

PHARMACIES AND PRESCRIPTIONS

Lesson Length: 1.75 hours + Extension Activity

Vocabulary & Expressions: to fill (a prescription), to pick up, automatic refill, refill, pharmacist, pharmacy, and other prescription related vocabulary


Language/Culture Point: “Re” means “to do again”

Objective: Students will understand how to drop off and pick up prescriptions and speak to the pharmacist

Materials: Example prescriptions, prescription bottles, tape, Pharmacy Dialogue Cards



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE


Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Example prescriptions  - Prescription bottles 	<ul style="list-style-type: none"> - Authentic Materials - Think-Pair-Share - Brainstorming

TEACHING ACTIVITY

1. As students enter, have some example prescriptions and prescription bottles on student tables. Black out any sensitive information on the prescription bottles.
2. Have students begin discussing what these items are and answer the following questions: 1) What is a prescription? 2) What is a pharmacist? 3) What kind of information does the pharmacist give you? 4) Do you have any prescription medications? Students will think about these questions as they arrive at their table and then discuss with their classmates.
3. After students have had time to discuss, have them share their answers with the class. With the students' help, make a list on the board of the questions a patient may ask the pharmacist or that a pharmacist may ask a patient.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Written Prescriptions  - Prescription Bottles - Tape 	<ul style="list-style-type: none"> - Authentic Materials - Chalk Talk

TEACHING ACTIVITY

1. Do a Chalk Talk about a time when you got a prescription filled. Be sure to include the questions the patient will ask the pharmacist and the questions a pharmacist will ask, along with some of the possible answers.
2. As the questions come up, write them on the board next to the appropriate picture. Show all authentic materials at the appropriate points during the Chalk Talk.
3. Key Chalk Talk pictures include: Pharmacy Drop Off/Pick Up Counter, Patient giving written prescription to Pharmacist (can tape example prescription next to this picture), Pharmacist giving prescription to patient (can place a prescription bottle next to this picture), and Pharmacist and Patient talking. An example Chalk Talk is provided below:

I have really bad allergies. They are so bad that my doctor gave me a prescription medication. I had to take this paper to the pharmacist to fill my prescription. I needed it soon, so asked if I can wait at the pharmacy while it is filled. The pharmacist told me that it would be ready in about 20 minutes if I wait, or I can pick it up the next day. I also needed to get my prescription refilled every month, so I asked the pharmacist how I can get a refill. She told me that I can call for a refill every month, or I can sign up for automatic refills. If I choose automatic refills, I will get a call each month when it is ready to be picked up. Every month when I pick up my prescription, the pharmacist asks if I have any questions about the medication. I have a lot of questions!

4. Repeat the Chalk Talk at least once.

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STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Have students work in groups of 2-3 to make a list of the answers to the questions they heard during the Chalk Talk.
2. Leave the Chalk Talk and the questions on the board for the students to reference.
3. When the students finish, go over each question and have the students give you the answer.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	- Pharmacy Dialogue Cards  - Tape	- Think Aloud - Match Up Cards


TEACHING ACTIVITY

1. Tell the students that they are going to practice the questions and answers they will need to know when dropping off and picking up a prescription at the pharmacy.
2. Choose one set of Pharmacy Dialogue Cards, draw a question card and read it to the class. Think Aloud about some possible answers. For example: Q: Do you have any questions about your medication? A: Yes, are there any special instructions? Or A: Yes, do I need to take it with food?
3. Find the card with appropriate answer and match them. Tape them on the board in order.
4. Draw a few more questions and think aloud about the answer as you look for the appropriate matching card.
5. Tape these on the board in the appropriate order to begin making a dialogue. As you tape them on the board, do a Think Aloud about where you are placing them so that students understand you are making a dialogue. Be sure to demonstrate that you will decide on some of the order later.

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- Complete the dialogue. Read the completed dialogue out loud to the class.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
15 minutes	- Pharmacy Dialogue Cards  - Tape	- Match Up Cards

TEACHING ACTIVITY

- Using a new set of Pharmacy Dialogue Cards, draw question cards, this time asking the students to help you find the right answers. Draw a card from the answer pile and have the students decide if it is an appropriate response to the question.
- As you find the correct matches, have the students tell you where to place them on the board to continue forming the dialogue. Do not correct them if they choose the wrong order.
- Then, choose student volunteers to match the remaining cards and place them on the board to complete the dialogue. The students who are not matching and taping will guide those who are so that the students make the final decision together.


NOTE: The students may need to match all of the questions and answers before deciding which order makes a coherent dialogue. It is ok if they do not get the order right the first time and continue rearranging as more of the dialogue is matched.

- When the students have decided on a complete dialogue, have one of the students demonstrate the dialogue with you.

NOTE: The students' completed dialogue does not have to be in the same order as the provided cards so long as it makes sense.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
30 minutes	- Pharmacy Dialogue Cards 	- Match Up Cards - Role Play

TEACHING ACTIVITY

1. Put students into groups of 2-3.
2. Give each group one set of Pharmacy Dialogue Cards.
3. Students will work together to match questions with the appropriate responses and then form a complete dialogue.
4. When the group completes all of the matches they will practice the dialogue together. Each student should have an opportunity to play both the pharmacist and the patient.
5. Once all of the groups have completed their first dialogue, have them trade dialogs with another group and repeat the process. Do this multiple times, if possible.
6. If the students need an extra challenge, have them create their own dialogue based on the vocabulary and phrases they have learned.
7. As you reach the end of the time for this step, have each group share their completed dialogue with the class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Write the word “Refill” on the board and ask the students what it means (to fill again).
2. After they agree on the correct meaning, ask them if they have ever heard this word before. If the students don’t know, provide them with the answer: a refill on a drink in a restaurant.


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3. Draw a line under the two separate parts of the word: re fill
4. Ask the students what they think “re” means in this word.
5. Explain that “re” means “again.” So, refill means to fill again.
6. With the students’ help, make a list on the board of other words that start with “re” and talk about how these mean to do the action again. Examples: redo, remake (as in a movie), regain, retake, rename.
7. It is likely that students will list some words with “re” that do not mean again. If this happens, explain that, as with many things in English, there is an exception to this rule. Show them how to use context to determine if “re” means again in this word, or how to look for the verb after re. For example:

Remove. I will remove the paint that was spilled on the table. Here, remove means to clean, not to move again.

Reply. I need to reply to the email. Ply is not a verb, or an action word. I do not ply again, but I reply, or respond.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Pharmacy Dialogue Cards 	- Match Up Cards - Line Up

TEACHING ACTIVITY

1. Use one set of Pharmacy Dialogue Cards and give one card to each student.
2. Students will work together to put themselves in order to create the dialogue.
3. Once the students are in order, each student will read their card so the entire class will participate and hear the dialogue.
4. If there are not enough students to form the entire dialogue, have the students place the cards on a table to form the dialogue and then choose volunteers to demonstrate the conversation. Or, if you have more than enough students for one dialogue, use two or three different dialogs.

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EXTENSION ACTIVITY

Time Frame	Materials	Teaching Strategies
Varies		- Field Trip

TEACHING ACTIVITY 1: FIELD TRIP

1. Call ahead to a nearby pharmacy to set up a field trip for the students. Let the pharmacist know how many students you will bring, how much time you plan to stay, and what you would like for them to talk to the students about.
2. When you first arrive at the pharmacy, give the students a short tour. Explain the different between the aisles that provide over-the-counter medications, and the counter where you drop off and pick up your prescription.
3. Ask the pharmacist to talk with the students about why prescription medications, and even some over-the-counter medication, are behind the counter and not available for everyone, as well as other services available, such as the flu shot, blood pressure monitoring, and getting recommendations for over the counter medications.
4. If the pharmacist(s) are not busy, have the students practice dropping off and picking up a prescription.

TEACHING ACTIVITY 2: GUEST SPEAKER

1. If a field trip is not possible, invite a local pharmacist to visit your class.
2. Ask the pharmacist to talk with the students about the aisles where they can get over-the-counter medications, and the counter where they can drop off and pick up their prescription. Ask the pharmacist to talk with the students about why these are different.
3. Ask the pharmacist to also talk with the students about other services available, such as the flu shot, blood pressure monitoring, and getting recommendations for over the counter medications.

