

Dear Teachers,

This guide is designed to be used with *Staying Healthy: an English Learner's Guide to Health Care and Healthy Living*. Used together, the teacher's guide and student book will enhance students' understanding of the health information, while at the same time improving their English language and literacy skills. The teacher's guide includes ideas for lessons, and activities, as well as suggestions for presenting health information that will hopefully help facilitate learning.

Please be assured that you do not need to be a health expert or even a health educator to incorporate health content into your English for speakers of other languages (ESOL) class. Your role as an ESOL teacher is to give students the language, literacy, and communication skills they need to find information about their health and connect with local health resources available to them. Another role is to provide a forum for discussion about what your students already know, their cultural practices around health, and what they feel they need to do in order to take care of their health and their family's health. This said, it is important for the students to understand that you are not asking them to share their specific private health information, but rather, that you are asking them to discuss health issues in more general terms. By providing this forum, you will accomplish many goals. You will improve their English skills by encouraging free discussion about a meaningful and motivating topic. You will also address issues of cultural differences related to health and health care. You will convey important information about health and nutrition, as well as increase their ability to communicate about health issues and to access health care services.

There are two main goals in processing the health information in the student book. The first is to help students understand how important it is to connect with the health care system here in the United States and to give them the necessary tools to find and access affordable primary care. This means, among other things, getting checkups and not waiting until they end up in the emergency room! The second is to encourage students to ask questions so they get the answers they need about their health and the health care they receive.

For many families, access to health insurance and affordable health care is very difficult. However, Florida does have many excellent resources to help individuals and families find a way to get preventive care. The health of individuals and families with access to preventive health care is much better than those without. So it is worth the effort to learn about these resources for low-cost health insurance and free care.

There is a standard format for both the student book and the teacher's guide.

Each chapter in the student book includes:

- A theme picture to use as a discussion starter
- The health information, and a “picture dictionary” presentation of related key words in the margin
- Charts and tables
- A section explaining how the health system can help, which is intended to reinforce the importance of having a doctor and health center to call one's own
- A dialog to practice the language needed to connect with the health care system
- Resources to learn more or find local programs in your county

Each chapter in the teacher's guide includes:

- Learning objectives
- CASAS competencies addressed
- Section 1: Reading About the Topic
 - Suggestions for using the theme picture to start discussion
 - Suggestions for teaching key vocabulary
 - Suggestions for teaching the health content, including points to emphasize and common misconceptions to address
- Section 2: Activities
 - Pronunciation
 - Grammar
 - Math
 - Hands-on learning
 - Comprehension
 - Technology

- Section 3: Dialog. This includes 3 dialogs at different levels of difficulty
- Section 4: Check Your Learning. There is a quiz to check for understanding and ideas for sharing new information with others
- Section 5: Additional Resources
 - o Websites to find more information
 - o Sources for finding local resources in Florida
 - o A section where you can write in resources your students recommend or that you found useful
- Section 6: Student Worksheets

As you go through the teacher’s guide and student book, we strongly recommend that you find ways to collaborate with local health agencies. This could mean getting a guest speaker from a local free clinic or regional Medicaid office, bringing your class on a field trip to the nearest community health center or hospital, or having a nurse or nursing students come to your program to do health screenings. There are many ways to collaborate with health care providers and many benefits for your students. It gives students an opportunity to practice communicating with health professionals, it reinforces the material they are learning, and it connects them with important local resources that they may need.

It is important that you explain to your students that the information contained in their book is not meant to replace the advice of their doctor. They should therefore avoid using the book to diagnose or treat a health problem or disease without consulting a doctor.

Family health is a motivating factor for many students, and using health as a content area for literacy and ESOL instruction motivates learning and improves the acquisition of literacy and language skills. We hope you and your students find these materials helpful.

Sincerely,

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The following chart illustrates areas in which the content from this curriculum addresses health and nutrition related standards found in the 2008 Florida Adult ESOL Course Standards. The items in bold correlate to the referenced chapters in the student book.

| Florida ESOL Course Standards - Health and Nutrition | | | |
|--|--|---|--|
| Foundations | Low Beginning | High Beginning | Low Intermediate |
| 1.05.01 Identify several parts of the body. → Ch. 2: Your Doctor | 2.05.01 Describe basic problems/injuries to parts of the body. → Ch.2: Your Doctor | 3.05.01 Describe accidents and injuries, including: names of parts of the body and descriptions of injuries. | 4.05.01 Describe symptoms related to illness, injuries, or dental health problems. |
| 1.05.02 Recognize symptoms of common illnesses. → Ch. 2: Your Doctor; Ch. 5: Chronic Diseases | 2.05.02 Describe symptoms related to common illnesses. → Ch. 2: Your Doctor; Ch. 5: Chronic Diseases | 3.05.02 Identify healthful habits that prevent common illness. → Ch. 6: Staying Healthy | 4.05.02 Compare healthful and unhealthful behaviors and practices. → Ch. 6: Staying Healthy |
| 1.05.03 Recognize basic health care providers and facilities, including: doctor, nurse, dentist, emergency room, and hospital. → Ch. 1: Health Care | 2.05.03 Identify health care providers and facilities in your community. → Ch. 1: Health Care | 3.05.03 Make a sample doctor's/dentist appointment card, using the following terms: first time, routine, follow-up, and checkup. → Ch.2: Your Doctor | 4.05.03 Simulate the steps to reschedule and/or cancel a doctor's appointment. |
| 1.05.04 Identify common medications and their usage. → Ch. 3: Medicines | 2.05.04 Read/interpret instructions on medicine labels, including over-the-counter (OTC) and prescription medications. → Ch. 3: Medicines | 3.05.04 Simulate steps to follow a sample set of written doctor's orders. | 4.05.04 Identify the difference between prescription and over the counter (OTC) medications. → Ch. 3: Medicines |
| 1.05.05 Identify products used for personal grooming. | 2.05.05 List personal grooming and hygiene habits. | 3.05.05 Identify practices that promote good dental health. | 4.05.05 Recognize and interpret requirements for immunizations. |
| 1.05.06 Recognize basic food items. → Ch. 4: Nutrition | 2.05.06 Choose prepared foods from a simple menu. | 3.05.06 Categorize foods and food groups according to current US Department of Agriculture guidelines. → Ch. 4: Nutrition | 4.05.06 Read/interpret nutritional and related information listed on food labels. → Ch. 4: Nutrition |