



Lesson Plan

Date:

Duration: 2 hours

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| <p>No. of participants:</p> <p>Level: Beginner level</p> <p>Topic: Introducing health services in QLD</p> | |
| <p>Lesson aims: By the end of the lesson, participants should be informed about essential health cards, how to make health appointments and how to purchase medicine.</p> | |
| <p>Specific learning outcomes:</p> <p>By the end of the lesson, participants should be able to understand and say the following key vocabularies:</p> <ul style="list-style-type: none">• Medicare• Health Care card• Application form• Identification• GP• Specialist• Public dental/hospital• Bulk billing• Reimbursement• Pensioner Concession card• Prescription• "Over the counter" medicine• Interpreter• Medical record• Pharmacy | <p>Assessment methods:</p> <p>Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to health services in QLD.</p> |
| <p>Previous knowledge assumed: low</p> | |
| <p>Materials and equipment required: Whiteboard, markers, "Essential Health Cards", "Making Health Appointment and Buying Medicine" and "Important Health Numbers in QLD" handouts</p> | |



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| Room layout: O shape |
| General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic methods. Role play is optional so “shy” participants are catered for. |
| Anticipated problems and solutions: <ul style="list-style-type: none">• Some participants may have difficulty understanding the explanations in the text boxes<ul style="list-style-type: none">○ Facilitators to go through each “difficult” words in each boxes. Go slow so everyone understands.• Some participants may have difficulty understanding the concept of “GP” and “Specialist”<ul style="list-style-type: none">○ Provide many examples of Specialists eg. Optometrist (“eye doctor”), Dentist (“teeth doctor”), Cardiologist (“heart doctor”) etc• Some participants may have difficulty understanding “public” hospital concept<ul style="list-style-type: none">○ Facilitators can contrast the word “public” with “private”, or public = free; private = pay. Facilitators can also give examples of public and private hospitals.• Some participants may have difficulty pronouncing the “sts” in specialists, “bulk”, “reimbursement”, “prescription” and the “ph” in pharmacy.<ul style="list-style-type: none">○ Model and drill the pronunciation many times |

| Time | Facilitator activity | Participant Activity | Resources/Reference/ Materials/Equipment |
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| (10 min) | Introduction and ice breaker <ul style="list-style-type: none">• Meet and greet - Introduction of any new participants (if relevant)• Ice breaker game or activity | Introduce themselves to each other Engage in ice breaker game/activity | Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if relevant) |
| (15 min) | Introduce key vocabularies <ul style="list-style-type: none">• Establish meaning through images and context<ul style="list-style-type: none">○ Distribute “Essential Health Cards” handouts to participants○ Go through each picture in the handout with its explanations○ Discuss any words participants find difficult.• Pronunciation<ul style="list-style-type: none">○ Ask participants to read the handout and repeat certain words they find difficult | Look at images Listen Repeat the words | “Essential Health Cards” handouts |



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| (10 min) | Activity 1 - Reinforce memory and understanding <ul style="list-style-type: none"> Ask different participants to explain in their own words what the following words mean: <ul style="list-style-type: none"> GP Specialist – ask them for examples Pathology – ask them for examples of pathology tests Bulk bill Public hospital/public clinic Re-explain words that participants still have difficulties understanding | Explain key vocabularies in their own words | Board and marker or Paper and pen |
| (15 min) | Introduce remaining key vocabularies <ul style="list-style-type: none"> Establish meaning through images and context <ul style="list-style-type: none"> Distribute “Making health apt and buying medicine” handouts to participants Go through the whole handout with its pictures and explanations Discuss any words participants find difficult. Pronunciation <ul style="list-style-type: none"> Ask participants to read the handout and repeat certain words they find difficult | Look at images Listen Repeat the words | “Making health apt and buying medicine” handouts |
| (10 min) | Activity 2 - Reinforce memory and understanding <ul style="list-style-type: none"> Ask different participants to explain in their own words what the following words mean: <ul style="list-style-type: none"> Interpreter Medical record Prescription Pharmacy “Over the counter” Re-explain words which participants still have difficulties understanding | Explain key vocabularies in their own words | Board and marker or Paper and pen |
| (5-10 min) | Break – Morning tea | | |
| (5 min) | Demonstration (Facilitators) – Making an appointment with your GP | Observe Listen | N/A |



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| | <ul style="list-style-type: none">Facilitators to demonstrate in front of the class how to call doctor's clinic to make an apt. <u>Facilitator A – caller, Facilitator B – clinic's receptionist.</u>If relevant to your class, you can demonstrate calling with an interpreter. Facilitator A – caller, Facilitator B – interpreter, Facilitator C – clinic's receptionist | | |
| (15 min) | Role play (Participants) – Making an appointment with your GP <ul style="list-style-type: none">Divide into small groups (4-5 people)A facilitator to facilitate role play in each group. Help if participants get stuck or confused.Distribute “Important Health Numbers in QLD” handouts to participants | Participate in role play Produce language through role play Observe (“shy” students) | “Important Health Numbers in QLD” handouts |
| (30 min) | Conversation – In the same small groups Questions: <ol style="list-style-type: none">Have you ever make an appointment with your doctor or call a hospital? How did you do it?Have you ever used a phone interpreter (TIS) before? Who did you call? Did you manage to get an interpreter? Share your experience.Have you ever gone to the dentist in Australia? Where did you go? Did you have to pay? Share your experienceDo you prefer to see a GP who speaks your language? Why or Why not?How do you find a bulk-billing GP near your home?How do you find a public dental clinic near your home?Have you ever buy prescribe medicines at a pharmacy? How did you buy it?Have you ever buy medicines over the counter? Did you have any problems buying it? Share your experience. | Speaking – Share and discuss their experience to the group | N/A |
| 5-10 min | Conclusion and wrap up <ul style="list-style-type: none">What have you learn today?Information about next class etc | | |