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.

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Make Student Copies</th>
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</thead>
<tbody>
<tr>
<td><em>Life skill:</em> Differentiate when it’s appropriate to use the ER, Urgent Care, and Primary Clinic.</td>
<td><strong>Textbook:</strong> <em>Stand Out 3, 2nd ed., p.81</em></td>
</tr>
<tr>
<td><em>Listening:</em> Listen for specific information regarding the ER, Urgent Care, and Primary Clinics.</td>
<td><strong>Handout:</strong> Pretest</td>
</tr>
<tr>
<td><em>Transitions:</em> Listen for information needed in order to make a decision.</td>
<td><strong>Handout:</strong> <em>Emergency Room Listening Activity</em> and <em>Clinic Listening Activity, Student Copy</em> (make double-sided)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Materials</th>
<th>Make Single Copies or Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Props, Technology, or Other Resources</em></td>
<td><strong>Emergency Room Listening Activity</strong> and Clinic Listening Activity, Teacher Copy</td>
</tr>
<tr>
<td><strong>Textbook:</strong> Stand Out 3, 2nd ed.</td>
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<td><strong>Handout:</strong> Pretest</td>
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<td></td>
</tr>
<tr>
<td>TV and DVD player</td>
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<tr>
<th>Lesson Plan</th>
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<tbody>
<tr>
<td><strong>Warm up</strong> (30-40mins)</td>
<td><strong>Materials/Prep:</strong> make copies of <em>Stand Out 3, 2nd ed., p. 81</em> and the <em>Pretest.</em></td>
</tr>
<tr>
<td><strong>Activity 1:</strong> Listening (60mins)</td>
<td><strong>Materials/Prep:</strong> TV/DVD player, ECHO DVD; <em>Stand Out 3, 2nd ed., p. 81</em>; make double-sided copies of <em>Emergency Room Listening Activity</em> and <em>Clinic Listening Activity, Student Copy</em> handouts, and singular copies of the corresponding Teacher Copies for both handouts.</td>
</tr>
<tr>
<td><strong>Wrap up</strong></td>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>
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.

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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.
Pair Ss up afterwards and have them read the script together to check answers. **The bolded words on the Teacher Copy are the missing words Ss needed to listen for.** Then regroup and have them listen to you read it. Ask Ss if they have any questions, comments, or concerns.

**Step 3: Listening: Clinics**

Now go over these key vocab words with Ss: *Primary care doctors, Appointment, Healthy, Check-ups, privacy.* 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 where you left off. Stop the video after each paragraph on the Teacher Copy of the Clinic 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 instruct Ss to turn over their handouts. They should see the Student Copy of the Clinic Listening Activity handout. Explain that Ss will have to listen for the missing words again. Explain that they will get to listen to the video multiple times and that you’ll pause it when necessary. Play the video again.

Afterwards, read the script as a class to check answers. **The bolded words on the Teacher Copy are the missing words Ss needed to listen for.** Ask if anyone has any questions, comments, or concerns.
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.
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.
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.

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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.

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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.
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.

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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

Objectives Learners will be able to...

**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:** Unscramble ungrammatical sentences.

**Transitions:** Categorize health conditions according to the criteria of “serious” or “not serious.”

Materials

**Make Student Copies**
- 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

**Make Single Copies or Reference**
- Describing Symptoms, Teacher Copy

**Props, Technology, or Other Resources**
- 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.

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.
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 finer;
- *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,*
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).

**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.
Is it Serious or Not Serious?

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

<table>
<thead>
<tr>
<th>Serious Conditions</th>
<th>Not Serious Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart attack</td>
<td>gunshot wound</td>
</tr>
<tr>
<td>stroke</td>
<td>stomachache badly</td>
</tr>
<tr>
<td>flu</td>
<td>bleeding finger</td>
</tr>
<tr>
<td>gunshot wound</td>
<td>broken shoulder</td>
</tr>
<tr>
<td>stomachache badly</td>
<td>kidney infection</td>
</tr>
<tr>
<td>bleeding finger</td>
<td></td>
</tr>
<tr>
<td>broken shoulder</td>
<td></td>
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<tr>
<td>kidney infection</td>
<td></td>
</tr>
</tbody>
</table>
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

- WHY
- WHEN
- WHAT
- WHO
# Describing Symptoms

## TEACHER COPY

### Heart Attack

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pain in chest</td>
<td><em>My chest is in pain.</em></td>
</tr>
<tr>
<td>Numb arms</td>
<td><em>My arms are numb.</em></td>
</tr>
<tr>
<td>Pain in arms</td>
<td><em>My arms are in pain.</em></td>
</tr>
</tbody>
</table>

### Finger amputation

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badly bleeding</td>
<td><em>My finger is bleeding.</em></td>
</tr>
<tr>
<td>Finger cut off</td>
<td><em>My finger is cut off.</em></td>
</tr>
</tbody>
</table>

### Broken Leg

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pain in leg</td>
<td><em>My leg is in pain.</em></td>
</tr>
<tr>
<td>Bruising/swelling</td>
<td><em>My leg is swelling.</em></td>
</tr>
</tbody>
</table>

### Ear infection

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ear hurts</td>
<td><em>My ear is in pain.</em></td>
</tr>
<tr>
<td>Fever</td>
<td><em>I have a fever.</em></td>
</tr>
<tr>
<td>Trouble sleeping</td>
<td><em>I have trouble sleeping.</em></td>
</tr>
</tbody>
</table>
# Describing Symptoms

**Student Copy**

## Heart Attack

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Grammar</th>
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## Finger amputation

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## Broken Leg

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<th>Symptoms</th>
<th>Grammar</th>
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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** Learners will be able to...

*Life skill:* Identify ailments by their symptoms and determine where a person should go.

*Listening/Speaking:* Describe symptoms in an ER/Urgent Care setting, and make appointments at a Primary Clinic.

*Transitions:* Draw conclusions about where a patient should go (Emergency Room, Urgent Care, Primary Clinic) based on criteria for going to each.

**Materials**

Make Student Copies
- Handout: What’s Wrong?
- Handout: Going to the ER or Urgent Care; Primary Clinic
- Handout: Discussion Questions (time permitting)

Make Single Copies or Reference
- Cut out multiple sets of words: Ailment Words

Props, Technology, or Other Resources
- 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)

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.

**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. Is there a difference between the ER and regular doctors?
2. Where would you go for an infection? What about a heart attack?
3. Are doctors expensive in your country?
4. Do people have health insurance?
5. Do you have to wait a long time to see a doctor?
6. Do you express a desire to give your children when you are married?
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.

<table>
<thead>
<tr>
<th>Stroke</th>
<th>heart attack</th>
<th>flu</th>
<th>ear infection</th>
<th>amputation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken leg</td>
<td>sprained leg</td>
<td>headache</td>
<td>stomachache</td>
<td>poison</td>
</tr>
</tbody>
</table>

(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
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?
Emergency Room Unit: Week 1, Thursday

### Objectives
**Learners will be able to...**
- **Life skill:** Determine how to find a Primary Doctor near them and if they’re eligible for Medical Assistance.
- **Literacy:** Read about and answer wh-questions concerning Medical Assistance.
- **Speaking:** Play the flyswatter game to review material covered this week.
- **Transitions:** Read tables and answer questions about Income requirements for Medical Assistance.

### Materials
- **Make Student Copies**
  - Handout: Talking to a Doctor
  - Handout: Finding a Doctor
  - Handout: State Health Insurance (time permitting)
  - Handout: Post Test
- **Make Single Copies or Reference**
  - Volunteer Manual: FLY SWATTER GAME?
  - Fly Swatter Game
- **Props, Technology, or Other Resources**
  - 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.

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.
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.

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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.
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:

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:

Then you will see this image. What do you need to do next?
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?

**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?
1. What does MA stand for?

2. What is MA?

3. What are the rules to qualify for MA?

4. What does your income limit depend on?

5. What does monthly gross income mean?

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 do 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.