



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Intermediate level</b> Topic: <b>Introducing health service practitioners and providers in ACT</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson, participants should be informed about a range of health service practitioners and providers in ACT, and know how to access them.</p>	
<p><b>Specific learning outcomes:</b> 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"><li>• GP</li><li>• Specialist (Doctors and Nurses)</li><li>• Public dental</li><li>• Bulk billing</li><li>• Referral letter</li><li>• Interpreter</li><li>• Community health</li><li>• Refugee health</li><li>• Early childhood health</li><li>• Youth health</li><li>• Mental health</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to health services in ACT.</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "<b>Health Service Providers in ACT</b>", "<b>Making health apt and buying medicine</b>" and "<b>Important Health Numbers in ACT</b>" handouts</p>	
<p><b>Room layout:</b> O shape</p>	
<p><b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods. Role play is optional so "shy" participants are catered for.</p>	
<p><b>Anticipated problems and solutions:</b></p>	



- **Some participants may have difficulty understanding the explanations in the text boxes**
  - Facilitators to go through each “difficult” words in each boxes. Go a bit slow so everyone understands.
- **Some participants may have difficulty understanding the concept of “GP” and “Specialist”**
  - Provide many examples of Specialists eg. Optometrist (“eye doctor”), Dentist (“teeth doctor”), Cardiologist (“heart doctor”) etc
- **Some participants may have difficulty understanding the concept “public” hospital**
  - Facilitators can contrast the word public with “private”, or public = free; private = pay. Facilitators can also give examples of public and private hospital.
- **Some participants may have difficulty pronouncing the “th” in health, “sts” in specialists, “bulk”, “referral”, the “wives” in midwives, “immunisations”, “reproductive”, “menstrual”, “confidential”, the “ture” in torture, and the “trau” in trauma.**
  - Model and drill the pronunciation many times
- **Women participants may feel embarrassed when talking about women’s health – cultural and religious awareness**
  - **Separate the women from the men** – in different room if possible, if not the furthest space you can find. **Think about the best place and ways** to explain to the women in the most **discrete and cultural-appropriate** way as possible.

Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10 min)	Introduction and ice breaker <ul style="list-style-type: none"> <li>• Meet and greet - Introduction of any new participants (if relevant)</li> <li>• Ice breaker game – <b>Find Someone Who (to find out who amongst the students have made an apt with their GP independently). Ask these participants to do role play later.</b></li> </ul>	Introduce themselves to each other Engage in ice breaker game/activity	Name tags/stickers Ice breaker handouts (if relevant) Pen and paper (if relevant)
(30-35 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• Establish meaning through images and context               <ul style="list-style-type: none"> <li>○ Distribute <b>“Health Service Providers in ACT” handouts</b></li> <li>○ Go through each picture in the handout with its explanations</li> <li>○ Discuss any words participants find difficult.</li> </ul> </li> </ul>	Look at images Listen Repeat the words	<b>“Health Service Providers in ACT” handouts</b>



	<ul style="list-style-type: none"> <li>• Pronunciation <ul style="list-style-type: none"> <li>○ Ask participants to read the handout and repeat certain words they find difficult</li> </ul> </li> </ul>		
(10-15 min)	<p><b>Reinforce memory and understanding through an activity</b></p> <p><b>Activity 1 – Word guessing game</b></p> <ul style="list-style-type: none"> <li>• Ask a participant at a time to hold a word on top of their head without knowing the word. The participant has to guess the word. The rest of the class help her/him to guess the word by explaining the word without saying the word.</li> <li>• <b>Facilitators to give the key vocabularies that have been discussed</b> previously as the words to be guessed. For example: GP, Specialist, bulk-billing, public hospital, refugee nurse, early childhood and mental health.</li> <li>• <b>Facilitators to give time limitation, for example 2 min for each word</b></li> </ul>	<p>Explain key vocabularies in their own words</p> <p>Guess words</p>	Cards/Paper and pen
(5-10 min)	Break – Morning tea		
(10 min)	<p><b>Role play – Making an apt with your GP</b></p> <ul style="list-style-type: none"> <li>• Ask the participants who have made an apt with their doctor to do demonstrate to the class how to do it.</li> <li>• Facilitators to facilitate: appoint Participant A – caller, Participant B – clinic’s receptionist.</li> <li>• Facilitators to give prompting questions if the demonstrators get stuck.</li> </ul>	<p>Observe</p> <p>Listen</p>	N/A
(10 min)	<p><b>Reinforce memory and understanding through an activity</b></p> <p><b>Activity 2 – Practice role play in small groups</b></p> <ul style="list-style-type: none"> <li>• Divide into small groups (3-4 people)</li> <li>• A facilitator to facilitate role play in each group. Help if participants get stuck or confused.</li> </ul>	<p>Participate in role play</p> <p>Produce language through role play</p> <p>Take turns to take a caller and a receptionist turn</p> <p>Observe (“shy” students)</p>	<b>“Important Health Numbers in ACT” handouts</b>



	<ul style="list-style-type: none"><li>Distribute <b>“Important Health Numbers in ACT” handouts</b> to participants</li></ul>		
(30 min)	<p><b>Conversation – In the same small groups</b></p> <p>Questions:</p> <ol style="list-style-type: none"><li>1. Have you ever make an apt with your doctor or call a hospital? How did you do it?</li><li>2. Have you ever used a phone interpreter (TIS) before? Who did you call? Did you manage to get an interpreter? Share your experience.</li><li>3. Have you ever gone to the dentist in Australia? Where did you go? Did you have to pay? Share your experience</li><li>4. Do you prefer to see a GP who speaks your language? Why or Why not?</li><li>5. How can you find a bulk-billing GP near your home?</li><li>6. How can you find a public dental clinic near your home?</li><li>7. Have you ever buy prescribed medicines at a pharmacy? How did you buy it?</li><li>8. Have you ever buy medicines over the counter? Did you have any problems buying it? Share your experience.</li></ol>	Speaking – Share and discuss their experience to the group	N/A
5-10 min	<p>Conclusion and wrap up</p> <ul style="list-style-type: none"><li>• What have you learn today?</li><li>• Information about next class etc</li></ul>		