

GOING TO THE DOCTOR

Lesson Length: 1.75 hours + Extension Activity

Vocabulary & Expressions: Questions to ask your doctor, vocabulary and expressions related to common medical issues

Language/Culture Point: Follow up questions including why, how, what does it mean?

Objective: Students will be able to prepare questions before they go to the doctor

Materials: Sticky notes, computer, projector, speakers, internet connection, “Ask Me 3” patient education video, red, green, and yellow Signal Cards, Complaint, Diagnosis, and Treatment Cards, AMA Health Literacy video, *computer lab*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Sticky notes	- Mind Mapping

TEACHING ACTIVITY


1. Do a mind mapping activity using sticky notes. Write “Reasons to Go to the Doctor” on the board and draw a circle around it.
2. Have students write reasons to go to the doctor on sticky notes, one reason per note.
3. Then, have students come up to the board, read their sticky notes to the class, and put them on the whiteboard. Each student offers one or two reasons. Arrange the sticky notes on the board so that related reasons are grouped together.

STEP 2: MINI-PRESENTATION WITH PROMPT


Time Frame	Materials	Teaching Strategies
10 minutes	- Computer and Projector - Speakers - Internet Connection  - “Ask Me 3” patient education video	- Using Videos - Alternative: Chalk Talk

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TEACHING ACTIVITY

1. Watch a short video from the National Patient Safety Foundation, Ask me 3[®] program
 <https://www.youtube.com/watch?v=B3EB-icaNKQ>
2. If you are unable to show the video, use Chalk Talk to tell a story about a patient's experience at the doctor and the questions they asked to understand the problem and what they needed to do to care for themselves.
3. Ask students what it feels like when they don't understand and if they feel confident to ask questions of the doctor.
4. Point out the three follow up questions they will focus on in this lesson.
 What is my main problem?
 What do I need to do?
 Why is it important?

STEP 3: DISCUSSION AND COMPREHENSION CHECK


Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Speakers - Internet Connection  Ask Me 3" patient education video - Signal Cards 	<ul style="list-style-type: none"> - Using Videos - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Discuss the video with the students by asking questions about what they remember and how they relate to the video, focusing on whether or not the patient understands the answers to the three follow up questions: What is his problem? What should he do? Why is it important?
2. Do a true/false activity using Signal Cards. Make true or false statements about the "Ask Me 3" video and have students use Signal Cards to indicate True/False/I don't know.
3. Watch the video again to check answers and help with discussion

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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Complaint, Diagnosis, and Treatment Cards 	<ul style="list-style-type: none"> - Question Asking and Answering - Role Play - Think Aloud

TEACHING ACTIVITY

1. Tell students that it is important to be an active participant in your health and healthcare. You are the expert on your own body. You and your doctor are a team. If you do not understand, the doctor or nurse is required to answer your questions. We are going to practice giving details about how we feel and asking for clarification about your diagnosis and the treatment. Your main question words are “why?” “how?” “what does it mean?”
2. Write the three questions on the board.
3. Draw the first set of Complaint, Diagnosis and Treatment Cards about Hypoglycemia and read them to the class. Present a role play and sample dialog that addresses these cards. The teacher can play both sides.

Patient: I feel very tired a lot. Sometimes, my heart starts to beat very fast and I get dizzy.

Doctor: The results of your blood test show hypoglycemia, which is one symptom of diabetes.

Patient: What is my problem? What does hypoglycemia mean?

Doctor: You have low blood sugar.

Patient: What should I do?

Doctor: You will need to change to your diet and regularly check your blood sugar level.

Patient: Why do I need to do that?

Doctor: It can cause more health problems.

4. Do a Think Aloud with a few questions with What, Why, When, How, How much? For example, you could ask, “what should I do when I get dizzy? How often do I check my blood sugar? What food should I not eat? When should I come back to the doctor?” Write the questions on the board.
5. Elicit from students what other questions come to mind that they could ask the doctor or nurse. Write the questions they come up with on the board.

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- Tell the students that our goal is to think of questions we can ask the doctor. We don't have to know the answers right now.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes	- Complaint, Diagnosis, and Treatment Cards 	<ul style="list-style-type: none"> - Question Asking and Answering - Role Play - Think Aloud

TEACHING ACTIVITY

- Choose a student volunteer.
- With another set of the Complaint, Diagnosis, Treatment Cards, have the student role play as a patient and read the complaint card aloud.
- Role play as the doctor. Use the diagnosis card to tell the patient what the diagnosis is and use the treatment card to tell them what the treatment will be.
- Switch roles and repeat the dialogue.
- Work with the student to come up with appropriate follow-up questions for the diagnosis and the treatment. Elicit questions from the rest of the class, as well.
- Time permitting, repeat the process with the remaining sets of cards and different students.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
30 minutes	- Complaint, Diagnosis, and Treatment Cards 	<ul style="list-style-type: none"> - Question Asking and Answering - Role Play

TEACHING ACTIVITY

- Put students in pairs and provide each pair with a complete set of Complaint, Diagnosis,

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and Treatment Cards.

2. Have the students take turns role playing as the patient and the doctor for each group of cards.
3. After they complete a role play for one group of cards, have them write down as many questions as possible about the diagnosis and the treatment.
4. Have them repeat the process with each of the remaining groups of cards.
5. Once the students are finished, create three columns on the board. Label each column with one of the questions from the “Ask Me Three” video: What is my problem? What do I need to do? And why is it important for me to do this?
6. Ask each pair for the questions they came up with, and write the questions under the correct column on the board.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS


Time Frame	Materials	Teaching Strategies
10 minutes		- Think-Pair-Share

TEACHING ACTIVITY

1. Ask students if it is okay in their culture to ask their doctor questions if they don't understand. Why or why not?
2. Explain that in the US, even though a doctor may be of higher status, it is still okay to ask questions when you don't understand. We are partners with our doctor in our health concerns, and they are prepared to help us understand.
3. Ask the students to think about a time they didn't understand the doctor and they did NOT ask questions. After this lesson, what do you think you would do instead? What questions would you ask? Or, what will you do in the future? Give them a minute or two to think.
4. After they have had the opportunity to think for a couple minutes, have the students share their experience and thoughts with a partner.
5. Then, ask for volunteers to share with the whole class.

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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - Speakers - Internet Connection  - AMA Health Literacy video 	<ul style="list-style-type: none"> - Using Videos - Exit Check

TEACHING ACTIVITY

1. Show a short video with subtitles from the American Medical Association about the dangers of not asking questions.


 <https://www.youtube.com/watch?v=BgTuD7l7LG8>

2. Ask students to compare the video of people from the U.S. who speak English as their first language, with the experiences they have had at the doctor.
3. As students, have them tell you one question that they will ask the doctor at their next visit.




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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies	<ul style="list-style-type: none"> - Computer and Projector - Internet Connection  - Computer lab 	

TEACHING ACTIVITY

1. Show each of the following websites that have health information. Specifically point out the resources page on each site.
 -  <https://www.humanahealth.com/>
Resources tab - free webinars, recorded classes, available in Spanish
 -  <https://medlineplus.gov/>
 -  <http://www.webmd.com/> - Also available as a phone app
2. Put students into groups of 2-3.
3. Assign one of the three websites to each group.
4. Assign one of the four illnesses discussed earlier in the lesson to each group. Have each group research their assigned illness, looking for common symptoms and diagnosis information. They should look for at least two important facts about the illness.
5. Have each group share what they have learned with the class. If there are groups that chose the same illness, they can compare what they learned.

