room”**

TEACHER COPY

Hello, my name is Dr. Jameson. If you’ve ever had to visit the **Emergency Room**, you know that it’s a busy place. To help our community, I want to be sure our families know when it is the right time to go to an Emergency Room, and when it is better to go to a **clinic** or **Urgent Care**.

First of all, the Emergency Room is the right place to go if you’ve had a **serious** injury or illness that could threaten your life. If you are **badly** bleeding, have been **burned** or have broken bones, or if you think you are having a stroke or **heart attack**, go to the Emergency Room right away.

If you visit an Emergency Room and you’re not experiencing a serious emergency, you MAY BE in the wrong place, and here’s why. Emergency Room staff must sort people by how life threatening their emergencies are, and treat the most dangerous problems first.

If you have an emergency medical need, go to the Emergency Room of the nearest hospital **right away**. It may not be safe to drive yourself. The Emergency Room is always open.

When you arrive at the Emergency Room, you will be asked about your illness or injury, and you will be **treated**. You may also be asked for **insurance** or payment.

Emergency staff will try to respect your language and culture. *But because they are dealing with emergencies, they won’t have time to get to know you and your beliefs.* It’s important that you understand what they are asking or explaining. So if you don’t speak English, ask for an **interpreter**.

The medical care you receive is usually paid for by health insurance. Not all health insurance is the same. So find out what kind of care and services your health insurance will cover. Not everyone has health insurance. By law, you will get care even if you do not have insurance. But you will still be responsible for paying for the care you receive, which can be **expensive**.

Emergency Room Listening Activity

ECHO Script



Emergency Community Health and Outreach **“Understanding the Emergency Room”**

Student Copy

Hello, my name is Dr. Jameson. If you’ve ever had to visit the _____, you know that it’s a busy place. To help our community, I want to be sure our families know when it is the right time to go to an Emergency Room, and when it is better to go to a _____ or Urgent _____.

First of all, the Emergency Room is the right place to go if you’ve had a _____ injury or illness that could threaten your life. If you are _____ bleeding, have been _____ or have broken bones, or if you think you are having a stroke or _____, go to the Emergency Room right away.

If you visit an Emergency Room and you’re not experiencing a serious emergency, you MAY BE in the wrong place, and here’s why. Emergency Room staff must sort people by how life threatening their emergencies are, and treat the most dangerous problems first.

If you have an emergency medical need, go to the Emergency Room of the nearest hospital _____ . It may not be safe to drive yourself. The Emergency Room is _____ open.

When you arrive at the Emergency Room, you will be asked about your illness or injury, and you will be _____. You may also be asked for _____ or payment.

Emergency staff will try to respect your language and culture. *But because they are dealing with emergencies, they won’t have time to get to know you and your beliefs.* It’s important that you understand what they are asking or explaining. So if you don’t speak English, ask for an _____.

The medical care you receive is usually paid for by health insurance. Not all health insurance is the same. So find out what kind of care and services your health insurance will cover. Not everyone has health insurance. By law, you will get care even if you do not have insurance. But you will still be responsible for paying for the care you receive, which can be _____.

Clinic Listening Activity

ECHO Script



Emergency Community Health and Outreach **“Understanding the Emergency Room”**

TEACHER COPY

Most doctors don't work in the Emergency Room. They work in a **clinic** like this. These doctors are called “**primary care doctors**” because you should go to them first for your health. You get to choose your primary care doctor. Primary care doctors are ideal for most health needs. They are experts in most medical care.

It's best to make an **appointment** to see a primary care doctor. Most clinics try to keep appointment times open each day for sudden medical problems. Unlike the Emergency Room, simply arrive at your appointment time. Clinics can usually provide **interpreters**. Just ask for one when you make your appointment.

If you believe your child has a life-threatening illness or injury, go to the Emergency Room. But the best way to keep your child **healthy** is to see a primary care doctor at least once a year for **check-ups**. They can help you keep your children healthy and strong.

It is important to know that there are strong laws to protect your **privacy**. Doctors, nurses and everyone working in hospitals and clinics can never share your private health information with anyone else without your permission. And because clinic doctors aren't treating emergencies, they take time to get to know you and learn about your culture, traditions and beliefs. And the more they know you, the better they can treat you.

Thank you for learning more about the Emergency Room, and your primary health care clinic. Remember, if you have a medical emergency, the Emergency Room is the right place to go. But the best way to keep you and your family healthy is to visit your primary care doctor.

Clinic Listening Activity

ECHO Script



Emergency Community Health and Outreach **“Understanding the Emergency Room”**

Student Copy

Most doctors don't work in the Emergency Room. They work in a _____ like this. These doctors are called “_____” because you should go to them first for your health. You get to choose your primary care doctor. Primary care doctors are ideal for most health needs. They are experts in most medical care.

It's best to make an _____ to see a primary care doctor. Most clinics try to keep appointment times open each day for sudden medical problems. Unlike the Emergency Room, simply arrive at your appointment time. Clinics can usually provide _____. Just ask for one when you make your appointment.

If you believe your child has a life-threatening illness or injury, go to the Emergency Room. But the best way to keep your child _____ is to see a primary care doctor at least once a year for _____. They can help you keep your children healthy and strong.

It is important to know that there are strong laws to protect your _____. Doctors, nurses and everyone working in hospitals and clinics can never share your private health information with anyone else without your permission. And because clinic doctors aren't treating emergencies, they take time to get to know you and learn about your culture, traditions and beliefs. And the more they know you, the better they can treat you.

Thank you for learning more about the Emergency Room, and your primary health care clinic. Remember, if you have a medical emergency, the Emergency Room is the right place to go. But the best way to keep you and your family healthy is to visit your primary care doctor.

Emergency Room Unit: Week 1, Tuesday

<p>Objectives <i>Learners will be able to...</i></p>	<p>Materials</p>
<p>Literacy: Read and answer wh-questions about the differences between the ER, Urgent Care, and Primary Clinic. Life Skill/Speaking: Describe symptoms of specific ailments. Grammar: <i>Unscramble</i> ungrammatical sentences. Transitions: Categorize health conditions according to the criteria of “serious” or “not serious.”</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Is it Serious or Not Serious? • Handout: ER, Urgent Care, and Primary Care • Handout: Organizing Information • Handout: Describing Symptoms, Student copy • Handout: Unscramble the Sentences <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Describing Symptoms, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector

Lesson Plan

Review: Life Skill/Transitions (10-15mins)

Directions: Ss will fill out a table regarding “serious” and “not serious” ailments.

Materials/Prep: make copies of the *Is it Serious or Not Serious?* handout.

Activity 1: Literacy/Transitions (40mins)

Description: Ss will read about the differences between the ER, Urgent Care, and Primary Clinics. They then will use a graphic organizer to organize the information.

Materials/Prep: make copies of the *ER, Urgent Care, and Primary Care* and *Organizing Information* handouts.

Activity 1: Life Skill/Speaking (30-40mins)

Description: Ss will describe specific ailments and then practice saying their symptoms using key grammatical phrases.

Materials/Prep: make one copy of the *Describing Symptoms, Teacher copy* and multiple copies of the corresponding *Student Copy*.

Activity 2: Grammar (15-20mins)

Description: Ss will unscramble sentences.

Materials/Prep: make copies of the *Unscramble the Sentences* handout.

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review

- Materials: *Is it Serious or Not Serious?*

Step 1: Review

Pass out the **Is it Serious or Not Serious?** handout as Ss walk in. Tell them to do their best on it, as some Ss may have missed yesterday's class.

As they finish, pair them up to correct answers. After about 10 minutes, go over the answers together as a class. Also review the terms "serious conditions" and "not serious conditions", as well as what each of the conditions are on the handout.

Is it Serious or Not Serious?					
Look at the words below. Write them under the correct title, <i>serious</i> or <i>not serious</i> .					
heart attack	stroke				
stomachache	bleeding finger				
flu	broken shoulder				
gunshot wound	kidney infection				
<table border="1"> <thead> <tr> <th>Serious Conditions</th> <th>Not Serious Conditions</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>		Serious Conditions	Not Serious Conditions		
Serious Conditions	Not Serious Conditions				

Teacher Directions: Activity 1: Literacy/Transitions

- Materials: ELMO or overhead projector; *ER, Urgent Care, and Primary Care, Organizing Information; Organizing Information*

Step 1: Setting the Context

Review the differences between the ER, Urgent Care, and Clinic. Ask Ss what they think the differences are *first* before supplying the information: *the ER is the ONLY place Ss go for serious conditions; Urgent Care is a place they go for minor conditions, such as a broken leg; a Clinic is where they go for not serious conditions, and for preventative health.*

Step 2: Reading

Pass out the **ER, Urgent Care, and Primary Care** handout to Ss and put a copy on the ELMO or overhead projector. Go over each section together as a class, discussing what each ailment means as well as any unknown concepts/vocabulary.

Afterwards, have them answer the comprehension questions individually.

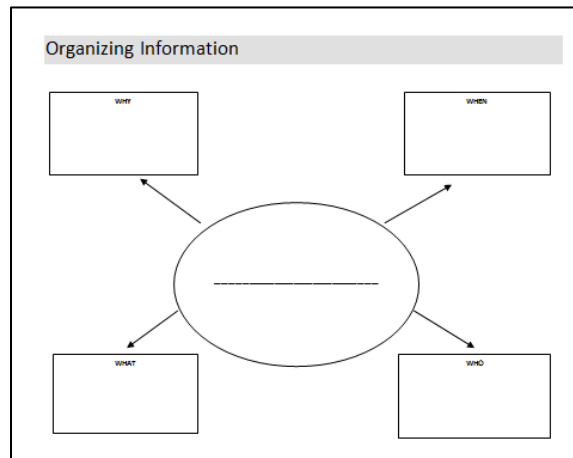
As Ss finish, pair them up together to correct answers. (If Ss are *really* speedy, have them practice reading the handout together). When everyone is finished, go over the answers together as a class.

ER, Urgent Care, and Primary Care	
<p>Info edited and taken from www.ubhealth.com/Services/urgent_care_28.html www.emslink.com/Content/Where-to-Go-for-ER-urgent_care_28.html http://www.ubhealth.com/Content/Where-to-Go-for-ER-urgent_care_28.html</p>	
<p>Emergency Room</p> <p>The Emergency Room is often called the ER. It is a place for life-threatening situations such as:</p> <ul style="list-style-type: none"> Heart attacks Strokes Poisoning Severe wounds (gunshot, stabbing) Amputations Vomiting blood <p>Emergency Rooms are very expensive and sometimes you have to wait a long time to be treated. They are open 24 hours a day and no appointments are needed.</p>	<p>called with people. These doctors get to know you and your family and can help diagnose conditions such as allergies or asthma. They also provide vaccinations.</p> <p>You do NOT see a primary care doctor for emergency related symptoms. They do not have extended hours and weekend services. You need to make an appointment to visit a Primary Care doctor.</p>
<p>Urgent Care</p> <p>Urgent Care clinics help people with less serious conditions, such as:</p> <ul style="list-style-type: none"> Sprains Minor broken bones Mild asthma attacks Small cuts Minor burns Minor infections (strep infections, bronchitis, etc.) <p>Urgent Care clinics have extended hours and weekend services. They are designed to be convenient and no appointments are needed.</p>	<p>Questions</p> <ol style="list-style-type: none"> Where can you receive care if you're having a stroke? Where can you receive care for a minor cut? Where can you receive care for a flu vaccine? Why is it a bad idea to go to the ER if you have a minor problem? Where do you have to make an appointment to see a doctor? Are Urgent Care clinics open 24-hours a day? Are Primary Care clinics open on the weekends? What does health prevention mean? Why do people see a primary care doctor? Do you see a primary care doctor?
<p>Primary Care Clinics</p> <p>Primary care clinics focus on health prevention. Health prevention means stopping an illness before it happens. People choose a primary care doctor that they like. This doctor gets to know them. People see this doctor at least once a year, even when they feel healthy. These visits are</p>	

Step 3: Organizing Information

Put Ss in pairs and give them the **Organizing Information** handout. Have a third of the Ss fill out the graphic organizer on the ER (they should write this in the circle), another third about the Urgent Care, and another third about Primary Clinics.

Explain what information needs to go in each rectangle (i.e., For the **ER** and **WHEN**, a student would write *anytime, 24hrs a day*).



Afterwards, have Ss share their graphic organizers with the class.

Teacher Directions: Activity 2: Life Skill/Speaking

- **Materials: Describing Symptoms, Teacher and Student copy**

Step 1: Setting the Context

Act out a few scenarios for the Ss and have them tell you what ailment you're suffering from; write each word down as they say it (or supply it for them if you're acting isn't that great 😊).

Examples:

- *amputation* → pretend to be cutting some food for dinner and slice off a finger;
- *sprained ankle* → pretend to be playing basketball and hurt your ankle;
- *strep throat* → pretend like you're throat really hurts, look in a mirror and say you see "white spots", etc.

Ask the Ss how they knew what these ailments were → Look for them to say "symptoms", or something similar. Then write the words SYMPTOMS on the board and explain what it means. Also explain that when they go to the ER/Urgent Care/Clinic they will need to be able to describe their symptoms to someone.

Step 2: Speaking

Pass out the **Describing Symptoms, Student Copy** handout. Write the ailments on the board and discuss their symptoms together as a class: *heart attack, finger amputation, broken leg,*

The handout is titled "Describing Symptoms" and is labeled "Student Copy". It contains a table with four rows, each representing a different ailment. Each row has a "Symptoms" column and a "Describe" column. The ailments listed are Heart Attack, Finger amputation, Broken Leg, and Ear Infection. Each ailment has three bullet points in the "Symptoms" column and a blank space in the "Describe" column.

Describing Symptoms	
Student Copy	
Heart Attack	
Symptoms	Describe
•	→
•	→
•	→
Finger amputation	
Symptoms	Describe
•	→
•	→
Broken Leg	
Symptoms	Describe
•	→
•	→
Ear Infection	
Symptoms	Describe
•	→
•	→
•	→

ear infection. Use the **Teacher Copy** of the **Describing Symptoms** handout to help you.

After you've gone over the symptoms for each ailment ask them how they would describe these symptoms to someone in complete sentences. If they're having trouble, write these prompts on the board: **My (arms) is/are (numb); My (head) is/are in pain; I have a (cough)**. Have them practice saying each one with you for each ailment; then have them write down the phrases for each symptom. Afterwards, do the **ball toss** to practice saying each one (i.e., toss a ball to a student and have them describe a symptom; afterwards, that student will toss the ball to another student who will say a symptom, and so on).

Afterwards, ask Ss where you would go for each ailment: *amputation (ER), sprained ankle (Urgent Care), strep throat (Primary Clinic OR Urgent Care, if the person doesn't have a primary doc)*.

Describing Symptoms

TEACHER COPY

Heart Attack

Symptom	→	Grammar
• Pain in chest	→	My chest is in pain.
• Numb arms	→	My arms are numb.
• Pain in arms	→	My arms are in pain.

Finger amputation

Symptom	→	Grammar
• Bleeding	→	My finger is bleeding.
• Finger cut off	→	My finger is cut off.

Broken Leg

Symptom	→	Grammar
• Pain in leg	→	My leg is in pain.
• Swelling	→	My leg is swelling.

Ear infection

Symptoms	→	Grammar
• Ear hurts	→	My ear is in pain.
• Fever	→	I have a fever.
• Trouble sleeping	→	I have trouble sleeping.

Teacher Directions: Activity 3: Grammar

- **Materials: Unscramble the Sentences**

Step 1: Activity

Pass out the **Unscramble the Sentences** handout and instruct Ss to work on it independently.

Afterwards, pair them up to correct answers and practice saying each phrase. Go over the phrases together as a class.

Unscramble the sentences

Write the sentences below in their correct grammatical order.

is My is pain chest _____

a fever have I _____

are My numb arms _____

bleeding My bleeding is _____

My is cut off finger _____

trouble I sleeping have _____

pain leg is in My _____

is swelling My leg _____

My in pain ear is _____

My are is, are, are, are _____

Is it Serious or Not Serious?

Look at the words below. Write them under the correct title, *serious* or *not serious*.

Heart attack

stroke

flu

gunshot wound

stomachache badly

bleeding finger

broken shoulder

kidney infection

<i>Serious Conditions</i>	<i>Not Serious Conditions</i>

ER, Urgent Care, and Primary Care

Info edited and taken from

www.ushealthworks.com/Services_UrgentCare_ER.html, www.einsurance.com/journal/difference-between-urgent-care-and-walk-in-clinics, <http://www.wisebread.com/cost-comparison-emergency-rooms-vs-urgent-care>

Emergency Room

The Emergency Room is often called the ER. It is a place for life-threatening situations such as:

- Heart attacks
- Strokes
- Poisoning
- Severe wounds (gunshot, stabbing)
- Amputations
- Vomiting blood

Emergency Rooms are very expensive and sometimes you have to wait a long time to be treated. They are open 24 hours a day and no appointments are needed.

Urgent Care

Urgent Care clinics help people with less serious conditions, such as:

- Sprains
- Minor broken bones
- Mild asthma attacks
- Small cuts
- Minor burns
- Minor infections (sinus infections, bronchitis, etc.)

Urgent Care clinics have extended hours and weekend services. They are designed to be convenient, and no appointments are needed.

Primary Care Clinics

Primary care clinics focus on **health prevention**. Health prevention means stopping an illness before it happens. People choose a primary care doctor that they like. This doctor gets to know them. People see this doctor at least once a year, even when they feel healthy. These visits are

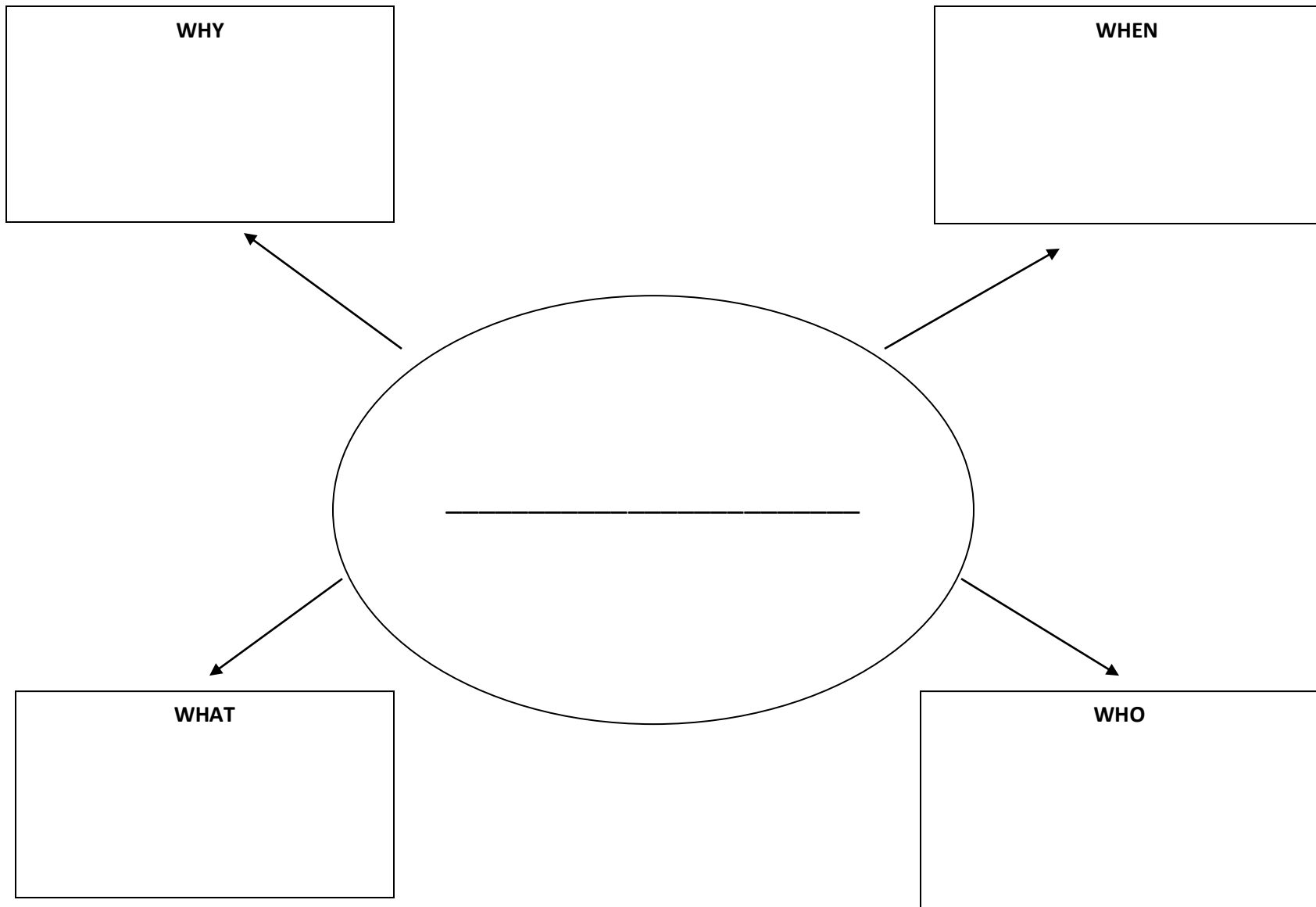
called well check-ups. These doctors get to know you and your family and can help diagnosis conditions such as allergies or asthma. They also provide vaccinations.

You do NOT see a primary care doctor for emergency related symptoms. They do not have extended hours and weekend services. You need to make an appointment to visit a Primary Care doctor.

Questions

1. Where can you receive care if you're having a stroke??
2. Where can you receive care for a minor cut?
3. Where can you receive care for a flu vaccine?
4. Why is it a bad idea to go to the ER if you have a minor problem?
5. Where do you have to make an appointment to see a doctor?
6. Are Urgent Care clinics open 24-hours a day?
7. Are Primary Care clinics open on the weekends?
8. What does health prevention mean?
9. Why do people see a primary care doctor?
10. Do you see a primary care doctor?

Organizing Information



Describing Symptoms

TEACHER COPY

Heart Attack

<u>Symptom</u>	→	<u>Grammar</u>
• Pain in chest	→	<i>My chest is in pain.</i>
• Numb arms	→	<i>My arms are numb.</i>
• Pain in arms	→	<i>My arms are in pain.</i>

Finger amputation

<u>Symptom</u>	→	<u>Grammar</u>
• Badly bleeding	→	<i>My finger is bleeding.</i>
• Finger cut off	→	<i>My finger is cut off.</i>

Broken Leg

<u>Symptom</u>	→	<u>Grammar</u>
• Pain in leg	→	<i>My leg is in pain.</i>
• Bruising/swelling	→	<i>My leg is swelling.</i>

Ear infection

<u>Symptoms</u>	→	<u>Grammar</u>
• Ear hurts	→	<i>My ear is in pain.</i>
• Fever	→	<i>I have a fever.</i>
• Trouble sleeping	→	<i>I have trouble sleeping.</i>

Describing Symptoms

Student Copy

Heart Attack

Symptom

Grammar

- →
- →
- →

Finger amputation

Symptom

Grammar

- →
- →

Broken Leg

Symptom

Grammar

- →
- →

Ear infection

Symptoms

Grammar

- →
- →
- →

Unscramble the sentences

Write the sentences below in their correct grammatical order.

in My is pain chest

a fever have I

are My numb arms

finger My bleeding is

My is off cut finger

trouble I sleeping have

pain leg is in My

is swelling My leg

My in pain ear is

My pain in arms are

Emergency Room Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Identify ailments by their symptoms and determine where a person should go.</p> <p>Listening/Speaking: Describe symptoms in an ER/Urgent Care setting, and make appointments at a Primary Clinic.</p> <p>Transitions: Draw conclusions about where a patient should go (Emergency Room, Urgent Care, Primary Clinic) based on criteria for going to each.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: What's Wrong? • Handout: Going to the ER or Urgent Care; Primary Clinic • Handout: Discussion Questions (time permitting) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Cut out multiple sets of words:</u> Ailment Words <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Scissors • ELMO or overhead projector

Lesson Plan

Review : Life Skill (30mins)

Description: Ss will identify ailments by their symptoms and determine where a person should go for each one; they will also race to classify ailments into 3 categories: *ER, Urgent Care, and Primary Clinic.*

Materials/Prep: make copies of the **What's Wrong?** handout; make several copies of and cut out the words on **Ailment Words.**

Activity 1: Speaking/Listening/Life Skill (60mins)

Description: Ss will write their own dialogues for describing symptoms at the ER or Urgent Care, and will write dialogues for making appointments at a Primary Clinic.

Materials/Prep: make double-sided copies of **Going to the ER or Urgent care** and **Primary Clinic** handouts.

Activity 2: Speaking (15-20mins)

* Time Permitting*

Description: Ss will have a discussion on the differences between healthcare in their home countries vs. the US.

Materials/Prep: make copies of the **Discussion Questions.**

Wrap-up

Time permitting, ask Ss to tell you what they learned today.

Teacher Directions: Review

- **Materials:** *What's Wrong?, Ailment Words; scissors*

Step 1: Prep

Cut out multiple sets of words on the **Ailment Words** sheet. You will need one set for each group of 3-4 Ss; so if you have 15 Ss in class, you will need 5 sets.

Step 2: Review

Give Ss the **What's Wrong?** handout as they enter class. Pair up Ss who haven't been in class recently with those who have been. Allow about 10 minutes and then go over the answers together as a class. Here is the answer key:

- (1) Heart attack; ER
- (2) Broken leg; Urgent Care
- (3) Amputation; ER
- (4) Ear infection; Primary Clinic (or Urgent Care if someone doesn't have a primary care doc)

Ailment Words

Heart attack
Ear infection
Flu
Stomachache
Headache
Broken leg

What's Wrong?

Read each of the scenarios below and decide what the symptoms describe. Choose from the list of ailments below.

Stroke heart attack flu ear infection amputation
Broken leg sprained leg headache stomachache poison

Then decide where the person needs to go for treatment. Choose from the list below.

Emergency Room Urgent Care Primary Clinic

- (1) My chest is in pain. My left arm is in pain too. I am also having trouble breathing. These symptoms could be a _____, I need to go to the _____.
- (2) Paul was playing basketball when he jumped and landed on his foot wrong. He heard something crack. Afterwards he couldn't walk on it either. Two hours later it was badly bruised and swelling. These are symptoms of a _____. Paul needs to go to the _____.
- (3) Joanne was cooking when she cut off her finger. She started badly bleeding and screaming. These are symptoms of _____. She needs to go to the _____.
- (4) Farah has a seven-year old son. He told her last night that his ear hurts. He also has a fever and hasn't been sleeping well. These are symptoms of _____. Farah needs to take her son to the _____.

Step 3: More Review Practice

Put Ss in groups of 3-4 and pass out the **Ailment Words**. Tell them that they need to race to classify the words into three piles: *ER, Urgent Care, and Primary Clinic*. Tell them that there might be some ailments they've never heard of so they just have to guess where they go. Whoever finishes first stops the game.

Have the fastest group share their answers. Have Ss vote on whether they're right or not.

Afterwards, discuss the symptoms for each ailment.

Teacher Directions: Activity 1: Speaking/Listening

- **Materials:** *Going to the ER, Urgent Care, and Primary Clinic*

Step 1: Setting the Context – ER or Urgent Care

Read the EXAMPLE script on the first page of the **Going to the ER, Urgent Care, or Primary Clinic** handout. The Ss should NOT read along with you; just have them listen. Ask them what you might be suffering from? (heart attack) Then ask them where you are: ER, Urgent Care, or Primary Clinic? (ER)

Step 2: Dialogues

Pass out the **handout** and go over the example dialogue together as a class. Make half of the class be the *receptionist* and the other half be *YOU*. Then have them switch.

Put Ss in pairs and explain that together they need to write dialogues about the listed ailments.

Pair up a stronger student with a weaker one for this activity. Circle around the room so you can help as much as possible. Perfect grammar is not the key here, but you *do* want to make sure their sentences *describing their symptoms* make sense. Put these scripts on the board to help them (they were used yesterday in class): My (arms) is/are in pain; My (face) is/are (numb); I have a/an (ear infection).

As Ss finish, ask them to practice reading their dialogues.

Going to the ER, Urgent Care, or Primary Clinic	EXAMPLE Primary Clinic dialogue
<p>EXAMPLE ER/Urgent Care dialogue</p> <p>Receptionist: What's the problem? YOU: There's pain in my chest and I can't breathe. Receptionist: Oh, someone will be right out to see you. YOU: Can I have a Spanish interpreter? Receptionist: Of course.</p> <p>Now write dialogues like the one above with your partner.</p> <p>(1) Ailment: Broken leg</p> <p>(2) Ailment: Finger amputation</p> <p>(3) Ailment: Ear infection</p>	<p>Receptionist: Hello. Come Clinic, how can I help you? YOU: I would like to make an appointment to see Dr. Brown. Receptionist: What seems to be the problem? YOU: I have a sore throat. Receptionist: Oh, she is free next Monday at 3:00pm. Does that work for you? YOU: Yes. Receptionist: Do you still have HEALTH Insurance? YOU: Yes. Receptionist: Great! We will see you next Monday at 3:00. YOU: Thanks!</p> <p>Now write dialogues like the one above with your partner.</p> <p>(1) Reason for Visit: Ear infection</p> <p>(2) Reason for Visit: Flu vaccination</p>

Step 3: Listening

Once everyone has finished, invite Ss to share their dialogues. Before they read their scripts, tell the rest of the class to listen for the *symptoms* and to think about where the person is – *ER* or *Urgent Care*.

Step 4: Setting the Context – Primary Clinic

Explain that when seeing a Primary Clinic they need to make an appointment *and* describe their symptoms. Read the EXAMPLE dialogue on the BACK of the **Going to the ER, Urgent Care, or Primary Clinic** handout. The Ss should NOT read along with you; just have them listen.

Afterwards ask them what was different about this conversation compared to the ER and Urgent Care conversations.

Step 5: Dialogues

Tell Ss to flip over their handout and read the EXAMPLE dialogue together as a class. Make half of the class be the *receptionist* and the other half be *YOU*. Then have them switch.

Pair up Ss and tell them they need to write dialogues, but this time for the Primary Clinic. Tell them the example dialogue will help them.

As Ss finish, ask them to practice reading their dialogues.

Step 6: Listening

Once almost everyone has finished, regroup and invite Ss to share their dialogues. Ask Ss follow-up questions after each dialogue to check their listening comprehension.

Teacher Directions: Activity 2: Speaking

- **Materials: Discussion Questions**

Step 1: Setting the Context

Ask Ss what the healthcare systems are like in their home countries. Discuss briefly.

Step 2: Small Group Discussion

Put Ss in small groups and pass out the **Discussion Questions** to each group. Tell them that they need to discuss these questions together and *everyone* needs to speak. Circle around the room to make sure everyone is using English and staying on task.

Regroup afterwards and share answers.

Discussion Questions

1. In your home country, is there a difference between the ER and regular doctors?
2. Where would you go for an ear infection? What about a heart attack?
3. Are doctors expensive in your country?
4. Do people have/use insurance?
5. Do you have to wait a long time to see a doctor?
6. Do you expect a doctor to give you medicine when you see him/her?

1. In your home country, is there a difference between the ER and regular doctors?
2. Where would you go for an ear infection? What about a heart attack?
3. Are doctors expensive in your country?
4. Do people have/use insurance?
5. Do you have to wait a long time to see a doctor?
6. Do you expect a doctor to give you medicine when you see him/her?

What's Wrong?

Read each of the scenarios below and decide what the symptoms describe. Choose from the list of ailments below. Then decide where the person needs to go for treatment: *Emergency Room, Urgent Care, Primary Clinic*.

Stroke heart attack flu ear infection amputation
Broken leg sprained leg headache stomachache poison

- (1) My chest is in pain. My left arm is in pain too. I am also having trouble breathing. These symptoms could be a _____ . I need to go to the _____ .
- (2) Paul was playing basketball when he jumped and landed on his foot wrong. He heard something crack. Afterwards he couldn't walk on it either. Two hours later it was badly bruised and swelling. These are symptoms of a _____ . Paul needs to go to the _____ .
- (3) Joanna was cooking when she cut off her finger. She started badly bleeding and screaming. These are symptoms of _____ . She needs to go to the _____ .
- (4) Farah has a seven-year old son. He told her last night that his ear hurts. He also has a fever and hasn't been sleeping well. These are symptoms of an _____ . Farah needs to take her son to the _____ .

Ailment Words

Heart attack

Ear infection

Flu

Stomachache

Headache

Broken leg

Flu vaccination

Yearly check-ups

Finger amputation

Sore throat

Pink eye

Cough

Gunshot wound

Severe burn

Mild burn

Going to the ER, Urgent Care, or Primary Clinic

EXAMPLE ER/Urgent Care dialogue

Receptionist: What's the problem?

YOU: I have pain in my chest and I can't breathe.

Receptionist: Ok, someone will be right out to see you.

YOU: Can I have a Spanish interpreter?

Receptionist: Of course.

Now write dialogues like the one above with your partner.

(1) Ailment: *Broken leg*

(2) Ailment: *Finger amputation*

(3) Ailment: *Ear infection*

EXAMPLE Primary Clinic dialogue

Receptionist: Hello, Como Clinic, how can I help you?

YOU: I would like to make an appointment to see Dr. Brown.

Receptionist: What seems to be the problem?

YOU: I have a sore throat.

Receptionist: Ok, Dr. Brown is free next Monday at 3:00pm. Does that work for you?

YOU: Yes.

Receptionist: Do you still have Health Partners insurance?

YOU: Yes.

Receptionist: Great! We will see you next Monday at 3:00.

YOU: Thanks!

Now write dialogues like the one above with your partner.

(1) Reason for Visit: Ear infection

(2) Reason for Visit: Flu vaccination

Discussion Questions

1. In your home country, is there a difference between the ER and regular doctors?
2. Where would you go for an ear infection? What about a heart attack?
3. Are doctors expensive in your country?
4. Do people have/use insurance?
5. Do you have to wait a long time to see a doctor?
6. Do you expect a doctor to give you medicine when you see him/her?

1. In your home country, is there a difference between the ER and regular doctors?
2. Where would you go for an ear infection? What about a heart attack?
3. Are doctors expensive in your country?
4. Do people have/use insurance?
5. Do you have to wait a long time to see a doctor?
6. Do you expect a doctor to give you medicine when you see him/her?

Emergency Room Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Determine how to find a Primary Doctor near them and if they're eligible for Medical Assistance.</p> <p>Literacy: Read about and answer wh-questions concerning Medical Assistance.</p> <p>Speaking: Play the flyswatter game to review material covered this week.</p> <p>Transitions: Read tables and answer questions about Income requirements for Medical Assistance.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Talking to a Doctor • Handout: Finding a Doctor • Handout: State Health Insurance (time permitting) • Handout: Post Test <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual</u>: FLY SWATTER GAME? • Fly Swatter Game <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Scissors • Fly swatters

Lesson Plan

Review: (20-30mins)

Description: Ss will describe symptoms of specific ailments and determine where they should go for each one: ER, Urgent Care, Primary Clinic.

Materials/Prep: make copies of **Talking to a Doctor**.

Activity 1: Life Skill/Transitions (30mins)

Description: Ss will use website images to determine how to find a doctor near them.

Materials/Prep: make copies of **Finding a Doctor**.

Activity 2: Literacy/Life Skill/Transitions (20-30mins)

Time permitting ONLY do this activity if you will have time for the review and Post Test

Description: Ss will read about and answer questions concerning Medical Assistance.

Materials/Prep: make copies of the **State Health Insurance** handout.

Activity 3: Review (20-30mins)

Description: Ss will play the **fly swatter** game to review the main points covered this week.

Materials/Prep: fly swatters (**ask your coordinator for these**); scissors; make one copy of **Fly Swatter Game** and cut out the questions.

Post Test (15mins)

Make copies of the **Post Test** and give them to Ss. **Make sure they write their names on their tests.** Collect the tests afterwards and give them to your Coordinator.

Teacher Directions: Review

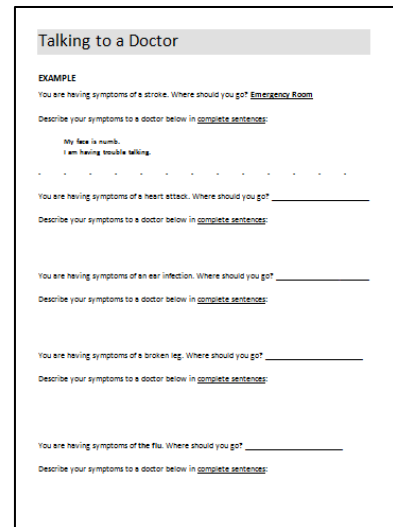
- **Materials: *Talking to a Doctor***

Step 1: Review

As Ss come in, give them the **Talking to a Doctor** handout. Explain the example to them and what they need to do for the rest of the questions. If Ss struggle, pair them up.

Step 2: Check Comprehension

After about 10-15 minutes, go over all of the scenarios together as a class. If Ss seem to be struggling to describe their symptoms to a doctor, remind them of these phrases: My (head) is/are in pain; My (arms) is/are (numb); I have a/an (headache). (This is review). Have the Ss restate their symptoms using these phrases if necessary.



The worksheet titled "Talking to a Doctor" contains an example and four practice scenarios. Each scenario asks the student to describe symptoms and identify the appropriate location to go. The example scenario is: "You are having symptoms of a stroke. Where should you go? Emergency Room. Describe your symptoms to a doctor below in complete sentences: My head is numb. I am having trouble talking." The other scenarios are: "You are having symptoms of a heart attack. Where should you go? _____ Describe your symptoms to a doctor below in complete sentences:"; "You are having symptoms of an ear infection. Where should you go? _____ Describe your symptoms to a doctor below in complete sentences:"; "You are having symptoms of a broken leg. Where should you go? _____ Describe your symptoms to a doctor below in complete sentences:"; and "You are having symptoms of the flu. Where should you go? _____ Describe your symptoms to a doctor below in complete sentences:".

Teacher Directions: Activity 1: Life Skill/Transitions

- **Materials: *Finding a Doctor***

Step 1: Setting the Context

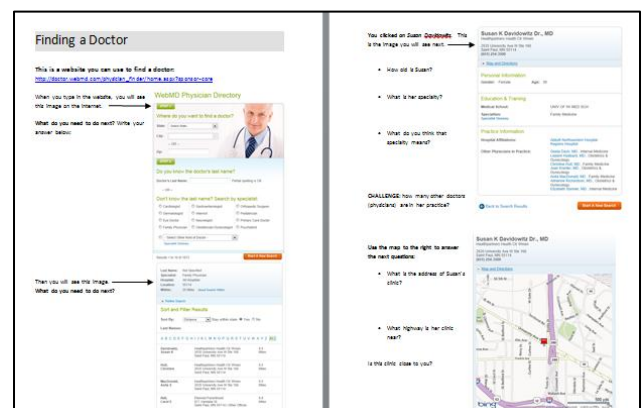
Ask Ss if anyone has a Primary doctor they see. If people do, ask them how they found their doctor. If no one does, ask them how they *think* they would find one. Discuss.

Also ask Ss WHY it's a good idea to see a Primary doctor: *the doctor gets to know you and your family well; they're used as **health prevention** – so instead of waiting until something is REALLY bad and you have to go to the ER/Urgent Care, a primary doc can catch things earlier; etc.* You might have to supply this information for them, even though it's review.

Step 2: Finding a Doctor

Pass out the **Finding a Doctor** worksheet. Explain that the website at the top is one they can use to find a doctor near them. Have them work on the rest of the handout independently. If they have questions, encourage them to ask a fellow student.

As Ss finish, pair them up to correct answers. Once everyone is finished, go over the worksheet together as a class.



The worksheet titled "Finding a Doctor" is divided into two columns. The left column shows a screenshot of the "WebMD Physician Directory" website. It includes instructions like "This is a website you can use to find a doctor" and "When you type in the website, you will see the page on the screen." Below the screenshot are questions: "How old is Susan?", "What is her specialty?", and "What do you think that specialty means?". The right column shows a screenshot of a doctor's profile for Susan K. Davidson, MD, with a map. It includes a "CHALLENGE" section: "How many other doctors (physicians) work in her practice?" and another question: "Use the map to the right to answer the next questions: What is the address of Susan's clinic? What highway is her clinic near? Is the clinic close to you?"

Teacher Directions: Activity 2: Literacy/Life Skill/Transitions

- **Materials: State Health Insurance**

Time Permitting

Step 1: Setting the Context

Ask Ss if anyone has health insurance. If they do, ask them how they have it (i.e., through work, or their spouse's work, etc.). If they don't, ask them why not. You can also ask them about health insurance in their home countries, and whether they think it's important to have or not. Then explain that MN has state health insurance that they might qualify for that is inexpensive (or free!).

Step 2: Reading

Pass out the **State Health Insurance** handout and have Ss work on it independently. Pair them together as they finish; when everyone's done, go over the answers together as a class.

State Health Insurance

Info from:
www.dhs.mn.gov/ma/ma/faq/faq.htm and www.dhs.mn.gov/ma/ma/faq/faq.htm

- What does MA stand for?
- What is MA?
- What are the rules to qualify for MA?
- What does your income limit depend on?
- What does monthly gross income mean?
- If you have an infant under 2 and are a family of 2, what is the income limit?
- If you are pregnant and have a family of 3, what is the income limit?
- If you have two children, ages 3 and 7, and have a family of 4, what is the income limit?

Medical Assistance (MA)
MA is health care coverage funded by state and federal money. You must meet certain rules to qualify.

What are some of the MA rules?
To qualify for MA for families, you must:

- Live in Minnesota.
- Be within income and asset limits.
- Be the parent of a minor child, or
- Be under age 21, or
- Be pregnant.

MA has many rules. You must meet all the rules to qualify. When you apply, a worker reviews your information to see if you qualify for MA.

What is my income limit for MA?
Your income limit for MA depends on the size of your family, age and other factors such as pregnancy. We use gross income, which is income before taxes and deductions are taken out, to decide if you meet the income limit.

Family size	1	2	3	4
Men under age 2	\$2,607	\$3,531	\$4,455	\$5,379
Children ages 2-18	\$1,304	\$1,766	\$2,228	\$2,690
Children ages 19 and 20	\$931	\$1,241	\$1,551	\$1,921
Pregnant women	\$931	\$1,241	\$1,551	\$1,921
Parent alone*	-	\$1,648	\$2,018	\$2,388

*A pregnant woman counts as two people.

Teacher Directions: Activity 3: Review

- **Materials: Flyswatter Game; fly swatters**

Step 1: Prep

Cut out the questions in **Fly Swatter Game**, except for the challenge questions. Those you will ask to the Ss yourself.

Step 2: Fly Swatter Game

Write these three words on the board: *Emergency Room, Urgent Care, Primary Clinic*. Explain the rules to the Ss: *there are two teams; one person from each team comes up to the board with a flyswatter and listens to a student read a question; they then have to SLAP the correct answer – ER, Urgent Care, Primary Clinic. Model an example for the Ss first.*

Then split the class into two teams and have them come up with a team name. Ask someone from each team to choose a number between 1-10; whoever is closest can go first.

Fly Swatter Game

Which place is open 24 hours a day?

Where should you go if you're having a heart attack?

Where should you go if you have a broken leg?

Where should you go for yearly check-ups?

Where do you go for VERY serious conditions?

Which place has extended hours and weekend services?

Which place do you need to make an appointment to see a doctor?

Which place is the most expensive, especially if your condition is not serious?

Where do you go for yearly check-ups?

Where do you go for vaccinations?

Where will the doctors get to know you?

Challenge questions – 2 points a piece
 Ask these questions to Ss and have them raise their hand to determine who should answer them. *This is NOT part of the fly swatter game.*

1. Give an example of a serious condition: heart attack, amputation, gunshot wound
2. Give an example of a NOT SERIOUS condition: ear infection, flu, headache
3. Why should you NOT go to the Emergency Room if your condition is NOT serious? Because it's expensive
4. Where can you ask for an interpreter? ER and Urgent Care

Instruct two Ss to come up to the front of the room. Have the first team choose a question to read. The Ss at the board will then listen to the question and SLAP the correct answer. Whoever guesses correct wins a point. Do this for all of the questions.

When you have gone through all of the flyswatter questions, read them the challenge questions for additional points.

Talking to a Doctor

EXAMPLE

You are having symptoms of a stroke. Where should you go? **Emergency Room**

Describe your symptoms to a doctor below in complete sentences:

My face is numb.

I am having trouble talking.

- - - - -

You are having symptoms of a heart attack. Where should you go? _____

Describe your symptoms to a doctor below in complete sentences:

You are having symptoms of an ear infection. Where should you go? _____

Describe your symptoms to a doctor below in complete sentences:

You are having symptoms of a broken leg. Where should you go? _____

Describe your symptoms to a doctor below in complete sentences:

You are having symptoms of **the flu**. Where should you go? _____

Describe your symptoms to a doctor below in complete sentences:

Finding a Doctor

This is a website you can use to find a doctor:

http://doctor.webmd.com/physician_finder/home.aspx?sponsor=core

When you type in the website, you will see this image on the internet. →

What do you need to do next? Write your answer below:

WebMD Physician Directory

STEP 1

Where do you want to find a doctor?

State:

City:

– OR –

Zip:

STEP 2

Do you know the doctor's last name?

Doctor's Last Name: Partial spelling is OK

– OR –

Don't know the last name? Search by specialist:

Cardiologist Gastroenterologist Orthopedic Surgeon

Dermatologist Internist Pediatrician

Eye Doctor Neurologist Primary Care Doctor

Family Physician Obstetrician-Gynecologist Psychiatrist

- Select Other Kind of Doctor -

[Specialist Glossary](#)

Then you will see this image. →

What do you need to do next?

Results 1 to 10 of 1073 [Start A New Search](#)

Last Name: Not Specified
Specialist: Family Physician
Hospital: All Hospitals
Location: 55114
Within: 25 Miles [About Search Within](#)

[+ Refine Search](#)

Sort and Filter Results

Sort By: Stay within state Yes No

Last Names:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ALL

Davidowitz, Susan K	Healthpartners Health Ctr Wmen 2635 University Ave W Ste 160 Saint Paul, MN 55114	0.5 Miles
Hult, Christine	Healthpartners Health Ctr Wmen 2635 University Ave W Ste 160 Saint Paul, MN 55114	0.5 Miles
MacDonald, Anita S	Healthpartners Health Ctr Wmen 2635 University Ave W Ste 160 Saint Paul, MN 55114	0.5 Miles
Ball, Carol E	Planned Parenthood 671 Vandalia St Saint Paul, MN 55114 Other Offices	0.6 Miles

You clicked on *Susan Davidowitz*. This is the image you will see next. →

- How old is Susan?
- What is her specialty?
- What do you think that specialty means?

Susan K Davidowitz Dr., MD
Healthpartners Health Ctr Wmen
2635 University Ave W Ste 160
Saint Paul, MN 55114
(651) 254-3500

[+ Map and Directions](#)

Personal Information
Gender: Female Age: 39

Education & Training
Medical School: UNIV OF WI MED SCH
Specialties: Family Medicine
[Specialist Glossary](#)

Practice Information
Hospital Affiliations: [Abbott Northwestern Hospital](#)
[Regions Hospital](#)
Other Physicians in Practice: [Geeta Dash, MD](#), Internal Medicine
[Leeann Hubbard, MD](#), Obstetrics & Gynecology
[Christine Hult, MD](#), Family Medicine
[Joan Kreider, MD](#), Obstetrics & Gynecology
[Anita MacDonald, MD](#), Family Medicine
[Adrienne Richardson, MD](#), Obstetrics & Gynecology
[Elizabeth Sonnier, MD](#), Internal Medicine

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CHALLENGE: how many other doctors (physicians) are in her practice?

Use the map to the right to answer the next questions:

- What is the address of Susan’s clinic?
- What highway is her clinic near?

Is this clinic close to you?

Susan K Davidowitz Dr., MD
Healthpartners Health Ctr Wmen
2635 University Ave W Ste 160
Saint Paul, MN 55114
(651) 254-3500

[- Map and Directions](#)

The map shows the clinic location at the intersection of University Ave W and Eustis St. Major highways 280, 46, 52, 12, and 94 are visible. A scale bar indicates 500 yards.

State Health Insurance

Info taken from:

www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_136855

1. What does MA stand for?

Medical Assistance (MA)

MA is health care coverage funded by state and federal money. You must meet certain rules to qualify.

2. What is MA?

What are some of the MA rules?

To qualify for MA for families, you must:

- Live in Minnesota.
- Be within income and asset limits.
- Be a parent of a minor child, or
- Be under age 21, or
- Be pregnant.

3. What are the rules to qualify for MA?

MA has many rules. You must meet all the rules to qualify. When you apply, a worker reviews your information to see if you qualify for MA.

4. What does your income limit depend on?

What is my income limit for MA?

Your income limit for MA depends on the size of your family, age and other factors such as pregnancy. We use gross income, which is income before taxes and deductions are taken out, to decide if you meet the income limit.

MA Monthly Gross Income Limits

Family size	1	2	3	4
Infants under age 2	\$2,607	\$3,531	\$4,455	\$5,379
Children ages 2–18	\$1,397	\$1,892	\$2,387	\$2,882
Children ages 19 and 20	\$931	\$1,261	\$1,591	\$1,921
Parents	\$931	\$1,261	\$1,591	\$1,921
Pregnant woman*	—	\$3,468	\$4,376	\$5,284

5. What does **monthly gross income** mean?

*A pregnant woman counts as two people.

6. If you have an infant under 2 and are a family of 2, what is the Income limit?

7. If you are pregnant and have a family of 3, what is the Income Limit?

8. If you have two children, ages 3 and 7, and have a family of 4, what is the Income Limit?

Fly Swatter Game

Which place is open 24 hours a day?

Where should you go if you're having a heart attack?

Where should you go if you have a broken leg?

Where should you go for yearly check-ups?

Where do you go for VERY serious conditions?

Which place has extended hours and weekend services?

Which place do you need to make an appointment to see a doctor?

Which place is the most expensive, especially if your condition is not serious?

Where do you go for yearly check-ups?

Where do you go for vaccinations?

Where will the doctors get to know you?

Challenge questions – 2 points a piece

Ask these questions to Ss and have them raise their hand to determine who should answer them. This is NOT part of the fly swatter game.

1. Give an example of a serious condition: *heart attack, amputation, gunshot wound*
2. Give an example of a NOT SERIOUS condition: *ear infection, flu, headache*
3. Why should you NOT go to the Emergency Room if your condition is NOT serious?
Because it's expensive
4. Where can you ask for an interpreter? *ER and Urgent Care*

Post Test

Name:

Date:

School Location:

1. Where should you go if you're having a heart attack?
 - e) Primary Clinic
 - f) Emergency Room
 - g) Urgent Care
 - h) Nowhere

2. Where should you go if you have a broken leg?
 - e) Primary Clinic
 - f) Emergency Room
 - g) Urgent Care
 - h) Nowhere

3. Where should you go for yearly check-ups?
 - e) Primary Clinic
 - f) Emergency Room
 - g) Urgent Care
 - h) Nowhere

4. Which condition below is **serious**?
 - e) Ear infection
 - f) Flu
 - g) Heart attack
 - h) Stomachache

5. Which condition below is **not serious**?
 - e) Heart attack
 - f) Stroke
 - g) Amputation
 - h) Flu

6. Why should you NOT go to the Emergency Room if your condition is not serious?

- e) The Emergency Room is expensive.
- f) The Emergency Room is not helpful.
- g) The Emergency Room does not have good doctors.
- h) You should always go to the Emergency Room.

7. When should you go to the Urgent Care?

- e) If you have a major problem or illness, such as a heart attack.
- f) You should never go to the Urgent Care.
- g) I don't know what the Urgent Care is.
- h) If you have a minor problem or illness, such as strep throat.

8. When should you go to the Primary Care Clinic?

- e) At least once a year for check-ups.
- f) If you have a concern that does not require immediate attention.
- g) For vaccinations
- h) All of the above are correct

9. Where do you need to make an appointment to see a doctor?

- e) The Emergency Room
- f) The Urgent Care
- g) The Primary Clinic
- h) None of the above

10. Where can you ask for an interpreter?

- e) The Emergency Room
- f) The Urgent Care
- g) *Some* Primary Clinics
- h) All of the above

11. Is the Emergency Room open 24 hours a day? _____

12. Is the Urgent Care open 24 hours a day? _____

13. Do you think it is good to see a Primary Clinic doctor? Explain why or why not below.