

To the Teacher:

How to Use This Book

This unique workbook provides a mix of case studies, multimedia, and online work and culminates in project-based activities. It includes a series of units on health care for English language learners who are working in a health care setting or who have friends or relatives in need of support. In each unit, students are presented with a case study of a person with a health issue. After learning about each health issue, students discuss the dilemma posed as they discover ways to help someone in need. The class views videos of professionals sharing their opinions on the case studies. These activities prepare students for an array of projects that offer in-depth exploration of the topics through authentic reading, writing, and speaking tasks. An emphasis is placed on understanding some of the health-related vocabulary useful to communicating with medical personnel. This workbook is accompanied by a companion website at <http://projectcare.worlded.org>.

One thing we want to stress from the outset about the health care information provided in this book: The health information provided is not intended to be exhaustive or comprehensive on any topic, and it can never replace professional advice for individual cases. Please be sure to emphasize this point with students and encourage them to consult a health professional if they or someone they love is ill.

The book can be used in a variety of ways and settings:

- To supplement a language skills-based text.
- To engage students in a topic and in stimulating conversation before delving into the study of a health care issue using other materials.
- To augment or to introduce the intensive study of a specific health issue by moving from medical details of a disease previously covered with a class to a discussion and investigation on how best to help others with the illness.

- To create small groups of learners that can select an issue of interest and pursue it as a project-based activity.
- To integrate technology into the classroom, mixing face-to-face class time with online reading and projects.

Key Features

There are five main features within each unit:

1. a preview (Before You Begin) that introduces students to the health issue and associated vocabulary
2. a case study and readings on a health issue
3. a discussion of the problem posed
4. a video clip with input from a professional
5. projects for students to deepen knowledge of an issue and that offer greater opportunity for language practice

Also included are group and writing activities. After projects are shared, students will be asked to evaluate and reflect on how they can implement what they learned into their lives. For more background information on the health topics, see the resources on the companion website: <http://projectcare.worlded.org/resources.html#health>.

Introducing a Unit to Students

Before introducing units to students, we expect that teachers will determine student interest in the topic and get student buy-in, since every student may not be interested in each issue or not currently know someone with each health problem. It is helpful to point out that students will not only improve their English through these activities, but they will gain important knowledge that will be useful in their daily lives, their present work, or in a future career.

We also assume that some general vocabulary words related to health care will be unfamiliar to students. These words do not reflect the reading level of the text. Because these words are fairly basic in the field of health

care—commonly used by medical personnel and commonly used by someone describing a health problem—and because they appear frequently throughout the text without glosses, teachers should pre-teach these words before beginning the units. Even if students have some familiarity with these words, it’s probably wise to review them:

- addicted/addiction
- diagnose/diagnosis
- disease
- primary care physician
- prognosis
- psychologist
- symptom

For more on the vocabulary that appears in the book, see pages x and xviii.

Before teaching each unit, you should review the material on the companion site (<http://projectcare.worlded.org>) and decide if you will have students focus more on their English in conversation or in writing. Some activities can be done either way with success; only you know what you think would be of greater benefit to your students.

Imagining with Images

By introducing a photo and question as stimuli for discussion, students can activate prior knowledge on the topic and start to emotionally engage with the issues. Students can begin to empathize with a person who has the health problem.

Teaching Ideas

If the class is working on the unit together, you can ask students to share their thoughts about the photo and questions with the whole class. Alternatively, you can give students five minutes to write their answers to the questions, and then ask small groups to talk about them.

Before You Begin

This section taps into learners' prior knowledge and experience with the health topic. The vocabulary presented in *What Vocabulary Do You Already Know?* is directly related to the topic at hand and includes words that will be used throughout the unit. The target health care vocabulary in each unit appears in bold throughout the readings in the unit. Again, these words do not reflect the level of the text, but they do provide basic health care terminology that will be of use to those working in or spending time in a health care setting. The *Your Health Care Dictionary* section at the end of each unit offers a place for students to record the meanings of these important words.

The *What Do You Already Know about the Topic?* activities help students build background knowledge before they seek the answers in the readings that follow.

Teaching Ideas

Although this could be individualized written work, we suggest small groups or pairs because this dynamic often leads to discussion. This can result in interesting interchanges, so we advise checking in with groups to see if they have questions about the material presented.

Previewing the Case Study

The *What You Need to Know* section begins with a short reading that provides students with more information about the health issue. Words and phrases in bold are important to understanding the health issue. General vocabulary that could be challenging appears in color throughout the case study and readings, indicating those words that might be important to pre-teach or check when reading together with the class.

Teaching Ideas

Learning vocabulary in context, as with any strategy, is sometimes useful depending on the textual clues. Most texts that students will encounter, however, offer very few clues in terms of context (see Folse 2004, *Vocabulary Myths*). Less advanced language learners could have greater difficulty with this approach and might need to consult a dictionary.

Depending on your class's needs, it may be helpful to pre-teach some vocabulary. Your students' level of proficiency in English will also determine how much practice you may have to provide for the words that appear in

color. Definitions of these words are provided in each unit after the case study preview (Vocabulary Check). This is because we want students to be able to maximize their understanding of the readings and the health issues. There are a variety of vocabulary development activities you could do with your students to help them learn the words and phrases they do not know. It might be helpful to teach the meanings through class discussion, total physical response (TPR), drawing simple pictures, or analysis of word parts, just to give some examples.

Case Study

If students have not already connected with the health issue, this is where most will. By coming to know “people” with the problem, the case study sets the stage for further reading, reflecting, and investigating. The case study provides information about an individual and the illness and lays out a problem for the person who is trying to help. An attempt was made to include a diverse population throughout the case studies, without any intention of labeling a population as having a propensity toward any particular health issue. If you would like links to more information on the case study approach see <http://projectcare.worlded.org/resources.html#educational>.

Teaching Ideas

The case study can be read in class with the entire class, in small groups, or independently. For example:

1. Ask students to skim the case study, focusing on any subtitles and first and last paragraphs before they read the entire case study silently.
2. You read the case study orally (in part or in its entirety) followed by students reading silently.
3. The case study is read orally as a class with students taking turns reading portions. You can stop and ask questions to check for comprehension and help with pronunciation.
4. The case study can be read at home followed by comprehension questions. Then students are ready to discuss what happens next.

Understanding the Case Study

Questions are designed to ensure that students understand the basic problem of the case study before moving on to consider the consequences of the health issue.

Teaching Ideas

Questions can be answered in writing, for homework, or in class in small groups. Teachers might also use them for an oral comprehension check. Students can also pair up and ask each other questions as conversation practice. Review the answers.

Caring for Someone Who...

Before starting this section, ensure that the class has a good grasp of the issues illustrated in the case studies. The readings that follow the case studies are intended to help formulate a problem for the class to discuss. They end with an implicit question: How can a caregiver help the individual with the illness?

Teaching Ideas

Make sure that students understand that the purpose of this section is to examine the problem posed and think about what advice they might give the caregivers. Most advanced readers will be better able to comprehend this kind of reading if they do so silently.

Increasing Your Understanding: Group Work

The group work activities are an opportunity for students to actively reflect together on the dilemmas posed in the readings. By working together they will not only practice their conversational skills, but they will also learn from each others' experience as they try to apply what they know to a "real-life" situation.

Teaching Ideas

Depending on the activity and the class needs, pairs may be more appropriate than a larger group of three to five students. Visit each group, listening, asking questions, and reinforcing correct answers to the exercises.

Discussion

This section allows learners to begin to engage in constructing their own solutions on how to help before they find out more from their reading, projects, and listening to an expert. Through discussion or writing, students suggest their own ideas on how to help the person with the health issue. Since the Learning More about the Topic reading provides additional information on the health issue, teachers might want to consider giving this to students before they start the discussion. This would depend on whether or not you want students to inform their discussion with more background or to use the discussion as a motivation for reading further and learning more about the issue. Either way, as you circulate during the discussion, refer students to the reading particularly when you notice any misconceptions or questions arising.

Learning More about the Topic

After the case study, we provide basic information about the unit's health topic, including information about the larger consequences of not addressing the health issue. As the class works through the remainder of the unit, especially while working on the projects, students will learn more in-depth health information and how to care for someone with the health issue.

Teaching Ideas

Ask the class to read the section silently. Afterward, talk about the information, asking students what information they already knew and what was new for them. Write vocabulary that was troublesome for them on the board. Help with pronunciation and definitions. Answer questions that will help the class suggest solutions to the problem posed in the case study, but point out that their future project work is intended to lead them to investigate more and further build their knowledge on the topic. You can also have student pairs read and discuss the information. Ask student pairs to make two questions about the reading for another student pair to answer. See the health information section at <http://projectcare.worlded.org/resources.html#health> for links to related topics. If students don't have access to the Internet, print out the web pages for them.

Learning More from an Expert

After reading all the material and completing the class discussion regarding what they would do, students should go to the appropriate section of the website at <http://projectcare.worlded.org> and click on the video. There, they will hear a professional give an opinion of how to help someone with each health problem.

Teaching Ideas

As an authentic method of assessing comprehension, follow the video by checking listening comprehension just as you might with a reading. You can also ask students to complete listening comprehension quizzes on the website. If necessary, offer to repeat the video. Or ask students to read the transcript, which can be downloaded from the website, while listening to the video a second time. Alternatively, have students read the transcript before viewing the video again.

Afterward, students will discuss questions from the book. There they are asked about their opinion of the expert's advice and what suggestions they now have for the caregiver. They can answer these questions (orally or in writing) in pairs or small groups and then share their answers, or it can be discussed with the whole class. Extend the activity by playing the video again and asking the class to take notes, summarize, or organize it in an outline of steps or suggestions that the expert lists.

Writing

After each video, students are asked to write a paragraph applying what they have learned so far to their own experience or expressing their opinion on aspects of the health situation in the unit.

Teaching Ideas

You may wish to review how to write a well-formed paragraph, such as including a topic sentence, supporting details, and a conclusion. Remind students of pre-writing activities, for example brainstorming in pairs or small groups or creating a mind-map. As an additional pre-writing activity, students can talk together in pairs or small groups, or they can write their responses and discuss them afterwards. In any case, if you plan on having students share their personal experiences, advise them of this ahead of time.

Projects

Each unit contains four projects. We recommend that you use the first project if you plan to have the class work on only one because these projects require the students to use a variety of language skills. Best practice in project-based activity involves assessment, and often teachers use checklists or rubrics so that students and teachers can evaluate student progress. Please see the Project sections of the website for downloadable checklists that you can adapt or go to <http://projectcare.worlded.org/resources.html#checklists>. Copies are included in the book on pages 114-16.

Teaching Ideas

If you plan to have students choose their projects, review each project introduction and task orally, or ask students to read and decide on two that they prefer. Then, organize students into groups of three or four, according to their interests. When you group students, be sure to consider factors such as students' academic level and experience working in groups. Make sure there is at least one person in each group who has the social and organizational skills to initiate action and facilitate bringing the project to completion. If a group does not include someone like this, it may be difficult for the students to successfully complete the project without a lot of support and guidance from you. If the project is computer-based, it is ideal if one student in the group feels comfortable using computers. This student doesn't necessarily have to know the particular computer program, but he or she should feel comfortable learning it and teaching the others about it. Alternatively, students can group themselves, and then each group can choose which project to work on. Depending on the tasks, the suggested group size is three to four: enough to practice communication but not too many to make it difficult to distribute the responsibilities of the task and make communication challenging. It is also possible to have students work individually if it is more appropriate due to interests, personality, or working style.

While groups are working, walk around, checking in with the groups to make sure they understand the task and to answer questions. We suggest you ask groups to describe their plan. If there is any difference of opinion on what the project entails, help clarify what the project involves. See if students are having difficulty with technology or group interaction. If you see someone working alone, don't be immediately concerned. Check in to

see if this is because the group made a plan about distributing the work. Just make sure they plan to share their work at some point to create the final product together.

If it looks like students are having a hard time working as a group, or have individual interests, students can work individually with support from the group. Explain to students that the group work, in and of itself, is important. The process is important, not only the product. This is a good time to show the students the checklist so they understand what you hope they will achieve by this often challenging group work. Make sure to stress to students that the value of working in a group is to practice conversation. If they are advancing to college or work, group work is necessary, and so it's advantageous to learn to work cooperatively. Of course, another advantage of working in a group is tapping each other's knowledge and skills.

Most students are accustomed to writing reports on topics and not investigating a specific question. If students are working on different health issues, encourage them to give a brief overview of the issue, and not an in-depth report, so the audience can contextualize the task and not give so much information that students lose focus on the project task.

You can estimate at least six to eight hours for each project:

- 1 hour to explain the project and organize students into groups, deciding on roles, getting them set up onto computers if necessary
- 2-3 hours on research, including accessing websites and printing them out
- 3 hours completing and executing the project as a group, either in the classroom or as homework

It is best if class time is available for students to work on the project. If projects are not done during class time, students may have difficulties completing the projects. It can be very challenging for students to communicate with each other between class by email or phone, and schedules may not allow them to find time to meet.

Before students begin their work, show them examples of the end product, for example a PowerPoint show or poster. Collect groups' completed work to show to subsequent classes, making sure to get students' permission to share.

Help students balance the time and attention they spend on research with the time and attention on the synthesis of the information and work necessary to complete the project. The teacher should check in to make sure each student has some responsibility and is doing his/her work. It can be difficult for students to address the situation if everyone is not participating and contributing equally.

For projects that require use of technology, it is wise to check ahead that it is working properly. If students need the Internet or software such as PowerPoint, make sure it is installed on the computers and is functioning. The computer lab staff at your school can be a great help here. Ask them to check the computers for you. It is also important to realize that web links can change at any time, so be sure to check them before the class starts the project. To find a page that has moved, use the website's internal search or a search engine.

Review how to summarize and not plagiarize the material they research because the tendency for some students when going to a website is to cut and paste information into their own work. Make a schedule for students to submit their work to you to check content, grammar, spelling, sentence structure, and so on. Check and revise students' work periodically, as you normally would do. Take advantage of the fact that students are naturally motivated to do revision before they have to get up to present their project to the class.

Included in the project section of the website are relevant evaluation checklists. Please adapt them according to the objectives of the course and the needs of students. These should be reviewed with the class before beginning work on the projects, so students know what they are responsible for producing. The checklists can be used as is with checkmarks, or you can develop a more robust rubric. To adapt ours or create your own checklist or rubric, see the link provided at <http://projectcare.worlded.org/resources.html#checklists>. Students can evaluate themselves, group members can evaluate each other, or teachers can adapt the checklists to evaluate students. Ask students to use the checklist before they start the project to remind them of their goals and what constitutes a successful project. Encourage students to look at it as a way to stay on track before they're done and to make sure they have done their best.

Ask students to present their work to the class. Presenting the projects is a real motivation for students because they know there is an audience.

For more information about project-based learning see <http://projectcare.worlded.org/resources.html#educational>.

Reflection

Students are asked to write their thoughts on how they improved their language while working on the unit, as well as what they learned about the health topic and caring for others. This can be shared with other students.

Moving On

This section helps students assess what more they need to know about, and how they can apply what they learned in the unit to their lives. This can be shared with classmates.

Your Health Care Dictionary

This section acts like a vocabulary notebook for students. They can easily refer to these pages as they work on the material in the unit or website, and then refer to the words on these pages even after they complete the course. The idea is for students to include whatever information is useful to them to help them remember or understand what the word means. In some cases, this may be a translation. That's okay. You can decide if you want to periodically check student activity on these pages or allow students to come to you if they want to make sure they understand the word/phrase. These pages also include space for students to add other words they want to learn.

Teaching Ideas

If students need some instruction on how to use a dictionary, you can show them how to analyze an entry. Together with the class, find definitions for several words in a unit. Then ask pairs to find several more, and check their work. Alternately, learners can review these words and quiz each other orally, or the teacher can give a written quiz.