

8

Health

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

■ **Children's health**

- Immunisation, pre-school jabs and immunisation at school
- Access to free health care, free prescriptions for children, dental checks
- When to call out the GP and when to attend the surgery

■ Teenagers' health

- Health information on smoking, drugs, drink
- Local sources of help, young people's clinics and so on

■ Women's health

- Well woman clinics, access to a female GP, antenatal care, breast screening, smears, contraception
- Information about local clinics and services for women

■ Finding a GP

- Going to the GP
- Making an appointment
- Taking a friend or interpreter

■ **Prescriptions, using a pharmacy, advice from a pharmacist**

- Using NHS Direct

■ Healthy eating

- General diet and well-being in a new culture, comparison with diet in learners' countries
- Access to halal, kosher and vegetarian foods

Sources of the material used in this section

The sources of the information that formed the basis for the childhood infections table and the quiz were the following Websites:

- Kids Health for Parents at www.kidshealth.org/parent/infections
- Dr Paul at www.drpaul.com/illnesses
- Vaccine information for the public and health professionals is at www.vaccineinformation.org/photos

General information on healthcare professionals was adapted from the *Health and Medicines Information Guide and Directory* published by the Association of the British Pharmaceutical Industry, available to download from www.askaboutmedicines.org

The current cost of prescription charges as well as for medicines in Activity 8.3 were correct as of July 2005.

Sources of other useful material

- Department of Health at www.doh.gov.uk/consent
- Action for Sick Children at www.actionforsickchildren.org
- Teenage health information from Dr Ann's virtual surgery at www.doctorann.org
- Leaflets found in doctors' surgeries and on pharmacy counters.
- Department of Health at www.doh.gov.uk/phone.htm
- *The Health Act: An Introduction*. Department for Constitutional Affairs.
- *The Health Act: Guidance*. Home Office leaflet.
- *ESOL Skills for Life* learner materials. Available from DfES Publications. Tel: 0845 60 222 60; e-mail: dfes@prolog.uk.com
- Roffey, S. and Haenlein, C. (2005) Section B, Unit 3: 'Help with a Health Problem', in *Living in Britain: Accessing Information, Help and Advice in the UK*. Available from Avanti Books.
- *ESOL Pathfinder: ESOL Materials Pack*. Audio CD and CD-ROM. Tower Hamlets College, East London. Available from Tower Hamlets College ESOL Department. Tel: 020 7510 7510; www.talent.ac.uk. Choose ESOL Pathfinders. The CD-ROM contains Entry 1 materials on the topics of education, health and travel, developed for women learners in community classes.
- *Health Assessment* pack, ESOL Pathfinder project E2, Liverpool Community College. Available from Liverpool Community College. Tel: 0151 252 1515; email: esther.cosslett@liv-coll.ac.uk. The 'Health Assessment' pack is one of a number of packs developed as part of the Liverpool Pathfinder project.

Useful Websites

Website	Web address	Description
BBC	www.bbc.co.uk/a-z Search under 'h': – Healthy eating – Health over 50 – A-Z of children's ailments	Full alphabetical range of topics on the BBC site.
	www.bbc.co.uk/health/complementary	The BBC has useful sites looking at all aspects of health.
Mind (Mental Health Charity)	www.mind.org.uk	Mind is the leading mental health charity in England and Wales.
NHS Direct Online (National Health Service)	www.nhsdirect.nhs.uk	The main national health site; looks at treatment/issues, for example smoking and HIV.
NHS Gateway	www.nhs.uk	This site helps you find health care information more quickly.
	www.nhs.uk/england/doctors	Directs you to dentistry, opticians, your local doctor, and information on how to get an NHS card, travel inoculations, prescriptions and advice.
RWH (Royal Women's Hospital)	www.rwh.org.au/wellwomens	Well women's Website with a online translation service available, for example into Somali, Russian, Chinese, and so on.

Type of resource	Online or downloaded?	Level/adaptability
Healthy eating is part of the sports site so has lots of pictures of healthy people and sporting activities. Health over 50 is mainly text based, but colourful.	Online or download the 'jargon buster' on healthy eating, which has short non-complex text describing such things as carbohydrates, calories, and so on.	E1+
Short, fairly simple text giving information on how to make your own herbal teas, breathing techniques, and so on. Also, information on traditional medicine from other cultures and countries.	Downloadable materials available.	Ranges from E1–L1
The campaign guide has pictures and information about current campaigns.	/information/factsheets – Downloadable factsheets on a multitude of different topics.	E2
/alphaindex for a simple A–Z of common problems and solutions.	/selfhelp/info/intro/body.asp – a pictorial search engine. Image of the human body; click on different parts of the body.	E1+
Information on current campaigns to raise awareness on subjects like smoking, depression and so on. Text -based site.	Downloadable leaflets on a wide range of topics.	E2+
Search engine with nice interactive map to discover the whereabouts of a local doctor. Frequently asked questions on finding and going to a doctor with simple, very short responses.	Easy to use online search for local doctors, clinics, dentists and so on.	E1+
Information about women's health issues.	Online fact sheets in many languages.	E2+

All details were correct at time of publication

8.1 Children's health

Entry 1	Entry 2	Entry 3
Take advice from a table of information on infections. (Rt/E1.2)	Compare learners' own experiences of infection with a table of information. (Rs/E2.1)	Raise awareness of specialist vocabulary relating to health. (Rw/E3.1)

Suggested procedure (Entry 3)

- If possible, elicit the meanings of the words 'infection' and 'treatment'. It may be necessary to give some variations, for example 'infect', 'infected', 'infectious', and so on. Ask learners if they have children, and what ages they are. Ask learners if they can say anything about childhood infections. Take, or give, a few examples of these, writing the names of the infections on the board. (Be careful not to anticipate answers to quiz questions though!) Give out the quiz, and ask learners to work through in pairs, choosing or guessing answers.
- Do not check answers – instead give out the table of information, and ask learners to read through to check their answers to the quiz or to change their minds.
- Now check quiz answers referring, where appropriate, to the infections table. New vocabulary should be written on the board in a relevant context.
- Now ask learners to discuss/compare which of the infections their own children have had, or they themselves experienced in childhood. What treatments or remedies did they use?

Differentiation

- *There is lots of tricky vocabulary in this section, so bilingual dictionaries and/or translator help would be very useful.*
- *The table of infections could be cut up so that learners receive information on one infection only and make it into a jigsaw reading.*
- *Group learners according to whether they have children or not (or pair learners with children, with learners who don't have children).*

Language points

Integrate the following specific language points:

- lexis surrounding infections, symptoms and treatments;
- metaphors surrounding health/sickness vocabulary – cure, remedy, treat a problem, recover from a setback, and so on;
- imperative forms and associated functions (lots of them in the text – and very common in doctor talk).

Extension activities

- Make a mindmap of other important health vocabulary.
- Ask learners to compare experiences of using the health service.
- Find video/listening material illustrating doctor–patient interactions.
- Ask learners to compile a similar table of common adult infections.
- Ask learners to brainstorm and list qualities needed by a good doctor/nurse/midwife/surgeon/patient.
- Ask learners to discuss what types of food are good when you are ill – you could start by giving the example of chicken soup as a cure-all.

Children's health

8.1



Right or wrong?

Work in pairs. Read through the questions on childhood infections. Do you think the sentences are right or wrong? Put a tick (✓) or cross (✗) next to each sentence. Discuss your answers with the rest of the class.

1. When someone says that they have German measles, it means they have rubella.
2. You should tell the doctor immediately if you think your child has whooping cough.
3. Your child can still go to nursery or school if they have chickenpox.
4. When measles first appear inside the mouth they look like little red spots.
5. Rubella can harm pregnant women.
6. Head lice fly from one dirty head to another.
7. You don't need to worry if your child gets earache when they have measles.
8. If you have chickenpox and your scabs get itchy, you should give them a good scratch.
9. You can only be immunised against rubella.
10. Mumps make your neck swell up.


Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
<p>Chickenpox 2–3 weeks</p>  <p><small>Courtesy of Centers for Disease Control and Prevention</small></p>	<p>Little red spots appear on the skin. They turn into little blisters (skin filled with water). When they dry up, they turn into scabs.</p>	<p>The child may not feel very ill but can feel hot. The scabs will itch but the child must not scratch them or they will scar the skin.</p>	<p>The child should stay at home for a week or until most of the scabs have disappeared. It is very infectious and most members of the family will catch it if they have never had it before.</p>	<p>Use calamine lotion to put on the spots, as this will help stop itching.</p>
<p>German measles (rubella) 2–3 weeks</p>  <p><small>Courtesy of Centers for Disease Control and Prevention</small></p>	<p>Tiny pink spots appear behind the ears then spread over the face and body. It looks like a rash. It only lasts for a few days.</p>	<p>The child may feel tired. Sometimes they get a cold but it may not bother them too much</p>	<p>Keep the child away from pregnant women. If a pregnant woman catches rubella it can damage the unborn baby.</p>	<p>Let the child rest for a few days and give them water and juice to drink when they feel thirsty. Girls in Britain are immunised against rubella when they are 14 years old.</p>



Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
<p>Measles 1–2 weeks</p>  <p>Courtesy of Centers for Disease Control and Prevention</p>	<p>The child will have a cold and a slight cough. They will feel hot and quite ill. You can tell if they have measles by looking inside their mouth. At first measles look like white dots. It takes two or three days before the spots appear on the outside, when they look like dark red spots. They will spread all over the body.</p>	<p>They will feel ill and have a high temperature. They will have red eyes.</p>	<p>Keep the child at home as soon as they become ill. Do not let them go out for 10–14 days.</p> <p>Tell the doctor if the child has sore ears.</p>	<p>It is best to go to the doctor. Watch the child carefully. Wipe them with cool water and give them plenty of drinks (a little bit at a time).</p> <p>Babies can get immunised to stop them getting measles. They get an injection that stops measles, mumps and rubella. It is called MMR.</p>


Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
<p>Mumps 2-4 weeks</p>  <p>Courtesy of Centers for Disease Control and Prevention</p>	<p>Mumps make each side of the neck swell up. It can be very sore and it is hard to swallow. Sometimes the face may swell up too.</p>	<p>It is hard to swallow food or drink. You should give the child drinks through a straw.</p>	<p>Keep the child at home until the swelling has gone.</p>	<p>You can give them Junior Disprol™. Ask the chemist for help.</p>
<p>Whooping cough 1-2 weeks</p>  <p>Courtesy of Centers for Disease Control and Prevention</p>	<p>This starts as a cold. The child has a cough and feels tired. The cough becomes worse. The child will find it hard to breathe and when they cough it will sound like a 'whoop'. Little babies cannot 'whoop' and they turn blue. Children are sometimes sick after coughing.</p>	<p>The child will be very ill. They may have to go to hospital. It is a very serious illness. Babies and children can be immunised against it. In the past many children died from whooping cough in the UK. Doctors began to immunise all children in the 1960s and now whooping cough is not common.</p>	<p>The child should be kept away from other children and adults for five weeks.</p>	<p>It is best to go to the doctor. Look after the child all the time. Do not leave them on their own. If they need food or drink, give them small amounts.</p>

Children's health

8.1

Name of infection and incubation time	What are the signs of infection?	How does the child feel when they have it?	Do I need to keep my child at home?	How can I help my child?
Head lice  <small>© NIAACE</small>	The child will have an itchy head and it may be worse at night. You will be able to see the nits (the eggs) on the hair. They look like tiny white spots sticking to the hair.	The lice lie close to the scalp and behind the ears where it is warm and they jump from head to head.	If head lice are found on a child at school the school may send a letter home.	You can get special hair combs and shampoo from the chemist. This will kill the head lice and their eggs. Don't be embarrassed; anyone can get head lice. The lice prefer clean hair!

8.2 Absence letters to school

Entry 1	Entry 2	Entry 3
Complete a letter-writing frame for an absence letter. (Wt/E1.1)	Write a short letter giving a child's reasons for not coming to school. (Wt/E2.1)	Plan and draft a letter to a child's school (Wt/E3.1)

Suggested procedure (Entry 3)

- Point out that in the UK if a child can't go to school, the parent should contact the school to explain why. This is often done via a phone call, and/or retrospectively in the form of a short, but fairly formal, letter. (If a child is absent without explanation the school or nursery may send an educational welfare officer to the home.)
- Ask learners to predict how a parent might word such an absence letter.
- Give out the absence letter opposite, asking learners to check their predictions and answer the questions below it.
- On the board, write out a model with some inaccuracies. Ask the learners to find these. Compare with the correct model.
- Give out the blank letter format sheet on the next page and ask learners to complete this. (A strong class should be able to do this without the prompts at the bottom of the page.)
- Now ask learners to complete the letter-writing task on p. 209.

Differentiation

- *A stronger class/learner could look at the blank format page before seeing the original letter.*
- *Gap the letter for stronger learners to complete.*

- *Write a frame for the letter-writing task for weaker learners to complete.*
- *If no learners in your class have school-age children, or you do not consider this context relevant to them, you can edit the letter to reflect a better context (for example an e-mail to work about your own absence/a short note to a colleague/boss about not feeling well and leaving work early, and so on).*

Language points

Integrate the following specific language points:

- structure and formatting of letters;
- set phrases for letter writing;
- formal/informal registers.

Extension activities

- Ask learners to role play a phone call between Mrs Abdullah and the school.
- Analyse the function of each sentence of the text of the letter.
- Compare the letter with other short written forms – email/notes/poems – and rewrite the letter as one of these forms.
- Ask learners to suggest other topics/ occasions for school letters relevant to their own situations.

Absence letters to school

8.2

Absence letter

14 Main Street
Leicester
LE8 1PS

14 February 2005

Dear Ms Lee,

I am sorry that Sara did not come to school last week. She had chickenpox and the doctor said she had to stay at home.

She is better now but she still has some spots. They look bad but she can't give them to anyone else. Can you tell the other children it is all right to play with her?

Yours sincerely,

Fawzia Abdullah

Fawzia Abdullah (Mrs)

1. Who do you think Ms Lee is?
2. How long has Sara been away from school?
3. Why?
4. What does Fawzia want Ms Lee to do?
5. How will this letter help Sara?

8.2 Absence letters to school

Blank letter

Look at how the letter is written. Now look at the letter below. Do you know what should go in each space? There are some things to help you at the bottom of the page.

1.

2.

3.

4.

5.

6.

7.

The sender's address

The actual letter

The date

The closing of the letter

The sender's signature

The sender's printed name

The opening of the letter (who the letter is for)

Absence letters to school

8.2

Letter writing practice

It is important to tell the school, nursery or college that you or your child has got an infectious disease. They need to make sure that no one else catches it.

Imagine that your child has caught head lice. You have washed their hair with special shampoo from the chemist but you still need to tell the school that they have been infected. Write a letter to their teacher to explain.

1. Plan your letter:

- Start and end your letter correctly, so decide who the letter is to.
- Include the date.
- Say why you are writing the letter.
- Give an explanation of what has happened.
- Write what you want to happen now.

2. Read your letter carefully and make sure you are happy with it. You need to check your grammar, spelling and punctuation.

8.3 Using a pharmacy

Entry 1	Entry 2	Entry 3
Ask for/respond to a request for medicine in a pharmacy. (Sc/E1.1)	Role play a pharmacist and customer. (Sc/E2.1)	Explain clearly some symptoms of an ailment or how to use a medicine. (Sc/E3.4)

Suggested procedure (Entry 2)

- Remind learners that you can get advice from a pharmacist on medicines if the illness is not serious. You can buy medicines and creams from them but you have to pay whatever they cost. Explain that they are going to practise using a pharmacy. The task is a role-play activity.
- Split learners into two groups – pharmacist and customers. Give the pharmacists a variety of empty medicine bottles and packs or a copy of the worksheet entitled ‘Role-play activity’ to read using their dictionaries, asking for further clarification if necessary. Give the role cards to the ‘customer’ group, and ask them to read through, check any vocabulary necessary, and, if they wish, to elaborate the role.
- Give both groups plenty of time to prepare and ask questions.
- Now pair customers and pharmacists. Ask learners to act out the resulting scenarios.
- Ask learners to swap roles – learners who originally played the pharmacists will have to ‘invent’ some new minor ailments for themselves.
- Now ask learners to look at the medicine labels and role cards together – they should go through and collect all the medical vocabulary, recording the words in their own files, using a dictionary as necessary.

Differentiation

- *It may be worth checking to see if any of your learners have some medical/pharmaceutical knowledge – if so, make them a pharmacist for this activity.*
- *Some use of L1 will probably help this activity along.*

- *You can adjust the emphasis on reading or speaking in this activity to suit your learners’ needs – some may work on accurate reading of the labels, while others focus on fluent speaking and improvisation.*

Language points

Integrate the following specific language points:

- medical vocabulary: runny nose, sore throat, dose, tablets, and so on;
- functions: requests and advice;
- past/present tenses to describe recent experiences and states, for example ‘*I tripped over and hurt my knee*’; ‘*I’ve been feeling sick since this morning*’.

Extension activities

- Ask learners to brainstorm/add to the medical vocabulary list – you could focus on minor ailments and symptoms.
- Ask learners to discuss any folk/homeopathic/non-mainstream remedies for the ailments in the role plays.
- Ask learners to discuss what causes minor ailments, for example what gives them a headache/upset stomach?
- Ask learners to describe/discuss illness/recovery experiences – this could be a writing activity.
- With teen students, you might wish to start a discussion on drugs/addiction here; painkiller addiction would be a way into this discussion.
- Ask learners to compare drugs available over the counter here with those available in their own countries (for example antibiotics are available without prescription in many countries).

Using a pharmacy

8.3

Role-play activity



Lemsip®

COLD & FLU
BLACKCURRANT

Gets rid of: Headaches
Aches and pains
Runny nose

Directions

How to take: For oral use. Pour one sachet of powder into a mug and fill it with hot, not boiling water. Stir until dissolved.

How much to take: Adults and children 12 and over: 1 sachet every 4 hours. Do not exceed 4 sachets in 24 hours. Do not give to children under 12.

£2.95

CLARITYN™

Clarityn™ can rapidly relieve allergic symptoms due to hay fever and other airborne allergies, such as house dust mite and pet allergies. It may also relieve allergic skin conditions such as rashes, itching and hives.

One tablet provides effective relief – without making you drowsy.

£4.45

8.3 Using a pharmacy

Role-play activity (continued)

Junior Disprol™

for children 3 months +

Effective relief of:

- fever
- headache
- toothache
- sore throat
- general aches and pains
- cold and flu symptoms

Directions

For oral administration. Dissolve 1 tablet in water.

Warnings

Do not exceed the stated dose. Wait 4 hours before giving another dose of this medication.

Do not give more than 4 in 24 hours

£1.39 inc. VAT

Daktarin™

DUAL ACTION
CREAM

for the treatment of
ATHLETE'S FOOT

Directions: Wash the infected skin and dry it well. Apply to the affected area twice daily, for example at night and in the morning.

£3.20 inc. VAT

(Prices from www.expresschemist.co.uk/category_256_pharmacy.html)

Using a pharmacy

8.3

Scenarios

Customer 1

Your son is six years old and he hurt his arm and leg when he fell off his bike. It's not serious but he feels sore. You want to know what you can give him, what the dose is, and how often it should be given.

Customer 2

Your nose is runny and you have a headache. Your throat is sore and you think you may have caught a cold. You feel terrible – you want a medicine that will act quickly to make you feel better.

Customer 3

Your doctor has told you that you have athlete's foot. He said you should go to the pharmacy and buy a cream for it. You want to know how to use this cream.

Customer 4

You hate the summer because you always begin to sneeze and your eyes water. Your skin gets really itchy as well. Can the pharmacist give you anything to help?