

Guidebook for Literacy Practitioners

Suggested activities to accompany the Health Literacy Partnership materials

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CIWA
Calgary Immigrant Women's Association

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About the Guide

This guide is designed by literacy practitioners for literacy practitioners working with adult literacy learners. Adult literacy learners are newcomers to Canada who are learning English and are unable to read and write in their first language. The aim of this guide is to support literacy practitioners in reducing barriers immigrants and refugees with limited literacy and language proficiency face in accessing healthcare services and improve health outcomes. The guide provides literacy practitioners with the information and resources needed to effectively use the health literacy tools available on Calgary Immigrant Women's Association website <https://www.ciwaresources.com/ciwahlp/>.

This guide is:

- Customized for adult ESL literacy classrooms, which are ideal places for building capacity and reducing the barriers that prevent immigrants and refugees from accessing healthcare services
- Provides supplementary classroom materials to further enhance student learning promoted through the online health literacy resources (videos, storybooks and other printable tools) that is found on <https://www.ciwaresources.com/ciwahlp/>
- Focused on healthcare access and navigation
- Adaptable to learners' needs

In using this guide and promoting healthy literacy among adult literacy learners it is important to recognize the need to provide safe spaces to cope with the diverse health experiences of members of the group.

Video 1:

What Happens at the Family Doctor?



About the Video

Feature: What happens before, during and after an appointment with a family doctor

Video length: 8 minutes

Availability: Video is accessible on <https://www.ciwaresources.com/ciwahlp/> in a variety of languages

Caution: Learners, especially those who have experienced trauma, may find it uncomfortable to discuss and see images about health topics, particularly related to women's health. Please allow learners the option to watch and participate as they feel comfortable.

Video Summary:

Maysa goes to her family doctor for her annual checkup. First, she gathers what she needs for the appointment. Then she prepares questions with her friend, who will be her support person at the appointment. Maysa goes to the clinic. She checks in and waits to be called. In the exam room, with the help of her friend, Maysa talks to the nurse and then to the doctor. She gets a requisition for a blood test. She asks questions to ensure she understands what she needs to do after her appointment as part of the follow up.

Underlying Concepts

Here is a list of concepts that the video touches on. These concepts are about navigating and accessing healthcare services.

1. Being prepared for an appointment:
 - Bringing medication to the appointment
 - Bringing photo ID and health care card
 - Arriving early to the appointment
2. Getting an annual check-up:
 - Understanding the importance of annual check-ups
 - *Tip: some learners may not be familiar with the concept of visiting the doctor when they feel well*
 - Understanding the value of having a family doctor who is able to regularly see a patient and track their health over a longer period of time
 - *Tip: some learners may not have a family doctor and may visit walk-in clinics and/or the emergency room instead*
3. Speaking with your healthcare provider:
 - Asking questions and clarifying information shared
 - Preparing questions in advance prior to the appointment
 - Identifying the most important questions to ask
 - *Tip: learners won't have time to ask all their questions during a doctor's appointment*
4. Using a support person in appointments:
 - Bringing a support person to an appointment
 - Having the support person provide help with understanding and remembering information
 - Having the support person provide help with advocating for patient's needs
5. Accessing first language support:
 - Planning ahead and identifying a personal contact who will be able to provide first

language support

- Requesting an interpreter through the healthcare provider
 - *Tip: some health care providers and locations offer interpretation services over the phone while others do not*
- Accessing alternative interpretation services available through settlement agencies
 - *Tip: learners should arrange this in advance*

Vocabulary

The following are words from the video. The words are listed in the order in which they are heard. It is important that learners are introduced to and familiarized with these words as they may encounter them in “real life” when accessing healthcare services.

- | | |
|----------------------------|----------------------------|
| 1. Appointment | 12. Interpreter |
| 2. Annual check up | 13. Temperature |
| 3. ID/identification | 14. Blood pressure |
| 4. Health care card | 15. Heart/Lungs |
| 5. Insurance coverage card | 16. Problem with my health |
| 6. Medicines | 17. Lab requisition |
| 7. Prescription medicine | 18. Blood test |
| 8. Vitamins | 19. Lab |
| 9. Herbal medicines | 20. Results |
| 10. Check in | |
| 11. Front desk | |

Tip: Focus on oral comprehension of these words rather than on reading and writing them.

Tips to Remember

These materials offer support to understand how to access health care services. The goal is not to simplify content but to help you amplify learners' understanding of the content.

Here are some tips to help do that.



Start Orally

ESL literacy learners depend highly on their oral skills to make sense of their environments. Be sure to focus on speaking first, then move into using the resources for reading or writing activities.



Use visuals

The more visuals you can use to support meaning-making, the better. Look for clear, full-colour photos and other resources like those in the activity pages and storybooks that go along with this teachers' guide.



Go slowly and repeat

ESL literacy learners need lots of repetition to help them learn. Pause and repeat sections of the videos. Show the same video many times. Have learners watch in their preferred language, if available. Watching the video in their language and in English will not only help them understand the content, but will also support language learning goals.



Make connections

Connect the stories with learners' lived experiences. Encourage learners to use the tools (language card and health passport) and videos outside class. Talk about their experiences accessing health care and using the tools.

Healthy Literacy Tools

The following tools are designed specifically for adult ESL literacy learners. They are available at <https://www.ciwaresources.com/ciwahlp/>.

My Language Card

A purple-bordered card with a white background. It contains the text: "My name is _____", "I speak _____", and "Please help me find an interpreter."

What is it?

- A wallet size card that shows the learner's name and language, and requests help to find an interpreter

How does it work?

- The learner presents the card at any healthcare facility to request an interpreter

My Health Passport

A purple-bordered booklet titled "My Health Passport". It contains four white rectangular boxes for text entry, labeled: "First name:", "Last name:", "I speak:", and "Month / Year:".

What is it?

- A passport-size booklet designed to keep personal health information (such as emergency contacts, health conditions, medications and appointments) organized, in one place, and easily accessible

How does it work?

- The learners and his/her support person fills out the personal health information
- The learner presents the passport to share medical related information with the healthcare professional
- The learner records new information and next steps with the help of the healthcare professional or support person
- The learner uses it to manage his/her health and avoid missed appointments

Next Steps Notepad

A purple-bordered notepad titled "Next steps:". It contains three numbered steps, each with a blank line for writing: "1 _____", "2 _____", and "3 _____". At the bottom, it says "Please return to patient! Thank you." and includes logos for CIWA, CIWA, and CIWA.

What is it?

- A notepad designed to show the learner the next steps that they need to take after an appointment
- A notepad that also provides healthcare professionals tips on how to communicate next steps clearly and concisely for literacy learners

How does it work?

- The healthcare professionals use the blank outline to write the next steps to take after the appointment
- The learner keeps the note to help him/her remember what to do and to avoid missed steps

Activities Before & After Viewing

The activities listed below offer suggestions on how to incorporate health care access concepts and skills in adult ESL literacy classes. Literacy practitioners can use the activities, tools, and videos to practice language and literacy goals as well.

Warm-up and Pre-viewing Activities

1. Activate background knowledge and experience

Goal: Orally identify thematic vocabulary

Materials: None

- Description:
1. Orally share ideas/words about the family doctor
 2. Ask questions such as:
 - Do you have a family doctor?
 - Who do you go to the doctor with?
 - What happens there?
 - What do you do at the family doctor?
 - What is an annual check-up?

2. Pre-teach thematic vocabulary

Goal: Name thematic vocabulary with visual support

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Orally identify thematic vocabulary and steps in the process of going to the doctor
 2. Ask questions such as:
 - What is this?
 - Show me the doctor's office; the nurse; the doctor.
 - Where is the picture of ...the health care card? ...the photo ID?
 - Which one shows her checking in? waiting? talking to the doctor?

Post-viewing and Practice Activities

3. Explore processes involved in navigating and accessing services

Goal: List steps in the process of going to a family doctor and discuss who can help you do these steps

Tip: Focus on how to access the service rather than information about the service. For example, focus on how to prepare for an appointment, not how the doctor checks my heart and lungs

Materials: 3-step note-taking scaffold to identify and keep track of the steps required in the process - *Next Steps Notepad* available at <https://www.ciwaresources.com/ciwahlp/>

Description:

1. Orally identify how to access a family doctor appointment
2. Ask learners to identify, which steps they can do on their own and which steps they need assistance doing.
3. Help learners describe who and what can help them do each step (For example, settlement counsellors can help request interpreters; support people such as family or friends can help book appointments and fill out forms)
4. Ask questions such as:
 - What help do you need at the doctor?
 - Who can help you... book an appointment on the phone? Request an interpreter? Get to the doctor's office? etc.
 - How can you remember or keep track of what to do next?
 - What does the person in the video need to do after her doctor appointment?

Tip: Each step such as "book a blood test", and "go to the lab" can be further broken down to explore how learners would take those steps, what help they would require, and who could help them

4. Break down processes into manageable chunks

Goal: Sequence the steps in preparing for an appointment

Materials: Photos - *high resolution, colour images taken directly from the videos* are available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Use photos to list and sequence the steps in going to an appointment
 - Take ID, health care card, insurance coverage card
 - take medicines to show doctor
 - take a friend
 - prepare questions
 - make a plan to get there on time
 - check in
 - wait
 - talk to nurse/doctor; ask questions
 - check that you understand

Tips:

1. *Be flexible when sequencing steps unless it is clearly important to do one before the other – for example, check in at the desk first, then sit down and wait*
2. *Some learners may be able to sequence more steps than others; choose the number of steps that is appropriate for your learners' individual levels*

5. Use My Language Card

Goal: Introduce learners to My Language Card

Tip: Practice using My Language Card to build learners' confidence and independence in accessing services

Materials My Language Card for each learner to keep and use both inside and outside of class - *My Language Card available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Have learners write their name and the name of their *preferred language** on the card
 2. Role-play to practice showing the card and asking for an interpreter – for example, when making an appointment, when checking in, or when accessing services at a hospital or urgent care centre, etc.
 3. Discuss options for getting first language support in your area; talk about how your local immigrant serving agency and/or settlement counsellors or others can help provide interpretation support

Tip: Learners often speak multiple languages other than English. Encourage them to list whatever language(s) they prefer to use

6. Use My Health Passport

Goal: Introduce learners to My Health Passport

Tip: Practice using My Health Passport to build learners' confidence and independence in accessing services

Materials My Health Passport for each learner to keep and use both inside and outside of class - *My Health Passport* available at <https://www.ciwaresources.com/ciwahlp/>

Optional: print or project onto a screen an enlarged version of single pages of the passport for practice and teacher modelling

- Description:
1. Work with learners to fill in their personal information
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Role-play how to use the Health Passport
 - Filling in information
 - Keeping it with you and taking it to appointments
 - Showing it to healthcare professionals
 - Asking healthcare professionals at appointments to write in it
 - Protecting it just like other personal, confidential information (i.e. not losing it, not leaving it behind at appointments, etc.)

7. Use the Next Steps Notepad

Goal: Introduce learners to the Next Steps Notepad

Tip: Practice using the Next Steps Notepad to build learners' confidence and independence in accessing services

Materials Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Introduce learners to the Next Steps Notepad
 - Tips:*
 1. *If your program has one notepad for the class to use, demonstrate how healthcare professionals might use the notes as helpful reminders*
 2. *If your program can print notepads for learners to take home, encourage them to take them to appointments and to have their healthcare professional or support person fill them out*
 2. Demonstrate/roleplay
 - Keeping and using the notes as helpful reminders
 - Showing them to their support person
 - Referring back to the notes to check that they have done the necessary steps

3. Model filling out a note (or an enlarged version on the board or projector) with the steps from the videos. For example:
 - Make an appointment for blood test
 - Get blood test
 - Go back to family doctor
4. Work with learners to break down steps further as necessary for them to understand the process.

8. Role-play speaking with healthcare providers

Goal: Practice asking questions to a nurse/doctor

Tip: Practice using Health Literacy tools to build confidence in accessing services

Materials

1. My Language Card for each learner to keep and use both inside and outside of class
2. My Health Passport for each learner to keep and use both inside and outside of class
3. Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Optional: to enhance role-play, use health-related props such as scrubs, stethoscope, blood pressure cuff, health care cards, ID, etc.

Tip: If possible, arrange for real healthcare professionals to visit your class to practice the roleplays and build learners' confidence

Description:

1. Work with learners to fill in their personal information in My Health Passports and My Language Cards (see activities 5 & 6 above)
2. Encourage learners to have their support person help them fill in more information at home and at appointments
3. Discuss the processes involved in accessing care; model how to think through the steps (think-aloud)
4. Work with learners to break down steps further as necessary for them to understand the process.
 - Checking in at the clinic
 - Showing My Language Card and asking for interpretation services
 - Talking to a nurse or doctor
 - Showing My Health Passport to nurse/doctor
 - Asking questions
 - Checking that you understand
 - Asking for healthcare staff to write information and next steps in My Health Passport or on a Next Steps note
5. Depending on learners' levels, have them tell you the steps in order while you model how to write it in the passport/on a Next Steps note.

Learner Activities

This section contains activity pages to accompany the “What happens at the Family Doctor?” video and the corresponding storybook available at www.ciwaresources.com/ciwahlp/.

Literacy professionals can choose the activities that best suit the needs of their learners, and can adapt and modify activities as necessary to differentiate instruction for multiple levels within a class. These activities all aid the use of Storybooks in class. All of the pictures, difficult words that are defined and sentence strips come from the Storybook.

The activity pages in this section include:

- Photo pack
- Picture dictionary
- Match words to pictures
- Write the words
- Sentence strips from the storybook

The sentence strips can be used in many ways to reinforce the steps in the process of navigating and accessing health services, as well as to practice language and literacy learning activities.

For example, to focus on accessing services, use the sentence strips to sequence the whole story, or parts of the story. Have learners sequence the strips, practice copying the words, or match sentences to photos to show the steps in the process.

Be sure to only use the number of strips that you feel is helpful with your learners. For example, some of your learners might be able to sequence all of the sentences, and some might be able to handle just a few sentences.

Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 2: Picture Dictionary



medicine



friend



nurse



doctor



check in



special paper



blood test



checks my body

Activity 3: Match the Word with the Picture



doctor



check in

Activity 3: Match the Word with the Picture



checks my body



special paper

Activity 4: Write the Words













Activity 5: Sentence Strips

Today I have an appointment.

I get ready.

I take my ID.

I take my health care card.

I take my insurance coverage card.

I take all my medicines.

I will show them to the doctor.

I take my friend with me.

We think of questions to ask.

I check the time.

I am ready.

I check in at the clinic.

I sit down.

Activity 5: Sentence Strips

They call my name.

The nurse asks me questions.

I wait for the doctor.

The doctor comes in.

I talk to the doctor.

The doctor talks to me.

The doctor checks my body.

I ask questions.

The doctor answers my questions.

The doctor gives me a special paper.

It is for a blood test.

I check that I understand.

I can go home now.

English Transcript

Note: Only the **bolded script** appears in the Storybook.

SCENE 1: Prepping for the appointment

My name is Maysa. I live in Canada.

Today I have an appointment. I will go to my family doctor. Today I have my annual check-up. That's a special appointment I go to every year. My annual check-up is important.

I get ready. My friend helps me. I need many things. Before my appointment, I make sure I have everything I need.

I take my ID. It is my identification. It shows my picture and my address. I take it with me when I go to the doctor.

I take my health care card. It shows my name and date of birth. I take it with me when I go to the doctor.

I take my insurance coverage card. It shows that I have insurance. Some people have insurance coverage from work. Some people have insurance coverage from the government. I take my coverage card when I go to the doctor.

I take all my medicines. I take my prescription medicine. I take my vitamins. I take my herbal medicines too. I put them in a bag.

I will show them to the doctor. I don't know all the medicine names. They are difficult. But I can show them to my doctor.

SCENE 2: Asking questions for the appointment

I take my friend with me. My friend takes me to the doctor. She helps me ask questions. She helps me understand. She helps me remember.

We think of questions to ask. I will ask questions to the doctor or the nurse. I will ask one or two questions so I can understand my problem and what to do about it. My friend writes down my questions so we don't forget to ask the doctor. My friend will help me understand the words the doctor says.

I check the time. I check the address. My friend will help me get to the doctor's office. We make a plan. We do not want to be late.

I am ready. I am ready for my appointment. I have everything I need.

SCENE 3: Checking in, waiting room

I check in at the clinic. I go to the front desk. I tell them my name. I show my ID. I show my health care card.

I sit down. My friend sits with me. We wait for them to call my name.

My friend is here to help me in my language. If I don't have my friend to help next time, I can ask for an interpreter. Some doctors' offices have interpreters on the phone. Some doctors' offices do not. I can ask if I want an interpreter. Today, I don't need to ask. My friend will help me in my language.

They call my name. Now it is my turn to see the doctor. I follow the nurse. My friend comes too.

SCENE 4: Appointment

The nurse asks me questions. I answer the questions. My friend helps me. The nurse checks my temperature and my blood pressure. It does not hurt.

I wait for the doctor. Sometimes I must wait a short time. Sometimes I must wait a longer time. Today, it is not very long.

The doctor comes in. The doctor says, "How can I help you?"

I talk to the doctor. My friend translates for me. The doctor looks at me and listens. I tell the doctor how I feel. I tell the doctor why I came to the clinic today.

The doctor talks to me. The doctor speaks slowly. The doctor waits for my friend to translate for me. My friend helps me understand what the doctor is saying.

The doctor checks my body. The doctor listens to my heart and my lungs. The doctor asks questions. My friend helps me in my language.

I ask questions. I ask, "What is the problem with my health? What do I need to do?"

The doctor answers my questions. The doctor looks at me and speaks slowly. My friend helps me understand.

The doctor gives me a special paper. The doctor explains what the paper is. It is called a lab requisition. The doctor explains that I don't get one at every appointment. But today the doctor gives one to me. I take the paper. It is important.

It is for a blood test. I cannot do a blood test at the doctor's office. I must go to a special place to get the blood test. The special place is called a lab. I must take the paper to the lab. I will go to the lab this week. I will get a blood test at the lab. The lab will tell my doctor the results of the blood test. Someone from the doctor's office will call me if I need to come back for another appointment.

I check that I understand. My friend helps me. I repeat what the doctor told me to do. I tell the doctor that I will take my special paper and go to the lab. I tell the doctor I will get a blood test at the lab. I will make another appointment if the office calls me. The doctor tells me I am correct.

I can go home now. I understand what to do. And I don't need to pay. I am happy.

Video 2:

What Happens at the Lab?



About the Video

Feature: What happens before, during and after an appointment at the lab

Video length: 7 minutes

Availability: Video is accessible on <https://www.ciwaresources.com/ciwahlp/> in a variety of languages

Caution: This video shows a women getting a blood test done. We have taken steps to ensure that the video shows a gentle experience and that potentially difficult images are only briefly shown. There is a real needle visible for a short time. A small vial of red liquid made to look like blood is partly visible for a very short time. Learners, especially those who have experienced trauma, may find it difficult to view scenes in the video and are uncomfortable discussing women's health. Please allow learners the option to watch and participate as they feel comfortable.

Video Summary:

Maysa needs to get a blood test. Her doctor gave her a lab requisition and told her to go to a lab to get the blood test done. Her friend helps her make an appointment and get ready. Maysa plans how to get there so she will be on time for her appointment. She checks in at the lab and shows her requisition, health care card, and picture ID. A lab technician (also called a "lab tech") calls her name. She follows the lab tech to a small room, answers some questions, and gets her blood taken. She leaves feeling happy, knowing that her doctor will get the results, and she does not have to pay.

Underlying Concepts

Here is a list of concepts that the video touches on. These concepts are about navigating and accessing healthcare services.

1. Making an appointment at a lab:

- In general, blood tests are done at labs and not at doctors' offices. This system may be unfamiliar to some learners who may have different systems in their home countries.
- Labs usually book appointments through a central booking service over the phone or online, not in person. Look for the phone number, website, and lab locations on the back of the requisition.
- Walk-in appointments are often possible at labs but usually mean longer wait times to get in. Learners may have experienced frustration if they have done a walk-in appointment before, since other people with scheduled appointments seem to get in quicker than people waiting for a walk-in.
- When booking your appointment, you need to look at the requisition and tell the person on the phone the information about what kind(s) of test(s) you will get. This will determine if there are any special instructions to follow before your blood test such as fasting. Telling what kind of test is marked on the requisition can be difficult to do, so use a support person to help you. This can be a barrier for learners when booking appointments. For some learners, going to the lab as a "walk-in" can be easier than booking an appointment because the staff simply read the requisition rather than ask the patient for the information online or on the phone.

2. Being prepared for a blood test appointment:

- Make a plan to get to the lab and go early so you don't miss your appointment.
- Take your requisition to the lab. Without a requisition, you cannot get a blood test.
- Do not write on your lab requisition.
- When you check in, be prepared to show your requisition, health care card, photo ID, and coverage (or benefits) card if you have one.

3. Confirming your identity:

- When you go into the small room to get your blood taken, the lab technician (also called a "lab tech") will check your identity to make sure they have the correct person matched to the requisition. They may ask you to say or spell your name, and to say your date of birth. Take your requisition to the lab. Without a requisition, you cannot get a blood test.

4. Results of blood tests:

- You will not be told any results of your blood test by the lab tech. Your results will be sent to your doctor.
- Someone from your doctor's office will call you about your results if there is a problem.

Vocabulary

The following are words from the video. The words are listed in the order in which they are heard. It is important that learners are introduced to and familiarized with these words as they may encounter them in "real life" when accessing healthcare services.

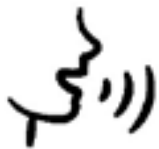
- | | |
|-------------------------------|---|
| 1. Blood test | 10. Lab tech (short for "lab technician") |
| 2. Health | 11. Elastic |
| 3. Requisition | 12. Relax |
| 4. Lab | 13. Nervous |
| 5. Appointment | 14. Deep breath |
| 6. Fast (from food and drink) | 15. Muscles |
| 7. Check in | 16. Needle |
| 8. Health care card | 17. Cotton ball |
| 9. Picture ID/identification | 18. Results |

Tip: Focus on oral comprehension of these words rather than on reading and writing them.

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How does it work?

- The learner presents the card at any healthcare facility to request an interpreter

My Health Passport

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What is it?

- A passport-size booklet designed to keep personal health information (such as emergency contacts, health conditions, medications and appointments) organized, in one place, and easily accessible

How does it work?

- The learners and his/her support person fills out the personal health information
- The learner presents the passport to share medical related information with the healthcare professional
- The learner records new information and next steps with the help of the healthcare professional or support person
- The learner uses it to manage his/her health and avoid missed appointments

Next Steps Notepad

A purple-bordered notepad titled "Next steps:". It features three numbered steps (1, 2, 3) in purple boxes, each followed by a horizontal line for writing. At the bottom, it says "Please return to patient. Thank you." and includes logos for CIWA, CIWA, and CIWA.

What is it?

- A notepad designed to show the learner the next steps that they need to take after an appointment
- A notepad that also provides healthcare professionals tips on how to communicate next steps clearly and concisely for literacy learners

How does it work?

- The healthcare professionals use the blank outline to write the next steps to take after the appointment
- The learner keeps the note to help him/her remember what to do and to avoid missed steps

Activities Before & After Viewing

The activities listed below offer suggestions on how to incorporate health care access concepts and skills in adult ESL literacy classes. Literacy practitioners can use the activities, tools, and videos to practice language and literacy goals as well.

Warm-up and Pre-viewing Activities

1. Activate background knowledge and experience

Goal: Orally identify thematic vocabulary

Materials: None

- Description:
1. Orally share ideas/words about the blood tests and the lab
 2. Ask questions such as:
 - Did you ever go to a lab?
 - Who did you go with?
 - What happens there?
 - What is a blood test?

2. Pre-teach thematic vocabulary

Goal: Name thematic vocabulary with visual support

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Orally identify thematic vocabulary and steps in the process of going a blood test
 2. Ask questions such as:
 - Where is the picture of ...the health care card? ...the special paper (requisition)?
 - Which picture shows her making an appointment? checking in? waiting? getting a blood test?

Post-viewing and Practice Activities

3. Explore processes involved in navigating and accessing services

Goal: List steps in the process of going to a lab appointment (blood test, urine test, etc.) and discuss who can help you do these steps

Tip: Focus on how to access the service rather than information about the service. For example, focus on how to prepare for an appointment, not how the lab technician draws blood for the test)

Materials: 3-step note-taking scaffold to identify and keep track of the steps required in the process - *Next Steps Notepad* available at <https://www.ciwaresources.com/ciwahlp/>

Description:

1. Orally identify how to access a blood test at a lab
2. Ask learners to identify, which steps they can do on their own and which steps they need assistance doing.
3. Help learners describe who and what can help them do each step (For example, settlement counsellors can help request interpreters; support people such as family or friends can help book appointments and fill out forms)
4. Ask questions such as:
 - What help do you need at the lab?
 - Who can help you... book an appointment on the phone? Request an interpreter? Plan to get to the lab on time? etc.
 - How can you remember or keep track of what to do next?

4. Break down processes into manageable chunks

Goal: Sequence the steps in going for a blood test at a lab

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

Description:

1. Use photos to list and sequence the steps in going to an appointment
 - make an appointment
 - make a plan to get there on time
 - take ID, health care card, insurance coverage card
 - check in
 - wait
 - say your name and date of birth
 - relax and take a deep breath

Tips:

1. *Be flexible when sequencing steps unless it is clearly important to do one before the other*
2. *Some learners may be able to sequence more steps than others; choose the number of steps that is appropriate for your learners' individual levels*

5. Use My Language Card

Goal: Introduce learners to My Language Card

Tip: Practice using My Language Card to build learners' confidence and independence in accessing services

Materials My Language Card for each learner to keep and use both inside and outside of class - *My Language Card* available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Have learners write their name and the name of their *preferred language** on the card
 2. Role-play to practice showing the card and asking for an interpreter – for example, when making an appointment, when checking in, or when accessing services at a hospital or urgent care centre, etc.
 3. Discuss options for getting first language support in your area; talk about how your local immigrant serving agency and/or settlement counsellors or others can help provide interpretation support

Tip: Learners often speak multiple languages other than English. Encourage them to list whatever language(s) they prefer to use

6. Use My Health Passport

Goal: Introduce learners to My Health Passport

Tip: Practice using My Health Passport to build learners' confidence and independence in accessing services

Materials My Health Passport for each learner to keep and use both inside and outside of class - *My Health Passport* available at <https://www.ciwaresources.com/ciwahlp/>

Optional: print or project onto a screen an enlarged version of single pages of the passport for practice and teacher modelling

- Description:
1. Work with learners to fill in their personal information
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Role-play how to use the Health Passport
 - Filling in information
 - Keeping it with you and taking it to appointments
 - Showing it to healthcare professionals
 - Asking healthcare professionals at appointments to write in it
 - Protecting it just like other personal, confidential information (i.e. not losing it, not leaving it behind at appointments, etc.)

7. Use the Next Steps Notepad

Goal: Introduce learners to the Next Steps Notepad

Tip: Practice using the Next Steps Notepad to build learners' confidence and independence in accessing services

Materials Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Description: 1. Introduce learners to the Next Steps Notepad

Tips:

1. *If your program has one notepad for the class to use, demonstrate how healthcare professionals might use the notes as helpful reminders*
2. *If your program can print notepads for learners to take home, encourage them to take them to appointments and to have their healthcare professional or support person fill them out*
2. Demonstrate/roleplay
 - Keeping and using the notes as helpful reminders
 - Showing them to their support person
 - Referring back to the notes to check that they have done the necessary steps
3. Model filling out a note (or an enlarged version on the board or projector) with the steps from the videos. For example:
 - Make an appointment for blood test
 - Get blood test
 - Go back to family doctor
4. Work with learners to break down steps further as necessary for them to understand the process.

8. Role-play speaking with healthcare providers

Goal: Practice asking questions to a nurse/doctor

Tip: Practice using Health Literacy tools to build confidence in accessing services

Materials

1. My Language Card for each learner to keep and use both inside and outside of class
2. My Health Passport for each learner to keep and use both inside and outside of class
3. Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Optional: to enhance role-play, use health-related props such as scrubs, stethoscope, blood pressure cuff, health care cards, ID, etc.

Tip: If possible, arrange for real healthcare professionals to visit your class to practice the roleplays and build learners' confidence

- Description:
1. Work with learners to fill in their personal information in My Health Passports and My Language Cards (see activities 5 & 6 above)
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Discuss the processes involved in accessing care; model how to think through the steps (think-aloud)
 4. Have learners role-play different parts of the appointment process, taking turns to be both the patient and the healthcare professional:

Checking in at the clinic

- Patient
 - going to the desk
 - saying name
 - showing My Language Card and asking for an interpreter
 - saying “I have an appointment”
 - showing requisition, health care card, ID, My Health Passport
 - sitting down in waiting room
- Receptionist
 - asking if the patient has an appointment
 - asking for patient’s requisition, health care card, ID
 - telling the patient to sit and wait

Getting the blood test

- Patient
 - following the lab tech
 - spelling name and saying date of birth
 - making a fist
 - taking a deep breath and relaxing
- Lab tech:
 - greeting the patient in the waiting room
 - asking name and date of birth
 - cleaning the arm
 - telling the patient to make a fist
 - telling the patient to relax and take a deep breath

9. Sort pictures/words Role-play speaking with healthcare providers

- Goal: Compare and contrast what happens at a lab with what happens at the family doctor
- Materials: High resolution photos and/or teacher-made word cards (depending on individual levels of your learners)
- Description:
1. After getting comfortable with both the lab appointment video and the family doctor video (also available on CIWA’s website), present photos or word cards for learners to sort.
 2. Sort cards into two piles: what happens at a family doctor’s office (for example, check blood pressure, ask questions) and what happens at a lab (elastic around arm, needle, blood test)
 3. If appropriate for your learners’ levels, discuss what happens at both locations, for ex. check in, show health care card, wait, etc.

Learner Activities

This section contains activity pages to accompany the “What happens at the Lab?” video and the corresponding storybook available at www.ciwaresources.com/ciwahlp/.

Literacy professionals can choose the activities that best suit the needs of their learners, and can adapt and modify activities as necessary to differentiate instruction for multiple levels within a class. These activities all aid the use of Storybooks in class. All of the pictures, difficult words that are defined and sentence strips come from the Storybook.

The activity pages in this section include:

- Photo pack
- Picture dictionary
- Match words to pictures
- Write the words
- Sentence strips from the storybook

The sentence strips can be used in many ways to reinforce the steps in the process of navigating and accessing health services, as well as to practice language and literacy learning activities.

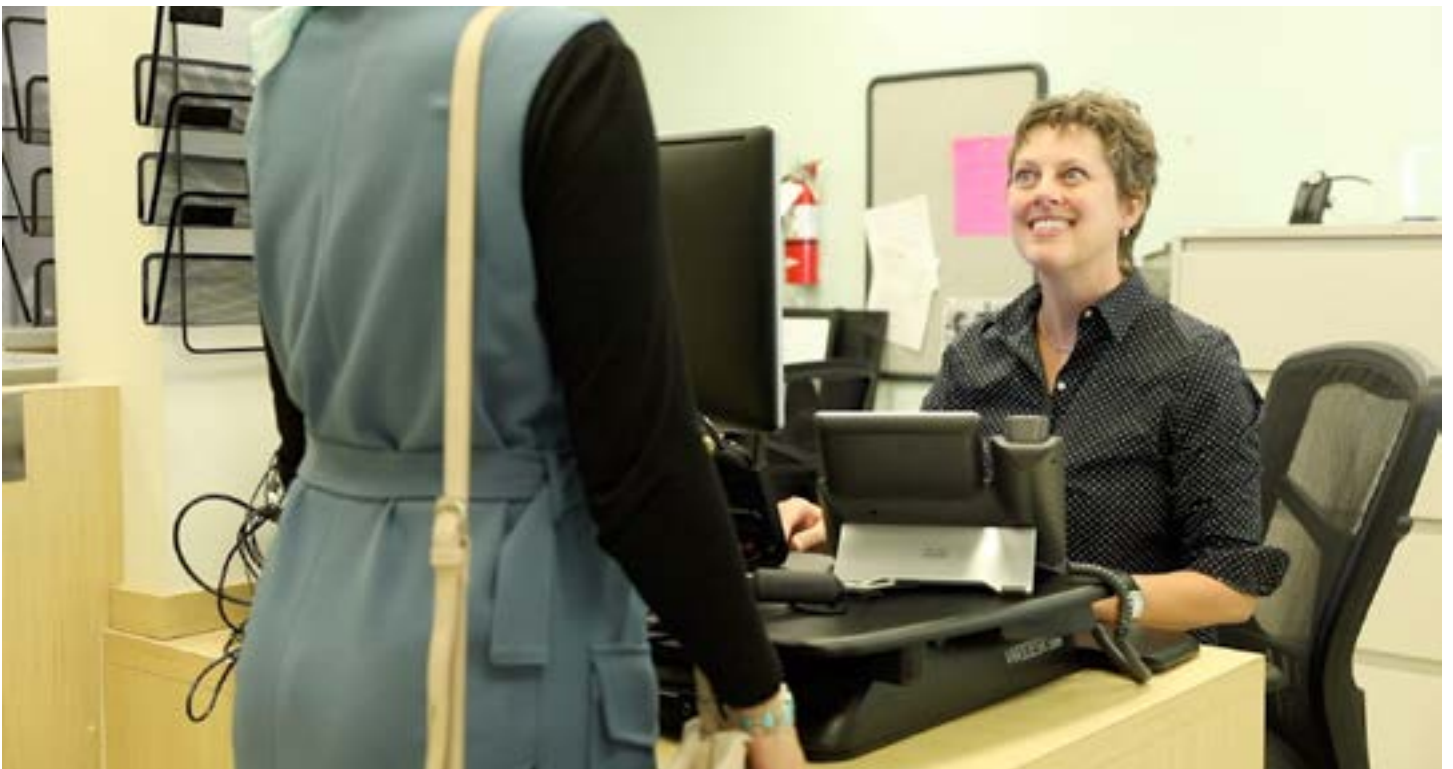
For example, to focus on accessing services, use the sentence strips to sequence the whole story, or parts of the story. Have learners sequence the strips, practice copying the words, or match sentences to photos to show the steps in the process.

Be sure to only use the number of strips that you feel is helpful with your learners. For example, some of your learners might be able to sequence all of the sentences, and some might be able to handle just a few sentences.

Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 2: Picture Dictionary



blood test



friend



check in



elastic



needle

Activity 3: Match the Word with the Picture



elastic



check in

Activity 3: Match the Word with the Picture



needle



blood test



Activity 4: Write the Words











Activity 5: Sentence Strips

I need to get a blood test.

I need to go to a lab.

My friend helps me make an appointment.

I make a plan.

I go to the lab.

I go early.

I check in.

They call my name.

The woman asks me questions.

The woman puts an elastic around my arm.

Activity 5: Sentence Strips

The woman tells me to relax.

The woman uses a needle.

The woman takes the needle out of my arm.

The woman tells me I am done.

The woman asks me questions.

I can go home now.

English Transcript

Note: Only the **bolded script** appears in the Storybook.

SCENE 1: Getting requisition from Doctor

My name is Maysa. I live in Canada.

I need to get a blood test. The blood test will help my doctor know more about my health. My doctor gave me a special paper. It is called a lab requisition. I need this paper to get a blood test. The paper has information on it. It tells the lab what tests my doctor wants me to do. I do not lose the paper. I take care of it. The paper is very important.

I need to go to a lab. A lab is a special place where they test my blood. The lab is not in the doctor's office. There are many labs in my city. I can go to one that is easy for me to get to. I must bring my special paper to the lab. I can make an appointment at the lab. Or I can walk-in with no appointment. If I walk in with no appointment, I might need to wait a long time.

SCENE 2: Friend helps make appointment on the phone

My friend helps me make an appointment. My friend calls the phone number on the back of my special paper. She tells them I need a blood test. She tells them the information on the paper. She makes an appointment for me.

We ask if there is anything special I need to do to get ready for the blood test. For some blood tests, you must fast. That means you cannot eat or drink for many hours before the test. But for my test, I do not need to fast. I can eat and I can drink before my test.

I make a plan. I check that I know the day and time of the appointment. I check that I know the address.

SCENE 3: Taking bus to lab, arriving, entering

I go to the lab. I want to be early so I don't miss my appointment.

I go early. I arrive 15 minutes before my appointment. I don't want to be late. If I am late, I will miss my appointment.

SCENE 4: Checking in at lab, waiting room scene

I check in. I wait in line. I go to the desk. I say my name. I tell them that I have an appointment. I give them my special paper. They ask me what time my appointment is. They ask for my health care card and my picture ID. They take my special paper. They tell me to sit down and wait.

They call my name. I stand up and go to the desk. A woman asks me to follow her. She is a lab tech.

A lab tech is a person who does blood tests. Some lab techs are women. Some lab techs are men. Today, my lab tech is a woman. She will do my blood test. She takes me to a small room.

SCENE 5: Lab tech does blood test

The woman asks me questions. She speaks slowly. She asks my name and date of birth. I tell her. The lab tech looks at my arms. She chooses one arm.

The woman puts an elastic around my arm. The elastic feels strange, but it doesn't hurt. The woman cleans one small place on my arm. She uses a little wet cloth. It is cold.

The woman tells me to close my hand and make a fist. Then she tells me to open my hand. She tells me to open and close my hand again many times.

The woman tells me to relax. I am a little nervous. I take a deep breath. I relax my hand. I relax my muscles. I feel a little better.

The woman uses a needle. She is gentle. She puts the needle in my arm. It hurts a little bit. I sit still. I don't move. I take a deep breath. The woman takes the elastic off my arm. She tells me that I am doing great.

The woman takes the needle out of my arm. She is very gentle. She puts a cotton ball on my arm. She tells me to hold my finger on the cotton ball. She puts tape on my arm. The tape holds the cotton ball on my arm. I can take off the tape when I get home.

The woman tells me I am done. She does not tell me any results of the tests. The lab will give the results to my doctor. I will ask my doctor about the results.

SCENE 6: Leaving the lab

I can go home now. I am all done. I don't need to pay. I am happy.

Video 3:

What Happens at a Mammogram?



About the Video

Feature: What happens before, during and after a mammogram?

Video length: 10.5 minutes

Availability: Video is on <https://www.ciwaresources.com/ciwahlp/> in a variety of languages

Caution: This video shows a women getting a mammogram. The video shows the experience as realistically as possible while avoiding to show the patient's upper body fully disrobed, as is customary in a mammogram. The character's bare shoulder, arm, and part of her back is shown. Ensure that learners are aware of, and comfortable, viewing the images of the woman's bare arm, shoulder, and back before showing the video. Learners, especially those who have experienced trauma, may find it difficult to view scenes in the video and are uncomfortable discussing women's health. Please allow learners the option to watch and participate as they feel comfortable.

Video Summary:

Maysa needs to get a mammogram. She receives a requisition from her doctor and gets a friend to help her make an appointment. She prepares for her appointment and plans how to get there. She makes sure she has her requisition, picture ID, and health care card. She checks in at the diagnostic imaging centre and waits to be called. She follows the mammographer to a change room and puts on a gown. She answers questions from the mammographer and then gets a mammogram done. When the mammogram is finished, Maria gets dressed again and goes home happy.

Underlying Concepts

Here is a list of concepts that the video touches on. These concepts are about navigating and accessing healthcare services.

1. Getting a mammogram:

- Mammograms are x-rays of breasts. They are taken by mammographers, also called “mammo-techs”.
- Mammograms are done at diagnostic imaging centres, not doctors’ offices. Some diagnostic imaging centres focus only on women’s imaging, others offer different kinds of imaging services for both men and women.
- A mammogram takes place in a small room with the patient and the mammographer only. Mammographers are always women, not men, so patients can be assured that they will not need to do a mammogram in the presence of any men. It may be possible for a patient to take a support person into a mammogram room with them, so patients should check when booking their appointments.
- Patients must remove all their clothing from the top half of their body, but leave on their pants/skirt and shoes. It is advisable to wear clothes that are easy to take off the top, such as a blouse and a skirt rather than a full-length dress.
- Mammographers ask women to remove their gowns when it is time to take the x-rays. Women have the right to ask to leave the gown on, but it is more difficult for the mammographer and might mean that it takes longer to complete the mammogram appointment. For the purposes of avoiding nudity in this video, we show the patient asking and being allowed to leave her gown on because she is “a little uncomfortable”.
- The question of when and how often a woman should get mammograms depends on many factors, including age. Some younger women in your classes may not have been referred for a mammogram yet by their doctor. The purpose of this resource is not to provide advice about when or how often to get a mammogram, but it is simply to describe what happens at a mammogram in order to help women access the service when they need it.

2. Being prepared for a mammogram appointment:

- Make a plan to get to the lab and go early so you don’t miss your appointment.
- Take your requisition to the diagnostic imaging centre. Do not write on your requisition.
- When you check in, be prepared to show your requisition, health care card, photo ID, and coverage card if you have one.
- Patients should not be wearing any deodorant or lotion because these can interfere with the mammogram.
- Women cannot get a mammogram if they are pregnant, so mammographers ask if the

patient is, or might be, pregnant, and when their last menstrual period began. This can be an unexpected or confusing question for some patients, so it is important for them to understand why they are being asked about their period.

3. Results of mammograms:

- You will not be told any results of your mammogram by the mammographer. The images will be reviewed by a radiologist and the results will be sent to your doctor.
- Someone from your doctor's office will call you about your results if there is a problem.
- Usually four initial images are taken for a routine mammography exam. Sometimes patients are called to come back for additional imaging and/or a breast ultrasound. Patients should not be alarmed if they are asked to return. It is not a sign of bad news, but simply a sign that more information is needed for a complete exam. simply a sign that more information is needed for a complete exam.

Vocabulary

The following are words from the video. The words are listed in the order in which they are heard. It is important that learners are introduced to and familiarized with these words as they may encounter them in "real life" when accessing healthcare services.

- | | |
|-------------------------------|-----------------------------|
| 1. Mammogram | 13. Change room |
| 2. X-ray | 14. Get changed |
| 3. Breast | 15. Gown |
| 4. Diagnostic imaging centre | 16. Shirt/Bra/Pants/Shoes |
| 5. Requisition | 17. Mammographer/Mammo-tech |
| 6. Health care card | 18. Period/menstrual period |
| 7. ID/ picture identification | 19. Pregnant |
| 8. Insurance coverage card | 20. Concerns/worried |
| 9. Deodorant | 21. Lump/pain |
| 10. Body lotion | 22. Squeezes |
| 11. Check in | 23. Ultrasound |
| 12. Nervous | 24. Results |

Tip: Focus on oral comprehension of these words rather than on reading and writing them.

Tips to Remember

These materials offer support to understand how to access health care services. The goal is not to simplify content but to help you amplify learners' understanding of the content.

Here are some tips to help do that.



Start Orally

ESL literacy learners depend highly on their oral skills to make sense of their environments. Be sure to focus on speaking first, then move into using the resources for reading or writing activities.



Use visuals

The more visuals you can use to support meaning-making, the better. Look for clear, full-colour photos and other resources like those in the activity pages and storybooks that go along with this teachers' guide.



Go slowly and repeat

ESL literacy learners need lots of repetition to help them learn. Pause and repeat sections of the videos. Show the same video many times. Have learners watch in their preferred language, if available. Watching the video in their language and in English will not only help them understand the content, but will also support language learning goals.



Make connections

Connect the stories with learners' lived experiences. Encourage learners to use the tools (language card and health passport) and videos outside class. Talk about their experiences accessing health care and using the tools.

Healthy Literacy Tools

The following tools are designed specifically for adult ESL literacy learners. They are available at <https://www.ciwaresources.com/ciwahlp/>.

My Language Card

A purple-bordered card with a white background. It contains the text: "My name is _____", "I speak _____", and "Please help me find an interpreter."

What is it?

- A wallet size card that shows the learner's name and language, and requests help to find an interpreter

How does it work?

- The learner presents the card at any healthcare facility to request an interpreter

My Health Passport

A purple-bordered booklet titled "My Health Passport". It contains four white rectangular boxes for text entry, labeled: "First name:", "Last name:", "I speak:", and "Month / Year:".

What is it?

- A passport-size booklet designed to keep personal health information (such as emergency contacts, health conditions, medications and appointments) organized, in one place, and easily accessible

How does it work?

- The learners and his/her support person fills out the personal health information
- The learner presents the passport to share medical related information with the healthcare professional
- The learner records new information and next steps with the help of the healthcare professional or support person
- The learner uses it to manage his/her health and avoid missed appointments

Next Steps Notepad

A purple-bordered notepad titled "Next steps:". It features three numbered steps (1, 2, 3) each followed by a horizontal line for writing. At the bottom, it says "Please return to patient. Thank you." and includes logos for CIWA, CIWA, and CIWA.

What is it?

- A notepad designed to show the learner the next steps that they need to take after an appointment
- A notepad that also provides healthcare professionals tips on how to communicate next steps clearly and concisely for literacy learners

How does it work?

- The healthcare professionals use the blank outline to write the next steps to take after the appointment
- The learner keeps the note to help him/her remember what to do and to avoid missed steps

Activities Before & After Viewing

The activities listed below offer suggestions on how to incorporate health care access concepts and skills in adult ESL literacy classes. Literacy practitioners can use the activities, tools, and videos to practice language and literacy goals as well.

Warm-up and Pre-viewing Activities

1. Activate background knowledge and experience

Goal: Review body parts vocabulary and orally identify thematic vocabulary

Materials: None

- Description:
1. Review words for various body parts including arm, shoulder, back, and breast
 2. Orally share ideas/words about getting a mammogram and other x-rays.
 3. Ask questions such as:
 - Who helps you make appointments?
 - Did you ever get an x-ray?
 - Did you ever get an x-ray of your breast?
 - Does an x-ray hurt?

2. Pre-teach thematic vocabulary

Goal: Name thematic vocabulary with visual support

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Orally identify thematic vocabulary and steps in the process of getting a mammogram. Ask questions such as:
 - Where is the picture of ...the health care card? ...the special paper (requisition)?
 - Which one shows her making an appointment? checking in? waiting? getting changed? talking/answering questions?

Post-viewing and Practice Activities

3. Explore processes involved in navigating and accessing services

Goal: List steps in the process of getting a mammogram and discuss who can help you do these steps

Tip: Focus on how to access the service rather than information about the service. For example, focus on the fact that you need to take a requisition to a mammogram and you don't need to pay, rather than how often you should go and at what age.

Materials: 3-step note-taking scaffold to identify and keep track of the steps required in the process - *Next Steps Notepad* available at <https://www.ciwaresources.com/ciwahlp/>

Description:

1. Orally identify how to access a diagnostic imaging centre and get a mammogram
2. Ask learners to identify, which steps they can do on their own and which steps they need assistance doing.
3. Help learners describe who and what can help them do each step (For example, settlement counsellors can help request interpreters; support people such as family or friends can help book appointments and fill out forms)
4. Ask questions such as:
 - What help do you need to get a mammogram appointment?
 - Who can help you... book an appointment on the phone? Request an interpreter? Find a diagnostic imaging centre close to you? Help you get there on time? etc.
 - How can you remember or keep track of what to do next?

4. Break down processes into manageable chunks

Goal: Sequence the steps in going for a mammogram at a diagnostic imaging centre

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

Description:

1. Use photos to list and sequence the steps in going to an appointment
 - make an appointment
 - make a plan to get there on time
 - take ID, health care card, insurance coverage card
 - check in
 - wait
 - get changed, put on a gown
 - taking x-rays
 - get changed, put clothes back on

Tips:

1. *Be flexible when sequencing steps unless it is clearly important to do one before the other – for example, check in at the desk first, then sit down and wait*
2. *Some learners may be able to sequence more steps than others; choose the number of steps that is appropriate for your learners' individual levels*

5. Use My Language Card

Goal: Introduce learners to My Language Card

Tip: Practice using My Language Card to build learners' confidence and independence in accessing services

Materials My Language Card for each learner to keep and use both inside and outside of class - *My Language Card* available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Have learners write their name and the name of their *preferred language** on the card
 2. Role-play to practice showing the card and asking for an interpreter – for example, when making an appointment, when checking in, or when accessing services at a hospital or urgent care centre, etc.
 3. Discuss options for getting first language support in your area; talk about how your local immigrant serving agency and/or settlement counsellors or others can help provide interpretation support

Tip: Learners often speak multiple languages other than English. Encourage them to list whatever language(s) they prefer to use

6. Use My Health Passport

Goal: Introduce learners to My Health Passport

Tip: Practice using My Health Passport to build learners' confidence and independence in accessing services

Materials My Health Passport for each learner to keep and use both inside and outside of class - *My Health Passport* available at <https://www.ciwaresources.com/ciwahlp/>

Optional: print or project onto a screen an enlarged version of single pages of the passport for practice and teacher modelling

- Description:
1. Work with learners to fill in their personal information
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Role-play how to use the Health Passport
 - Filling in information
 - Keeping it with you and taking it to appointments
 - Showing it to healthcare professionals
 - Asking healthcare professionals at appointments to write in it
 - Protecting it just like other personal, confidential information (i.e. not losing it, not leaving it behind at appointments, etc.)

7. Use the Next Steps Notepad

Goal: Introduce learners to the Next Steps Notepad

Tip: Practice using the Next Steps Notepad to build learners' confidence and independence in accessing services

Materials Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Description: 1. Introduce learners to the Next Steps Notepad

Tips:

1. *If your program has one notepad for the class to use, demonstrate how healthcare professionals might use the notes as helpful reminders*
2. *If your program can print notepads for learners to take home, encourage them to take them to appointments and to have their healthcare professional or support person fill them out*
2. Demonstrate/roleplay
 - Keeping and using the notes as helpful reminders
 - Showing them to their support person
 - Referring back to the notes to check that they have done the necessary steps
3. Model filling out a note (or an enlarged version on the board or projector) with the steps from the videos. For example:
 - Make an appointment for a mammogram
 - Get mammogram
 - Go back to family doctor
4. Work with learners to break down steps further as necessary for them to understand the process.

8. Role-play speaking with healthcare providers

- Goal: Practice asking questions to a healthcare provider
Tip: Practice using Health Literacy tools to build confidence in accessing services
- Materials
1. My Language Card for each learner to keep and use both inside and outside of class
 2. My Health Passport for each learner to keep and use both inside and outside of class
 3. Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>
- Optional: to enhance role-play, use health-related props such as scrubs, stethoscope, health care cards, ID, etc.
Tip: If possible, arrange for real healthcare professionals to visit your class to practice the roleplays and build learners' confidence
- Description:
1. Work with learners to fill in their personal information in My Health Passports and My Language Cards (see activities 5 & 6 above)
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Discuss the processes involved in accessing care; model how to think through the steps (think-aloud)
 4. Have learners role-play different parts of the appointment process, taking turns to be both the patient and the healthcare professional:
Making an appointment on the phone
Patient
 - saying hello and name
 - saying "I need an appointment"
 - showing My Language Card and asking for an interpreterReceptionist
 - asking caller to spell name
 - asking/negotiating what day for the appointmentChecking in at the clinic
 - Patient
 - going to the desk
 - saying name
 - showing My Language Card and asking for an interpreter
 - saying "I have an appointment"
 - showing requisition, health care card, ID, My Health Passport
 - sitting down in waiting room
 - Receptionist
 - asking if the patient has an appointment
 - asking for patient's requisition, health care card, ID
 - telling the patient to sit and wait

Tell patient to get changed

- Mammographer:
 - greeting the patient in the waiting room
 - giving a gown to the patient
 - telling patient to take off shirt and bra
 - telling patient to keep pants on and shoes on
 - demonstrate how to put on a gown (over clothes)
- 5. Depending on learners' levels, have them tell you the steps in order while you model how to write it in the passport/on a Next Steps note.

Learner Activities

This section contains activity pages to accompany the “What happens at a Mammogram?” video and the corresponding storybook available at www.ciwaresources.com/ciwahlp/.

Literacy professionals can choose the activities that best suit the needs of their learners, and can adapt and modify activities as necessary to differentiate instruction for multiple levels within a class. These activities all aid the use of Storybooks in class. All of the pictures, difficult words that are defined and sentence strips come from the Storybook.

The activity pages in this section include:

- Photo pack
- Picture dictionary
- Match words to pictures
- Write the words
- Sentence strips from the storybook

The sentence strips can be used in many ways to reinforce the steps in the process of navigating and accessing health services, as well as to practice language and literacy learning activities.

For example, to focus on accessing services, use the sentence strips to sequence the whole story, or parts of the story. Have learners sequence the strips, practice copying the words, or match sentences to photos to show the steps in the process.

Be sure to only use the number of strips that you feel is helpful with your learners. For example, some of your learners might be able to sequence all of the sentences, and some might be able to handle just a few sentences.

Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 2: Picture Dictionary



special paper



mammogram



mammographer



check in



get changed



gown



machine



x - ray

Activity 3: Match the Word with the Picture



mammographer



check in

Activity 3: Match the Word with the Picture



get changed



gown

Activity 4: Write the Words

















Activity 5: Sentence Strips

My doctor wants me to get a mammogram.

My doctor gives me a special paper.

My friend helps me.

My friend books a mammogram.

I go to my mammogram appointment.

I check in at the desk.

A woman calls my name.

The woman tells me to get changed.

The woman asks me questions.

I go into the change room.

I put on the gown.

Activity 5: Sentence Strips

The mammographer comes to get me.

The mammographer checks my information.

She asks about my period.

She asks other questions.

The mammographer asks me to take off my gown.

The mammographer helps me.

The machine starts to move.

The machine takes an x-ray of my breast.

The mammographer touches my body again.

Activity 5: Sentence Strips

The machine moves again.

The x-rays are done now.

I get dressed.

I am ready to go.

Later this week, I will call my doctor.

English Transcript

Note: Only the **bolded script** appears in the Storybook.

SCENE 1: At the Doctor

My name is Maria. I live in Canada.

My doctor wants me to get a mammogram. A mammogram is a kind of x-ray. It is a breast x-ray. It checks if my breasts are healthy. I can't get a mammogram at my doctor's office. I must go to a special place to get a mammogram. I must go to a diagnostic imaging centre. That is a special place where they do medical tests. They do mammograms, ultrasounds, and other kinds of tests.

My doctor gives me a special paper. It is called a requisition. I must take the special paper to my mammogram. My doctor shows me the back of the special paper. There is a phone number. I will call the number. I will make an appointment for a mammogram.

SCENE 2: Making an appointment

My friend helps me. We look at the special paper. My friend calls the phone number on the paper. It is the phone number to call to book a mammogram. My friend speaks English. My friend tells the person on the phone that I need a mammogram.

My friend books a mammogram. My friend talks to the person on the phone. They book a mammogram at a diagnostic imaging centre. There are many diagnostic imaging centres in my city. They book an appointment at a location that is easy for me to get to. I check that I know the day and time of my mammogram. I plan my trip to the diagnostic imaging centre. I don't want to be late for my appointment. My friend helps me make a plan.

I check that I have everything I need. I have my special paper from the doctor. I have my health care card. I have my ID. It is my picture identification. It has my picture and my address on it. I am ready.

SCENE 3: Checking in – waiting room

I go to my mammogram appointment. I am wearing clothes that are easy to take off. I am not wearing any deodorant or body lotion. I go fifteen minutes early. I don't want to be late. If I am late, I will miss my appointment and I will need to wait a long time.

I check in at the desk. I say my name. I give them my special paper. I show my health care card. I show my ID. The person at the desk asks me some questions. She asks my phone number and my address. I answer the questions. Then I sit down and wait.

A woman calls my name. I follow her. She is nice. She knows that I feel a little nervous. The woman takes me to a change room. She gives me special clothes called a gown.

The woman tells me to get changed. She tells me to take off my shirt and bra. She tells me to keep my pants on and my shoes on. She tells me to put on the gown. She tells me to open the door when I am ready.

SCENE 4: Changing room

I go into the change room. I close the door. I take off my shirt. I take off my bra. I have nothing on the top of my body. I have my pants on. I have my shoes on.

I put on the gown. The opening is in the front. It is like a light jacket. I am ready now. I hold my purse. I leave my clothes in the room. I open the door and wait. I wait for someone to come get me. I wait for a while.

SCENE 5: Meeting the mammographer

The mammographer comes to get me. A mammographer is a woman who takes x-rays of breasts. She is also called a mammo tech.

We go to a special room. It is the mammogram room. The room has a big x-ray machine. There is no one else in the room. It is just me and the mammographer.

The mammographer checks my information. She speaks slowly. She asks my name and date of birth. I tell her.

She asks about my period. My menstrual period is when I bleed every month. The mammographer needs to know when my last menstrual period was before she does the test. She must know if I am pregnant. I can't get a mammogram if I am pregnant.

She asks other questions. She asks if I have any concerns about my breasts. A concern is when I am worried about something, like a new lump, new pain, or something new coming out of my breasts.

SCENE 6: Getting x-rays

The mammographer asks me to take off my gown. I feel a little uncomfortable. I ask her if I can keep it on. She says ok. She asks me to stand beside the machine.

The mammographer helps me. She touches my body. She puts me very close to the machine. She asks me to take my arm out of the gown. She puts my breast on the machine. The machine is cold. It feels strange but it doesn't hurt.

The machine starts to move. It makes a noise. It starts to squeeze. It squeezes my breast. It doesn't feel comfortable. I try to relax. It hurts a little, but the mammographer tells me it will only squeeze for a few seconds.

The machine takes an x-ray of my breast. Then it stops squeezing my breast. The mammographer moves my body a little. The machine starts to squeeze my breast again. The machine takes another x-ray. Then it stops squeezing me.

The mammographer touches my body again. The mammographer says I'm doing great. She puts my other breast on the machine.

The machine moves again. It squeezes again. It is uncomfortable. The mammographer takes more x-rays of my breasts.

The x-rays are done now. The machine stops squeezing my breast. The mammographer tells me I

did a good job.

She says that sometimes x-rays do not give enough information. Sometimes women must come back to get another kind of test called an ultrasound. She tells me not to worry. If I get called to come back, it is not bad news. It just means that they need more information from a different kind of test. The diagnostic imaging centre will call me if I need to come back.

SCENE 7: Leaving

I get dressed. I take off the gown. I leave it in the change room. I put on my clothes. I take all my things. I am happy. I am relaxed.

I am ready to go. I don't need to pay. I do not know the results of the x-rays. They will tell my doctor the results. Someone from my doctor's office will call me if there is a problem.

Later this week, I will call my doctor. I will make an appointment. I will ask my doctor about the results of the mammogram. But for now, I can go home and relax. I am happy to take care of my health.

Video 4:

What Happens at the Pharmacy?



About the Video

Feature: What happens at the pharmacy?

Video length: 4.5 minutes

Availability: Video is on <https://www.ciwaresources.com/ciwahlp/> in a variety of languages

Caution: Learners, especially those who have experienced trauma, may find it difficult to view scenes in the video and are uncomfortable discussing women's health. This video shows a pharmacist in a white coat. Please be sensitive to how these images may affect viewers, and always allow learners the option to watch and participate as they feel comfortable. Please allow learners the option to watch and participate as they feel comfortable.

Video Summary:

Nadia takes her prescription to a pharmacy. She shows her ID, health care card, and insurance card. After a short wait, her medicine is ready. She listens as the pharmacist gives information about the medicine, but she doesn't understand everything. She asks the pharmacist to say it again. Then she asks for help to find some medicine that can help her son with his sore throat and cough. The pharmacist comes out to help her find the right medicine. He shows her one brand of medicine, but it's too expensive so Nadia asks if there is anything cheaper. The pharmacist suggests a cheaper, similar kind of medicine that will do the same thing. In the end, Nadia is happy because she buys the cheaper cough medicine and gets her prescription.

Underlying Concepts

Here is a list of concepts that the video touches on. These concepts are about navigating and accessing healthcare services.

1. Being prepared at the pharmacy:

- Take your prescription to the pharmacy.
- Take your health care card and photo ID.
- Bring insurance information with you.
- Take your medicines with you to show the pharmacist.

2. Speaking with the pharmacist

- You have the right to ask questions and check that you understand.
- The pharmacist will ask about your health conditions. It is important that they know this information so they can make sure the medicine they give you is safe for you.
- You can ask a pharmacist (or assistant) to help you find the right medicine for you from the shelves.
- Sometimes there are cheaper versions of medicine that do the same thing as expensive kinds. You can ask if there is a cheaper version of the medicine you need.

3. Speaking with the pharmacist

- You have the right to choose any pharmacy you want, and to switch pharmacies anytime.
- Not all pharmacies charge the same amount for dispensing medicine. You have the right to ask about their fees

4. Insurance benefits and the cost of prescription medicine

- Understanding insurance benefits and the cost of prescription medicines, including what benefits are available to learners, is a complex area, outside the purview of language and literacy teachers. However, teachers play an important role in referring and connecting learners to support services, such as settlement counsellors, who can help them access what is available to them. This referral is especially important for recently-arrived refugees who are eligible for certain benefits for a limited period of time after arrival in Canada.

Vocabulary

The following are words from the video. The words are listed in the order in which they are heard. It is important that learners are introduced to and familiarized with these words as they may encounter them in “real life” when accessing healthcare services.

- | | |
|------------------------------|------------------------------|
| 1. Medicine | 9. Pharmacist |
| 2. Prescription | 10. Allergies |
| 3. Pharmacy | 11. Pills |
| 4. Health care card | 12. Side effects |
| 5. Picture ID/identification | 13. Cough/sore throat |
| 6. Address/Phone number | 14. Expensive |
| 7. Insurance card | 15. Cheaper |
| 8. Counter | 16. Similar kind of medicine |

Tip: Focus on oral comprehension of these words rather than on reading and writing them.

Tips to Remember

These materials offer support to understand how to access health care services. The goal is not to simplify content but to help you amplify learners' understanding of the content.

Here are some tips to help do that.

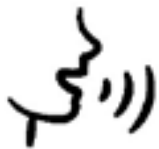


Illustration by: [unreadable]

Start Orally

ESL literacy learners depend highly on their oral skills to make sense of their environments. Be sure to focus on speaking first, then move into using the resources for reading or writing activities.



Illustration by: [unreadable]

Use visuals

The more visuals you can use to support meaning-making, the better. Look for clear, full-colour photos and other resources like those in the activity pages and storybooks that go along with this teachers' guide.



Illustration by: [unreadable]

Go slowly and repeat

ESL literacy learners need lots of repetition to help them learn. Pause and repeat sections of the videos. Show the same video many times. Have learners watch in their preferred language, if available. Watching the video in their language and in English will not only help them understand the content, but will also support language learning goals.



Illustration by: [unreadable]

Make connections

Connect the stories with learners' lived experiences. Encourage learners to use the tools (language card and health passport) and videos outside class. Talk about their experiences accessing health care and using the tools.

Healthy Literacy Tools

The following tools are designed specifically for adult ESL literacy learners. They are available at <https://www.ciwaresources.com/ciwahlp/>.

My Language Card

A purple-bordered card with a white background. It contains the text: "My name is _____", "I speak _____", and "Please help me find an interpreter."

What is it?

- A wallet size card that shows the learner's name and language, and requests help to find an interpreter

How does it work?

- The learner presents the card at any healthcare facility to request an interpreter

My Health Passport

A purple-bordered booklet titled "My Health Passport". It contains four white rectangular boxes for text entry, labeled: "First name:", "Last name:", "I speak:", and "Month / Year:".

What is it?

- A passport-size booklet designed to keep personal health information (such as emergency contacts, health conditions, medications and appointments) organized, in one place, and easily accessible

How does it work?

- The learners and his/her support person fills out the personal health information
- The learner presents the passport to share medical related information with the healthcare professional
- The learner records new information and next steps with the help of the healthcare professional or support person
- The learner uses it to manage his/her health and avoid missed appointments

Next Steps Notepad

A purple-bordered notepad titled "Next steps:". It contains three numbered steps, each with a blank line for writing: "1 _____", "2 _____", and "3 _____". At the bottom, it says "Please return to patient. Thank you." and includes logos for CIWA, CIWA, and CIWA.

What is it?

- A notepad designed to show the learner the next steps that they need to take after an appointment
- A notepad that also provides healthcare professionals tips on how to communicate next steps clearly and concisely for literacy learners

How does it work?

- The healthcare professionals use the blank outline to write the next steps to take after the appointment
- The learner keeps the note to help him/her remember what to do and to avoid missed steps

Activities Before & After Viewing

The activities listed below offer suggestions on how to incorporate health care access concepts and skills in adult ESL literacy classes. Literacy practitioners can use the activities, tools, and videos to practice language and literacy goals as well.

Warm-up and Pre-viewing Activities

1. Activate background knowledge and experience

Goal: Orally identify thematic vocabulary

Materials: None

- Description:
1. Review words for various body parts including arm, shoulder, back, and breast
 2. Orally share ideas/words about medicine and the pharmacy
 3. Ask questions such as:
 - Where do you get medicine?
 - Did you ever go to a pharmacy?
 - Who do you go to the pharmacy with?
 - What do you do at the pharmacy?
 - What is a pharmacist?

2. Pre-teach thematic vocabulary

Goal: Name thematic vocabulary with visual support

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Orally identify thematic vocabulary and steps in the process of going to the pharmacy. Ask questions such as:
 - What is this?
 - Show me the prescription; the pharmacy, the pharmacist; the medicine.
 - Where is the picture of ...the health care card? ...the photo ID?
 - Which one shows her giving her prescription to the pharmacist? talking to the pharmacist/asking questions?

Post-viewing and Practice Activities

3. Explore processes involved in navigating and accessing services

Goal: List steps in the process of getting a prescription filled at a pharmacy, and who can help you do these steps

Tip: Focus on how to access the service rather than information about the service. For example, focus more on my right to choose any pharmacy and ask for the cost of services, rather than on what the medicine is for

Materials: 3-step note-taking scaffold to identify and keep track of the steps required in the process - *Next Steps Notepad* available at <https://www.ciwaresources.com/ciwahlp/>

Description: 1. Orally identify how to access a pharmacy to get medicine.

Tip: in the video, Nadia already has a prescription. The video does not show her getting a prescription from her doctor. Depending on your learners' needs, you could include going to the doctor to get a prescription as one of the steps to accessing medicine at the pharmacy

2. Ask learners to identify, which steps they can do on their own and which steps they need assistance doing.
3. Help learners describe who and what can help them do each step (For example, settlement counsellors can help request interpreters; support people such as family or friends can help take them to the pharmacy and answer questions)
4. Ask questions such as:
 - What help do you need at the pharmacy?
 - Who can help ... take you to the pharmacy? understand and answer the questions at the pharmacy? etc.

4. Break down processes into manageable chunks

Goal: Sequence the steps involved in getting medicine from the pharmacy

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Use photos to list and sequence the steps in getting medicine from the pharmacy
 - take your prescription
 - take ID, health care card, insurance coverage card
 - take a friend to help – (if desired. Note: the video shows Nadia going to the pharmacy on her own)
 - speak to the pharmacist
 - give your prescription
 - answer questions
 - wait
 - listen to the pharmacist and ask questions
 - check that you understand

Tips:

1. *Be flexible when sequencing steps unless it is clearly important to do one before the other – for example, check in at the desk first, then sit down and wait*
2. *Some learners may be able to sequence more steps than others; choose the number of steps that is appropriate for your learners' individual levels*

5. Use My Language Card

Goal: Introduce learners to My Language Card

Tip: Practice using My Language Card to build learners' confidence and independence in accessing services

Materials My Language Card for each learner to keep and use both inside and outside of class - *My Language Card available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Have learners write their name and the name of their *preferred language** on the card
 2. Role-play to practice showing the card and asking for an interpreter – for example, when making an appointment, when checking in, or when accessing services at a hospital or urgent care centre, etc.
 3. Discuss options for getting first language support in your area; talk about how your local immigrant serving agency and/or settlement counsellors or others can help provide interpretation support

Tip: Learners often speak multiple languages other than English. Encourage them to list whatever language(s) they prefer to use

6. Use My Health Passport

Goal: Introduce learners to My Health Passport

Tip: Practice using My Health Passport to build learners' confidence and independence in accessing services

Materials My Health Passport for each learner to keep and use both inside and outside of class - *My Health Passport* available at <https://www.ciwaresources.com/ciwahlp/>

Optional: print or project onto a screen an enlarged version of single pages of the passport for practice and teacher modelling

- Description:
1. Work with learners to fill in their personal information
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Role-play how to use the Health Passport
 - Filling in information
 - Keeping it with you and taking it to the pharmacy
 - Showing it to the pharmacist
 - Asking the pharmacist to write in it
 - Protecting it just like other personal, confidential information (i.e. not losing it, not leaving it behind at appointments, etc.)

7. Use the Next Steps Notepad

Goal: Introduce learners to the Next Steps Notepad

Tip: Practice using the Next Steps Notepad to build learners' confidence and independence in accessing services

Materials Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Introduce learners to the Next Steps Notepad
 - Tips:*
 1. *If your program has one notepad for the class to use, demonstrate how healthcare professionals might use the notes as helpful reminders*
 2. *If your program can print notepads for learners to take home, encourage them to take them to appointments and to have their healthcare professional or support person fill them out*
 2. Demonstrate/roleplay
 - Keeping and using the notes as helpful reminders
 - Showing them to their support person
 - Referring back to the notes to check that they have done the necessary steps

3. Model filling out a note (or an enlarged version on the board or projector) with the steps from the videos. For example:
 - Go to family doctor
 - Get prescription
 - Go to pharmacy to get medicine
4. Work with learners to break down steps further as necessary for them to understand the process.

8. Role-play speaking with healthcare providers

Goal: Practice asking questions to a pharmacist or assistant
Tip: Practice using Health Literacy tools to build confidence in accessing services

Materials

1. My Language Card for each learner to keep and use both inside and outside of class
2. My Health Passport for each learner to keep and use both inside and outside of class
3. Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Optional: to enhance role-play, use pharmacy-related props such as a fake prescription, empty medicine bottles, health care cards, ID, a white coat, etc. (Always be sensitive and check with learners: white coats, rubber gloves, etc. can be upsetting for anyone who has experienced trauma)
Tip: If possible, arrange for real healthcare professionals to visit your class to practice the roleplays and build learners' confidence

Description:

1. Work with learners to fill in their personal information in My Health Passports and My Language Cards (see activities 5 & 6 above)
2. Encourage learners to have their support person help them fill in more information at home and at appointments
3. Discuss the processes involved in accessing care; model how to think through the steps (think-aloud)

Description:

4. Have learners role-play different parts of the process of getting prescription medicine at the pharmacy:
 - waiting in line
 - showing My Language Card and asking for interpretation services
 - dropping off a prescription
 - talking to a pharmacist
 - showing My Health Passport to pharmacist
 - answering questions
 - asking for cheaper medicine
 - asking for clarification/checking that you understand
 - buying medicine

Learner Activities

This section contains activity pages to accompany the “What happens at the Pharmacy?” video and the corresponding storybook available at www.ciwaresources.com/ciwahlp/.

Literacy professionals can choose the activities that best suit the needs of their learners, and can adapt and modify activities as necessary to differentiate instruction for multiple levels within a class. These activities all aid the use of Storybooks in class. All of the pictures, difficult words that are defined and sentence strips come from the Storybook.

The activity pages in this section include:

- Photo pack
- Picture dictionary
- Match words to pictures
- Write the words
- Sentence strips from the storybook

The sentence strips can be used in many ways to reinforce the steps in the process of navigating and accessing health services, as well as to practice language and literacy learning activities.

For example, to focus on accessing services, use the sentence strips to sequence the whole story, or parts of the story. Have learners sequence the strips, practice copying the words, or match sentences to photos to show the steps in the process.

Be sure to only use the number of strips that you feel is helpful with your learners. For example, some of your learners might be able to sequence all of the sentences, and some might be able to handle just a few sentences.

Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 2: Picture Dictionary



medicine



pharmacy



prescription

Activity 3: Match the Word with the Picture



pharmacy



prescription

Activity 4: Write the Words







Activity 5: Sentence Strips

This is Nadia.

Nadia needs medicine.

Nadia needs to go to a pharmacy.

Nadia takes her prescription.

Nadia goes to the pharmacy.

Nadia shows her prescription.

Nadia must wait for her medicine.

The pharmacist tells Nadia about her medicine.

Nadia listens.

Activity 5: Sentence Strips

Nadia asks the pharmacist to say it again.

Nadia has another question.
She asks the pharmacist to help her.

The pharmacist shows Nadia some medicine.

Nadia asks if there is a cheaper medicine.

Nadia shows her prescription.
Nadia must wait for her medicine.

Nadia gets what she needs.
Nadia is happy.

English Transcript

Note: Only the **bolded script** appears in the Storybook.

SCENE 1: Prepping for pharmacy

This is Nadia. Nadia lives in Canada. She is learning English. She speaks a little English. She writes a little English.

Nadia needs medicine. She has a prescription. She got it from her family doctor. The prescription says what medicine she needs.

Nadia needs to go to a pharmacy. A pharmacy is a place to buy medicine. The people at the pharmacy know about medicines. They can help Nadia.

Nadia takes her prescription. She takes her health care card and her picture ID. Her picture ID shows her picture, her name, her address, and her birthdate. She takes her insurance card. Her insurance card helps pay for some of her medicine.

SCENE 2: At the Pharmacy

Nadia goes to the pharmacy. She waits in line at the counter. Now it is her turn. The person at the counter says hello. He is a pharmacist.

Nadia shows her prescription. The pharmacist takes it. She shows her health care card and her picture ID. She shows her insurance card. The pharmacist asks questions. He asks, "What is your name? What is your address and phone number? Do you have allergies?" Nadia answers his questions.

Nadia must wait for her medicine. The pharmacist tells her it will take some time.

The medicine is ready now. **The pharmacist tells Nadia about the medicine.** He tells her how many pills to take. He tells her when to take the pills. He tells her about side effects of the medicine.

Nadia listens. She tries to understand. There is a lot of information. Nadia doesn't understand everything.

Nadia asks the pharmacist to say it again. The pharmacist says it again. He is happy to answer Nadia's questions. He knows it will help her understand. And that helps her be healthy.

SCENE 3: Over-the-counter Medicine

Nadia has another question. Her son has a cough and a sore throat. She asks the pharmacist what medicine can help her son.

She asks the pharmacist to help her. He asks questions about her son's problems. Nadia answers the questions. The pharmacist comes out to help her find the right medicine.

The pharmacist shows Nadia some medicine. It will help her son feel better. But it is expensive.

Nadia doesn't want to pay that much.

Nadia asks if there is a cheaper medicine. The pharmacist shows Nadia a cheaper medicine. It has a different name but it is a similar kind of medicine. It will also help her son feel better.

Nadia gets what she needs. She buys her prescription medicine. She also buys cough medicine for her son.

Nadia is happy.

Video 4:

What Happens at the Dentist?



About the Video

Feature: What happens at the dentist?

Video length: 8.25 minutes

Availability: Video is on <https://www.ciwaresources.com/ciwahlp/> in a variety of languages

Caution: Learners, especially those who have experienced trauma, may find it difficult to view scenes in the video and are uncomfortable discussing women's health. This video shows a dentist in a white coat and a woman in a dentist chair receiving dental services, including an x-ray. A dental drill sound is audible for a short time. Please be sensitive to how these images may affect viewers, and always allow learners the option to watch and participate as they feel comfortable. Please allow learners the option to watch and participate as they feel comfortable.

Video Summary:

Sara goes to the dentist. Her friend helps her make an appointment and ask about the cost. Sara prepares by gathering what she needs to take to the appointment. Sara goes to the dentist with her friend as her support person. With her friend's help, Sara checks in, fills in the form, and talks to the dental hygienist. After Sara gets an x-ray and a cleaning, the dentist checks her teeth and says that she has a small cavity. Sara doesn't understand because she has no pain. The dentist says it's a small problem now but will become a bigger problem later. With first language help to understand the situation, Sara chooses to come back for another appointment next week to get the cavity fixed.

Underlying Concepts

Here is a list of concepts that the video touches on. These concepts are about navigating and accessing healthcare services.

1. Being prepared for an appointment:

- Take your medicines with you to show the doctor.
- Take your health care card and photo ID.
- Go early so you don't miss your appointment.

2. Cost of dental services

- Understanding the cost of dental services, including what benefits are available to learners, is a complex area, outside the purview of language and literacy teachers. However, teachers play an important role in referring and connecting learners to support services, such as settlement counsellors, who can help them access what is available to them. This referral is especially important for recently-arrived refugees who are eligible for certain benefits for a limited period of time after arrival in Canada.

3. Getting regular dental check-ups:

- Some learners may not be familiar with the concept of visiting the dentist when you have no pain or dental issues. Be prepared to discuss the value of annual check-ups in promoting overall health and preventing small issues from becoming larger problems.
- One strategy to access dental care at no cost is to go to the emergency room when a dental issue becomes severe. (for example, an infected tooth, which could have been prevented with regular dental treatment becomes so bad that emergency treatment is required). This strategy, with its obvious drawbacks, highlights the complex issue of health care access, particularly for services such as dental care that may not be covered by health care plans. Discussing these topics in class requires a delicate balance and sensitivity to learners' situations.

4. Choosing a dentist:

- You have the right to choose your dentist, to shop around for services that best meet your needs, and to switch dentists anytime.
- You have the right to talk to your dentist about the services recommended for you, how much those services cost, and if they charge according to the fee guide in your province.
- Not all dentists charge the same amount for the same service. Not all dentists accept all benefits plans. You have the right to contact different dentists to compare prices.

5. Speaking with your health care provider:

- Patients have the right to ask questions and check that they understand.

6. Use of support person in appointments:

- Everyone has the right to take a support person to an appointment to help them understand and remember information and to advocate for them.

7. First language support:

- Plan ahead for someone to help you in your language.
- You can ask for an interpreter at your appointments - some health care providers and locations offer interpretation services over the phone, others do not. Dentists may not have interpretation services available, but you can still ask.
- When there is no interpretation service available, explore other alternatives such as requesting an interpreter through your settlement counsellor – but this must be arranged in advance.

Vocabulary

The following are words from the video. The words are listed in the order in which they are heard. It is important that learners are introduced to and familiarized with these words as they may encounter them in “real life” when accessing healthcare services.

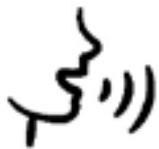
- | | |
|-------------------------------|----------------------------------|
| 1. Dentist | 11. Insurance card |
| 2. Appointment | 12. Check in |
| 3. Teeth | 13. Allergies |
| 4. Toothache | 14. Health problems |
| 5. Pain | 15. Dental hygienist |
| 6. Check up | 16. X-rays |
| 7. Receptionist | 17. Pregnant |
| 8. Insurance coverage | 18. Special glasses/protect eyes |
| 9. Health care card | 19. Healthy |
| 10. Picture ID/identification | 20. Cavity/hole in teeth |

Tip: Focus on oral comprehension of these words rather than on reading and writing them.

Tips to Remember

These materials offer support to understand how to access health care services. The goal is not to simplify content but to help you amplify learners' understanding of the content.

Here are some tips to help do that.



Start Orally

ESL literacy learners depend highly on their oral skills to make sense of their environments. Be sure to focus on speaking first, then move into using the resources for reading or writing activities.



Use visuals

The more visuals you can use to support meaning-making, the better. Look for clear, full-colour photos and other resources like those in the activity pages and storybooks that go along with this teachers' guide.



Go slowly and repeat

ESL literacy learners need lots of repetition to help them learn. Pause and repeat sections of the videos. Show the same video many times. Have learners watch in their preferred language, if available. Watching the video in their language and in English will not only help them understand the content, but will also support language learning goals.



Make connections

Connect the stories with learners' lived experiences. Encourage learners to use the tools (language card and health passport) and videos outside class. Talk about their experiences accessing health care and using the tools.

Healthy Literacy Tools

The following tools are designed specifically for adult ESL literacy learners. They are available at <https://www.ciwaresources.com/ciwahlp/>.

My Language Card

A purple-bordered card with a white background. It contains the text: "My name is _____", "I speak _____", and "Please help me find an interpreter."

What is it?

- A wallet size card that shows the learner's name and language, and requests help to find an interpreter

How does it work?

- The learner presents the card at any healthcare facility to request an interpreter

My Health Passport

A purple-bordered booklet titled "My Health Passport". It contains four white rectangular boxes for text entry, labeled: "First name:", "Last name:", "I speak:", and "Month / Year:".

What is it?

- A passport-size booklet designed to keep personal health information (such as emergency contacts, health conditions, medications and appointments) organized, in one place, and easily accessible

How does it work?

- The learners and his/her support person fills out the personal health information
- The learner presents the passport to share medical related information with the healthcare professional
- The learner records new information and next steps with the help of the healthcare professional or support person
- The learner uses it to manage his/her health and avoid missed appointments

Next Steps Notepad

A purple-bordered notepad titled "Next steps:". It contains three numbered steps, each with a purple arrow icon and a blank line for writing. At the bottom, it says "Please return to patient. Thank you." and includes logos for CIWA, CIWA, and CIWA.

What is it?

- A notepad designed to show the learner the next steps that they need to take after an appointment
- A notepad that also provides healthcare professionals tips on how to communicate next steps clearly and concisely for literacy learners

How does it work?

- The healthcare professionals use the blank outline to write the next steps to take after the appointment
- The learner keeps the note to help him/her remember what to do and to avoid missed steps

Activities Before & After Viewing

The activities listed below offer suggestions on how to incorporate health care access concepts and skills in adult ESL literacy classes. Literacy practitioners can use the activities, tools, and videos to practice language and literacy goals as well.

Warm-up and Pre-viewing Activities

1. Activate background knowledge and experience

Goal: Orally identify thematic vocabulary

Materials: None

- Description:
1. Orally share ideas/words about teeth and the dentist
 2. Ask questions such as:
 - Did you ever go to a dentist?
 - Do you have a dentist now?
 - Who do you go to the dentist with?
 - What happens at the dentist?
 - What do you do at the dentist?
 - What is a check-up?
 - When do you go to the dentist?

2. Pre-teach thematic vocabulary

Goal: Name thematic vocabulary with visual support

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Orally identify thematic vocabulary and steps in the process of going to the dentist
 2. Ask questions such as:
 - What is this?
 - Show me the dentist office; the receptionist; hygienist; the dentist.
 - Where is the picture of ...the health care card? ...the photo ID?
 - Which one shows her checking in? waiting? talking to the dentist?

Post-viewing and Practice Activities

3. Explore processes involved in navigating and accessing services

Goal: List simple steps in the process of going to a dentist and discuss who can help you do these steps

Tip: Focus on how to access the service rather than information about the service. For example, focus more on my right to choose a dentist and ask for the cost of services, rather than on what the dentist does to check my teeth

Materials: 3-step note-taking scaffold to identify and keep track of the steps required in the process - *Next Steps Notepad* available at <https://www.ciwaresources.com/ciwahlp/>

Description:

1. Orally identify how to access a dentist appointment
2. Ask learners to identify, which steps they can do on their own and which steps they need assistance doing.
3. Help learners describe who and what can help them do each step (For example, settlement counsellors can help request interpreters; support people such as family or friends can help book appointments and fill out forms)
4. Ask questions such as:
 - What help do you need at the dentist?
 - Who can help you... book an appointment on the phone? Request an interpreter? Get to the dental clinic on time? Etc.
 - How can you remember or keep track of what to do next?
 - What does the person in the video need to do after her dentist appointment? (each step such as “book an appointment to get the cavity fixed” can be further broken down to explore how learners would take those steps, what help they would require, and who could help them).

Tip: Each step such as “book a blood test”, and “go to the lab” can be further broken down to explore how learners would take those steps, what help they would require, and who could help them

4. Break down processes into manageable chunks

Goal: Sequence the steps involved in doing to a dental appointment

Materials: Photos - *high resolution, colour images taken directly from the videos* are available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Use photos to list and sequence the steps in going to a dental appointment
 - Take ID, health care card, insurance coverage card
 - take medicines to show doctor
 - take a friend
 - prepare questions
 - make a plan to get there on time
 - check in
 - wait
 - talk to nurse/doctor; ask questions
 - check that you understand

Tips:

1. *Be flexible when sequencing steps unless it is clearly important to do one before the other – for example, check in at the desk first, then sit down and wait*
2. *Some learners may be able to sequence more steps than others; choose the number of steps that is appropriate for your learners' individual levels*

5. Use My Language Card

Goal: Introduce learners to My Language Card

Tip: Practice using My Language Card to build learners' confidence and independence in accessing services

Materials My Language Card for each learner to keep and use both inside and outside of class - *My Language Card available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Have learners write their name and the name of their *preferred language** on the card
 2. Role-play to practice showing the card and asking for an interpreter – for example, when making an appointment, when checking in, or when accessing services at a hospital or urgent care centre, etc.
 3. Discuss options for getting first language support in your area; talk about how your local immigrant serving agency and/or settlement counsellors or others can help provide interpretation support

Tip: Learners often speak multiple languages other than English. Encourage them to list whatever language(s) they prefer to use

6. Use My Health Passport

Goal: Introduce learners to My Health Passport

Tip: Practice using My Health Passport to build learners' confidence and independence in accessing services

Materials My Health Passport for each learner to keep and use both inside and outside of class - *My Health Passport* available at <https://www.ciwaresources.com/ciwahlp/>

Optional: print or project onto a screen an enlarged version of single pages of the passport for practice and teacher modelling

Description: 1. Work with learners to fill in their personal information
2. Encourage learners to have their support person help them fill in more information at home and at appointments
3. Role-play how to use the Health Passport

- Filling in information
- Keeping it with you and taking it to the dentist
- Showing it to the receptionist and hygienist
- Asking the receptionist to write in it
- Protecting it just like other personal, confidential information (i.e. not losing it, not leaving it behind at appointments, etc.)

7. Use the Next Steps Notepad

Goal: Introduce learners to the Next Steps Notepad

Tip: Practice using the Next Steps Notepad to build learners' confidence and independence in accessing services

Materials Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Description: 1. Introduce learners to the Next Steps Notepad

Tips:

1. *If your program has one notepad for the class to use, demonstrate how healthcare professionals might use the notes as helpful reminders*
2. *If your program can print notepads for learners to take home, encourage them to take them to appointments and to have their healthcare professional or support person fill them out*

2. Demonstrate/roleplay
 - Keeping and using the notes as helpful reminders
 - Showing them to their support person
 - Referring back to the notes to check that they have done the necessary steps
3. Model filling out a note (or an enlarged version on the board or projector) with the steps from the videos. For example:
 - Make dentist appointment
 - Go to dentist
 - Make follow up appointment
4. Work with learners to break down steps further as necessary for them to understand the process.

8. Role-play speaking with healthcare providers

Goal: Practice asking questions to a hygienist or dentist

Tip: Practice using Health Literacy tools to build confidence in accessing services

Materials

1. My Language Card for each learner to keep and use both inside and outside of class
2. My Health Passport for each learner to keep and use both inside and outside of class
3. Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Optional: to enhance role-play, use dentist-related props such as a health care cards, ID, a white coat, face mask, rubber gloves, etc.

Tip: If possible, arrange for real healthcare professionals to visit your class to practice the roleplays and build learners' confidence

Description:

1. Work with learners to fill in their personal information in My Health Passports and My Language Cards (see activities 5 & 6 above)
2. Encourage learners to have their support person help them fill in more information at home and at appointments
3. Discuss the processes involved in accessing care; model how to think through the steps (think-aloud)

4. Work with learners to break down steps further as necessary for them to understand the process.
 - talking to the receptionist
 - asking about the cost of the services
 - booking an appointment
 - checking in
 - showing My Language Card and asking for interpretation services
 - talking to the hygienist
 - showing My Health Passport to the hygienist
 - answering questions
 - asking for clarification/checking that you understand

Learner Activities

This section contains activity pages to accompany the “What happens at the Dentist?” video and the corresponding storybook available at www.ciwaresources.com/ciwahlp/.

Literacy professionals can choose the activities that best suit the needs of their learners, and can adapt and modify activities as necessary to differentiate instruction for multiple levels within a class. These activities all aid the use of Storybooks in class. All of the pictures, difficult words that are defined and sentence strips come from the Storybook.

The activity pages in this section include:

- Photo pack
- Picture dictionary
- Match words to pictures
- Write the words
- Sentence strips from the storybook

The sentence strips can be used in many ways to reinforce the steps in the process of navigating and accessing health services, as well as to practice language and literacy learning activities.

For example, to focus on accessing services, use the sentence strips to sequence the whole story, or parts of the story. Have learners sequence the strips, practice copying the words, or match sentences to photos to show the steps in the process.

Be sure to only use the number of strips that you feel is helpful with your learners. For example, some of your learners might be able to sequence all of the sentences, and some might be able to handle just a few sentences.

Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 2: Picture Dictionary



teeth



dentist



friend



hygienist



check in



fill in a form



x-rays



cleans teeth

Activity 3: Match the Word with the Picture



dentist



check in

Activity 3: Match the Word with the Picture



cleans teeth



fill in a form



Activity 4: Write the Words

















Activity 5: Sentence Strips

This is Sara.

Sara wants to go to the dentist.

Sara asks her friend for help.

Sara's friend calls the dentist.

Sara's friend asks how much money it will cost.

Sara's friend makes an appointment.

Sara gets ready.

Sara takes her friend to help her.

They check in at the dentist.

Sara fills in a form.

Sara waits.

It is her turn.

Activity 5: Sentence Strips

Sara sits in a special chair.

Sara asks her friend for help.

Sara gets x-rays.

The chair moves.

The hygienist cleans Sara's teeth.

The dentist talks to Sara.

Sara has a cavity.

The dentist says she can fix the cavity.

Sara doesn't understand.

Activity 5: Sentence Strips

Sara decides.

She will get the cavity fixed.

She makes an appointment.

She is happy.

English Transcript

Note: Only the **bolded script** appears in the Storybook.

SCENE 1: Introduction

This is Sara. She lives in Canada. She speaks a little English. She writes a little English.

Sara wants to go to the dentist. She knows that she should go every year.

SCENE 2: Sara asks her friend for help

Sara asks her friend for help. She asks her friend to make an appointment for her at the dentist. Her friend finds a dentist close to Sara's house.

Sara's friend calls the dentist. She says that Sara hasn't been to a dentist for a long time. She says that Sara doesn't have any problem with her teeth. She doesn't have a toothache. She doesn't have pain. She only needs a check-up. She needs to get her teeth cleaned.

Sara's friend asks how much money it will cost. The receptionist says it depends on Sara's insurance coverage. She asks if Sara has insurance. Sara's friend tells the receptionist about Sara's insurance. The receptionist says how much it will cover. Sara thinks that is ok. She says she wants an appointment.

Sara's friend makes an appointment. It is for next week. Sara makes sure she knows the date and time of the appointment. She doesn't want to be late for the appointment.

SCENE 3: Getting ready

Today is Sara's dentist appointment. **Sara gets ready.** Sara takes her health care card. She takes her picture ID. It has her name and her picture on it. She takes her insurance card too. It shows that she has insurance.

Sara takes her friend to help her. Her friend will help Sara understand what the dentist says.

SCENE 4: Checking in

They check in at the dentist. Sara says her name. She says she has an appointment. The receptionist asks her questions. She asks for Sara's address and phone number. Sara tells her. Sara shows her health care card and her picture ID. She shows her insurance card.

Sara fills in a form. Her friend helps her. There are a lot of questions. There are questions about her teeth, but also about allergies and health problems. The dentist needs to know about Sara's health. Sara's friend writes the information on the form for Sara.

Sara waits. She sits in the waiting room and waits to be called.

It is her turn. A woman calls Sara's name. She is a dental hygienist. She will clean Sara's teeth. She smiles and asks Sara to follow her. Sara follows her into a small room. Sara's friend comes too.

SCENE 5: Dental Hygienist

Sara sits in a special chair. Her friend sits beside her. The hygienist asks questions. She speaks slowly. She asks about Sara's teeth. She asks about Sara's health. Sara understands a little. But she doesn't understand everything.

Sara asks her friend for help. Her friend helps her understand. Her friend helps her answer the questions. The hygienist says it is time for the x-rays. She asks if Sara is pregnant. Sara can't get x-rays if she is pregnant. Her friend can't stay in the room when Sara gets x-rays. Her friend steps out of the room for a minute.

The dental hygienist gets Sara ready for the x-rays. She puts something in Sara's mouth. It doesn't hurt. Sara sits still. She doesn't move. **Sara gets x-rays.** She doesn't feel anything. It takes a very short time. Then her friend comes back.

The hygienist puts a paper towel around Sara to keep her shirt clean. She gives Sara special glasses to wear to protect her eyes. **The chair moves.** The hygienist turns on the light above the chair.

The hygienist cleans Sara's teeth. It takes a little while. The hygienist uses special tools. Some tools make noise. They help get her teeth very clean.

SCENE 6: The Dentist checks Sara's teeth

The dentist comes in. **The dentist talks to Sara.** The dentist talks to the hygienist. The dentist looks at Sara's teeth. She looks at the x-rays.

The dentist says that Sara's teeth are healthy but there is one small problem. **Sara has a cavity.** It is a small hole in one of Sara's teeth. Sara's friend helps her understand.

The dentist says she can fix the cavity. Sara's insurance covers the cost. Sara doesn't need to pay anything. But Sara will need to come back for another appointment.

Sara doesn't understand. She tells the dentist that she doesn't have any pain. She doesn't need to fix anything. The dentist tells Sara that the cavity is a little problem now. But it will become a big problem soon if they don't fix it. The dentist tells her that Sara can decide if she wants to fix it or not.

Sara decides.

She will get the cavity fixed. She doesn't want a big problem.

SCENE 7: Sara makes another appointment

She makes an appointment. Her friend helps her. They will come back next week.

Sara is done for today. **She is happy.**

Video 4:

What Happens at the Eye Doctor?



About the Video

Feature: What happens at the eye doctor?

Video length: 8.25 minutes

Availability: Video is on <https://www.ciwaresources.com/ciwahlp/> in a variety of languages

Caution: Learners, especially those who have experienced trauma, may find it difficult to view scenes in the video and are uncomfortable discussing women's health. Please allow learners the option to watch and participate as they feel comfortable.

Video Summary:

Anna goes to the eye doctor for the first time. First, she gets prepared by gathering what she needs to take to the appointment. Then she takes her friend to the clinic and checks in. Her friend helps her fill in a form. Next, Anna goes to the Pre-Screening room with an assistant where she answers some questions and looks into special machines and cameras. She is surprised by the puff of air from one of the machines. Then the doctor checks her vision in the exam room. She looks at the letters on the wall and can only see the big ones clearly. The doctor says her eyes are healthy but she needs glasses. She looks for glasses before she leaves the clinic.

Underlying Concepts

Here is a list of concepts that the video touches on. These concepts are about navigating and accessing healthcare services.

1. Being prepared for an appointment:

- Take your medicines with you to show the doctor.
- Take your health care card and photo ID.
- Go early so you don't miss your appointment.

2. Getting an eye exam:

- Some learners may not be familiar with the concept of visiting the eye doctor, so be prepared to explain that eye doctors check your vision and your eye health.
- Getting a regular eye exam is important since many eye conditions do not have any symptoms until later stages. So even if you think you can see clearly, it is important to go to the eye doctor regularly to have your eyes checked.
- Pre-screening: usually an assistant at the eye clinic will take patients through a pre-screening process. Patients look into cameras that take special photos of the eyes. One of the pre-screening machines also blows a puff of air into the eye to check blood pressure inside the eye. The eye doctor uses the photos to check the patient's eye health.
- Exam room: the doctor comes to the exam room to check the patient's eye health and vision. The tools used by eye doctors can vary, but usually there are random letters projected on the wall for the patient to identify. Patients who are not familiar with letters of the alphabet may be shown something different, for example, they may be asked to identify icons such as a duck or a cake. Or, the doctor may use a "tumbling E chart" that shows an "E" in various orientations. The patient needs to indicate to the eye doctor which way the lines of the E are pointing.

3. Getting glasses:

- Many locations with eye doctors also sell glasses. It is important to know that patients can buy their glasses from any dispenser. They do not need to buy from their eye doctor's location.
- Patients can always ask for their prescription and then take it to another eye glasses dispenser to buy glasses.

4. Insurance coverage and the cost of eye care:

The cost of eye care services may or may not be covered by provincial health plans. Each province is different. But many provinces have coverage for children and seniors to receive regular check-ups. (Age requirements for children and seniors differ across provinces so check with local optometrists or provincial health authority for clarification.

- Insurance coverage is a complicated topic and can depend on many factors such as provincial health plans, etc. It is not always easy to know what is covered by insurance. We suggest that teachers connect learners to support networks, such as settlement counsellors, who can help learners understand what, if any, coverage they have.
- We strongly suggest that teachers connect learners to settlement counsellors or other support personnel that can help learners find out if they are eligible for financial support for eye glasses. For some learners, especially people from refugee backgrounds who are within the first year of arrival to Canada, programs may exist that can provide support, but these programs can be time-sensitive. Therefore, it is important to connect learners to support as soon as possible.

5. Speaking with your health care provider:

- Patients have the right to ask questions and check that they understand
- Think about what questions you have for the doctor before your appointment
- Choose the most important questions to ask because you likely won't have time to ask all your questions

6. Use of support person in appointments:

- A support person can help fill in forms and answer questions.
- Everyone has the right to take a support person to an appointment to help them understand and remember information and to advocate for them.

7. First language support:

- Plan ahead for someone to help you in your language
- You can ask for an interpreter at your appointments - some health care providers and locations offer interpretation services over the phone, others do not
- When there is no interpretation service available at the doctor, explore other alternatives such as requesting an interpreter through your settlement counsellor – but this must be arranged in advance

Vocabulary

The following are words from the video. The words are listed in the order in which they are heard. It is important that learners are introduced to and familiarized with these words as they may encounter them in “real life” when accessing healthcare services.

- | | |
|---------------------------------|-------------------------|
| 1. Not clear/hard to see | 5. Appointment/Eye exam |
| 2. Rub eyes/Close eyes/Headache | 6. Insurance |
| 3. Get eyes checked | 7. Health care card |
| 4. Eye doctor | 8. Picture ID |

- | | |
|------------------------|----------------------------|
| 9. Medicines | 15. Computer/TV screen |
| 10. Clinic | 16. Camera/Picture |
| 11. Fill out a form | 17. Checks her vision |
| 12. Waiting area | 18. Cover one eye |
| 13. Pre-screening room | 19. Cheaper/More expensive |
| 14. Assistant | 20. Afford |

Tip: Focus on oral comprehension of these words rather than on reading and writing them.

Tips to Remember

These materials offer support to understand how to access health care services. The goal is not to simplify content but to help you amplify learners' understanding of the content.

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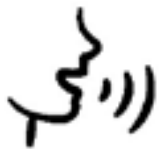


Illustration by Megan Brown
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Use visuals

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Make connections

Connect the stories with learners' lived experiences. Encourage learners to use the tools (language card and health passport) and videos outside class. Talk about their experiences accessing health care and using the tools.

Healthy Literacy Tools

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A purple-bordered card with a white background. It contains the text: "My name is _____", "I speak _____", and "Please help me find an interpreter."

What is it?

- A wallet size card that shows the learner's name and language, and requests help to find an interpreter

How does it work?

- The learner presents the card at any healthcare facility to request an interpreter

My Health Passport

A purple-bordered booklet titled "My Health Passport". It contains four white rectangular boxes for text entry, labeled: "First name:", "Last name:", "I speak:", and "Month / Year:".

What is it?

- A passport-size booklet designed to keep personal health information (such as emergency contacts, health conditions, medications and appointments) organized, in one place, and easily accessible

How does it work?

- The learners and his/her support person fills out the personal health information
- The learner presents the passport to share medical related information with the healthcare professional
- The learner records new information and next steps with the help of the healthcare professional or support person
- The learner uses it to manage his/her health and avoid missed appointments

Next Steps Notepad

A purple-bordered notepad titled "Next steps:". It contains three numbered steps, each with a blank line for writing: "1 _____", "2 _____", and "3 _____". At the bottom, it says "Please return to patient. Thank you." and includes logos for CIWA, CIWA, and CIWA.

What is it?

- A notepad designed to show the learner the next steps that they need to take after an appointment
- A notepad that also provides healthcare professionals tips on how to communicate next steps clearly and concisely for literacy learners

How does it work?

- The healthcare professionals use the blank outline to write the next steps to take after the appointment
- The learner keeps the note to help him/her remember what to do and to avoid missed steps

Activities Before & After Viewing

The activities listed below offer suggestions on how to incorporate health care access concepts and skills in adult ESL literacy classes. Literacy practitioners can use the activities, tools, and videos to practice language and literacy goals as well.

Warm-up and Pre-viewing Activities

1. Activate background knowledge and experience

Goal: Orally identify thematic vocabulary

Materials: None

- Description:
1. Orally share ideas/words about the eye doctor.
 2. Ask questions such as:
 - Did you ever go to an eye doctor?
 - Do you have glasses?
 - Who do you go to the eye doctor with?
 - What happens there?
 - What do you do at the eye doctor?

2. Pre-teach thematic vocabulary

Goal: Name thematic vocabulary with visual support

Materials: Photos - *high resolution, colour images taken directly from the videos are available at <https://www.ciwaresources.com/ciwahlp/>*

- Description:
1. Orally identify thematic vocabulary and steps in the process of going to the eye doctor
 2. Ask questions such as:
 - What is this?
 - Show me the eye clinic; the assistant; the eye doctor.
 - Where is the picture of ...the health care card? ...the photo ID? ...the special light?...the glasses?
 - Which one shows her checking in? waiting? filling in a form? looking in a camera? covering one eye? trying on glasses?

Post-viewing and Practice Activities

3. Explore processes involved in navigating and accessing services

Goal: List steps in the process of going to an eye doctor and discuss who can help you do these steps

Tip: Focus on how to access the service rather than information about the service. For example, focus on how to make an appointment, how to show your photo ID and insurance information, and how to ask for help to fill out a form, how to check that you understand

Materials: 3-step note-taking scaffold to identify and keep track of the steps required in the process - *Next Steps Notepad* available at <https://www.ciwaresources.com/ciwahlp/>

Description:

1. Orally identify how to access an eye doctor appointment
2. Ask learners to identify, which steps they can do on their own and which steps they need assistance doing.
3. Help learners describe who and what can help them do each step (For example, settlement counsellors can help request interpreters; support people such as family or friends can help book appointments and fill out forms)
4. Ask questions such as:
 - What help do you need at the eye doctor?
 - Who can help you... book an appointment on the phone? Request an interpreter? Get to the clinic? etc.
 - How can you remember or keep track of what to do next?
 - What does the person in the video need to do after her eye doctor appointment?

Tip: List steps such as “pay for the appointment”, “choose glasses”, “order glasses”, “pay for glasses”. These steps can be further broken down to explore how learners would take those steps, what help they would require, and who could help them.

4. Break down processes into manageable chunks

Goal: Sequence the steps in preparing for an eye appointment

Materials: Photos - *high resolution, colour images taken directly from the videos* are available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Use photos to list and sequence the steps in going to an appointment
 - Take ID, health care card, insurance coverage card
 - take a friend
 - prepare questions
 - check in
 - wait and fill in a form
 - do the pre-screening steps (before seeing the doctor)
 - talk to assistant/doctor; ask questions
 - check that you understand

Tips:

1. *Be flexible when sequencing steps unless it is clearly important to do one before the other – for example, check in at the desk first, then sit down and wait*
2. *Some learners may be able to sequence more steps than others; choose the number of steps that is appropriate for your learners' individual levels*

5. Use My Language Card

Goal: Introduce learners to My Language Card

Tip: Practice using My Language Card to build learners' confidence and independence in accessing services

Materials My Language Card for each learner to keep and use both inside and outside of class - *My Language Card* available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Have learners write their name and the name of their *preferred language** on the card
 2. Role-play to practice showing the card and asking for an interpreter – for example, when making an appointment, when checking in, or when accessing services at a hospital or urgent care centre, etc.
 3. Discuss options for getting first language support in your area; talk about how your local immigrant serving agency and/or settlement counsellors or others can help provide interpretation support

Tip: Learners often speak multiple languages other than English. Encourage them to list whatever language(s) they prefer to use

6. Use My Health Passport

Goal: Introduce learners to My Health Passport

Tip: Practice using My Health Passport to build learners' confidence and independence in accessing services

Materials My Health Passport for each learner to keep and use both inside and outside of class - *My Health Passport* available at <https://www.ciwaresources.com/ciwahlp/>

Optional: print or project onto a screen an enlarged version of single pages of the passport for practice and teacher modelling

- Description:
1. Work with learners to fill in their personal information
 2. Encourage learners to have their support person help them fill in more information at home and at appointments
 3. Role-play how to use the Health Passport
 - Filling in information
 - Keeping it with you and taking it to the eye doctor
 - Showing it to the receptionist and eye doctor
 - Asking the receptionist to write in it
 - Protecting it just like other personal, confidential information (i.e. not losing it, not leaving it behind at appointments, etc.)

7. Use the Next Steps Notepad

Goal: Introduce learners to the Next Steps Notepad

Tip: Practice using the Next Steps Notepad to build learners' confidence and independence in accessing services

Materials Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

- Description:
1. Introduce learners to the Next Steps Notepad
- Tips:*
1. *If your program has one notepad for the class to use, demonstrate how healthcare professionals might use the notes as helpful reminders*
 2. *If your program can print notepads for learners to take home, encourage them to take them to appointments and to have their healthcare professional or support person fill them out*

2. Demonstrate/roleplay
 - Keeping and using the notes as helpful reminders
 - Showing them to their support person
 - Referring back to the notes to check that they have done the necessary steps
3. Model filling out a note (or an enlarged version on the board or projector) with the steps from the videos. For example:
 - Make eye doctor appointment
 - Go to appointment
 - Shop for glasses
4. Work with learners to break down steps further as necessary for them to understand the process.

8. Role-play speaking with healthcare providers

Goal: Practice asking questions to an eye doctor or assistant

Tip: Practice using Health Literacy tools to build confidence in accessing services

Materials

1. My Language Card for each learner to keep and use both inside and outside of class
2. My Health Passport for each learner to keep and use both inside and outside of class
3. Next Steps Notepad for for the whole class to use - Next Steps Notepad available at <https://www.ciwaresources.com/ciwahlp/>

Optional: to enhance role-play, use eye doctor-related props such as health care cards, ID, forms to fill, tools to cover one eye, a letter chart or “tumbling E” chart or strips of larger and smaller letters on the wall/whiteboard, etc.

Tip: If possible, arrange for real healthcare professionals to visit your class to practice the roleplays and build learners’ confidence

Description:

1. Work with learners to fill in their personal information in My Health Passports and My Language Cards (see activities 5 & 6 above)
2. Encourage learners to have their support person help them fill in more information at home and at appointments
3. Discuss the processes involved in accessing care; model how to think through the steps (think-aloud)

4. Have learners role-play different parts of the process of going to the eye doctor
 - talking to the receptionist
 - asking about the cost of the services
 - booking an appointment
 - checking in
 - showing My Language Card and asking for interpretation services
 - talking to the eye doctor
 - showing My Health Passport to the eye doctor
 - answering questions
 - asking for clarification/checking that you understand
 - practicing saying large/small letters on the board – or practicing showing the direction that the “E” points in a tumbling E chart*
 - checking that you understand what to do next

* an “E chart”, or a “tumbling E chart” is sometimes used at eye appointments for people who have difficulty reading or saying alphabet letters. It contains rows of the letter “E”, each rotated in various positions. The patient indicates the direction that the limbs of the E are pointing (up, down, right, left).

Learner Activities

This section contains activity pages to accompany the “What happens at the Eye Doctor?” video and the corresponding storybook available at www.ciwaresources.com/ciwahlp/.

Literacy professionals can choose the activities that best suit the needs of their learners, and can adapt and modify activities as necessary to differentiate instruction for multiple levels within a class. These activities all aid the use of Storybooks in class. All of the pictures, difficult words that are defined and sentence strips come from the Storybook.

The activity pages in this section include:

- Photo pack
- Picture dictionary
- Match words to pictures
- Write the words
- Sentence strips from the storybook

The sentence strips can be used in many ways to reinforce the steps in the process of navigating and accessing health services, as well as to practice language and literacy learning activities.

For example, to focus on accessing services, use the sentence strips to sequence the whole story, or parts of the story. Have learners sequence the strips, practice copying the words, or match sentences to photos to show the steps in the process.

Be sure to only use the number of strips that you feel is helpful with your learners. For example, some of your learners might be able to sequence all of the sentences, and some might be able to handle just a few sentences.

Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 1: Photo Pack



Activity 2: Picture Dictionary



eyes



read



fills out form



check in



assistant



machine



doctor



glasses



vision

Activity 3: Match the Word with the Picture



fill in a form



machine



Activity 3: Match the Word with the Picture



vision



check in

Activity 4: Write the Words



















Activity 5: Sentence Strips

This is Anna.

Anna is learning to read.

Anna looks at the words.

Anna rubs her eyes.

Anna needs to get her eyes checked.

Anna asks for help.

Anna's friend calls the eye doctor.

Anna gets ready.

Anna takes her friend to help her.

Anna checks in at the clinic.

Anna fills out a form.

Anna goes to a special room.

The assistant asks questions.

Activity 5: Sentence Strips

Anna looks in a special machine.

Anna looks in a camera.

Anna sits in a big chair.

The doctor comes in.

The doctor checks Anna's vision.

Anna tries to see.

Anna looks through a special machine.

The doctor checks Anna's eyes.

Anna needs glasses.

Anna tries on glasses.

Anna is happy to get her eyes checked.

English Transcript

Note: Only the **bolded script** appears in the Storybook.

SCENE 1: Anna

This is Anna. Anna lives in Canada. She speaks a little English. She writes a little English.

Anna is learning to read. She goes to school with other adults. They are all learning to read. It is not easy.

Anna looks at the words. The words are not clear. They are hard to see. She tries. She tries again.

Anna rubs her eyes. Sometimes Anna gets a headache when she reads. Sometimes Anna closes her eyes.

Anna needs to get her eyes checked. The teacher tells Anna to go to the eye doctor. Anna has never been to an eye doctor before. Anna doesn't know what to do. Anna's teacher helps her find an eye doctor.

SCENE 2: Anna asks for help

Anna asks for help. Anna's friend calls the eye doctor. They make an appointment. Anna will have an eye exam. The eye doctor will check her eyes.

Anna's friend asks how much it will cost. The receptionist says "it depends".

Some people have insurance. They pay a little for the appointment. Some people don't have insurance. They pay more for the appointment.

Today is Anna's appointment. **Anna gets ready.** She takes her health care card. She takes her picture ID. She takes her insurance information.

Anna takes all her medicines. She will show them to the doctor.

Anna takes her friend to help her. Her friend can speak English. Her friend can help her get to the clinic. Her friend can help her understand the doctor.

SCENE 3: Checking in

Anna checks in at the clinic. Anna says her name. She shows her health care card. She shows her picture ID. She shows her insurance information.

Anna fills out a form. Her friend helps her. There are a lot of questions. Anna's friend writes the information on the form for Anna.

Anna waits. She sits in the waiting area. She feels a little nervous.

SCENE 4: Pre-screening

Anna goes to a special room. It is called the pre-screening room. An assistant helps Anna.

The assistant asks questions. The assistant speaks slowly. She asks about Anna's health. Anna answers. The assistant asks Anna how much time she looks at a computer or TV screen every day. Anna and her friend answer the questions.

Anna looks in a special machine. The machine blows a little air into Anna's eyes. It feels funny. It does not hurt. Anna is surprised. Anna laughs. The assistant tells Anna she is doing great.

Anna looks in a camera. Anna puts her face close to the camera. It feels strange. But it does not hurt. The camera takes a picture.

SCENE 5: Eye Doctor

Anna goes to a different room. The doctor will come to this room. **Anna sits in a big chair.**

The doctor comes in. The doctor asks questions. He speaks slowly. They talk about her eyes. They talk about her health. They talk about her medicines.

The doctor checks Anna's vision. The doctor gives Anna a special tool. He asks Anna to cover one eye. Anna looks with the other eye.

Anna tries to see. She can see the big letters. But she cannot see the small letters. They are not clear. The doctor asks Anna to try with her other eye. Anna tries again. She still can't see the small letters.

Anna looks through a special machine. It feels strange, but it doesn't hurt. The doctor moves little parts inside the machine. Anna can see clearly. Anna can see the letters better now!

The doctor checks Anna's eyes. The doctor uses a special light. It does not hurt. Anna opens her eyes. Anna does not move.

The doctor tells Anna that her eyes are healthy. But she can't see clearly. **Anna needs glasses.** Glasses will help her see well.

SCENE 6: Anna needs glasses

The appointment is finished. Anna needs glasses. **Anna tries on glasses.** Some glasses are cheaper. Some glasses are more expensive. Anna chooses the glasses she can afford.

Anna goes to the front desk. Anna pays for the appointment. Anna asks about the glasses.

Anna is happy to get her eyes checked. She will get glasses. It will be easier to read. Anna is happy.

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