



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants:</p> <p>Level: <b>Beginner level</b></p> <p>Topic: <b>Introducing health services in TAS</b></p>	
<p><b>Lesson aims:</b> 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><b>Specific learning outcomes:</b></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"><li>• Medicare</li><li>• Health Care card</li><li>• Application form</li><li>• Identification</li><li>• GP</li><li>• Specialist</li><li>• Public dental/hospital</li><li>• Bulk billing</li><li>• Reimbursement</li><li>• Pensioner Concession card</li><li>• Prescription</li><li>• "Over the counter" medicine</li><li>• Interpreter</li><li>• Medical record</li><li>• Pharmacy</li></ul>	<p><b>Assessment methods:</b></p> <p>Facilitators to listen to participants' pronunciation and check understanding on key vocabularies related to health services in TAS.</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "Essential Health Cards", "Making Health Appointment and Buying Medicine" and "Important Health Numbers in TAS" handouts</p>	



<b>Room layout:</b> O shape
<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.
<b>Anticipated problems and solutions:</b> <ul style="list-style-type: none"><li>• <b>Some participants may have difficulty understanding the explanations in the text boxes</b><ul style="list-style-type: none"><li>○ Facilitators to go through each “difficult” words in each boxes. Go slow so everyone understands.</li></ul></li><li>• <b>Some participants may have difficulty understanding the concept of “GP” and “Specialist”</b><ul style="list-style-type: none"><li>○ Provide many examples of Specialists eg. Optometrist (“eye doctor”), Dentist (“teeth doctor”), Cardiologist (“heart doctor”) etc</li></ul></li><li>• <b>Some participants may have difficulty understanding “public” hospital concept</b><ul style="list-style-type: none"><li>○ Facilitators can contrast the word “public” with “private”, or public = free; private = pay. Facilitators can also give examples of public and private hospitals.</li></ul></li><li>• <b>Some participants may have difficulty pronouncing the “sts” in specialists, “bulk”, “reimbursement”, “prescription” and the “ph” in pharmacy.</b><ul style="list-style-type: none"><li>○ Model and drill the pronunciation many times</li></ul></li></ul>

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 or activity</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)
(15 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>“Essential Health Cards” handouts</b> to participants</li><li>○ Go through each picture in the handout with its explanations</li><li>○ Discuss any words participants find difficult.</li></ul></li><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>	Look at images Listen Repeat the words	<b>“Essential Health Cards” handouts</b>



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



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