

ESL Health Unit

Unit Five Taking Medications

Lesson Two Taking Medications Safely



Reading and Writing Practice Intermediate

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Learn how to prevent dangerous drug interactions
- Practice commonly used preposition clusters
- Review using prepositions to describe place and movement



Lesson Two: Taking Medications Safely

Reading and Writing Practice

Before You Read!

In this lesson, you will read about Supark and some problems he had with drug interactions.

Activity One:

Before you read, discuss the following questions with your classmates and teacher.

1. What is a drug interaction?
2. Do you know an elderly person who suffered from a drug interaction or a serious fall? If so, describe what happened.

Before we go on: a quick review of common preposition clusters.

A preposition cluster is a combination of a noun + preposition or an adjective plus preposition.

Prepositions + Noun Clusters

FOR

Use “for” preceded by the following nouns: check, demand, need, and reason.

Examples: He gave me a **check for** \$40.

There’s a huge **demand for** the flu shot this season.

There is a real **need for** affordable medication in the United States.

I have a **reason for** keeping a medication logbook.

IN

Use “in” preceded by the following nouns: rise, increase, fall, and decrease.

Examples: There has been a **rise in** prices recently.

We have seen many **decreases in** heart disease in our family since people stopped smoking.

OF

Use “of” preceded by the following nouns: cause and photograph.

Examples: She is the **cause of** all his problems.

He took a **photograph of** the mountains.

TO

Use “to” preceded by the following nouns: damage, invited, reaction, and solution.

Examples: I did a lot of **damage to** my lungs by smoking for 30 years.

We were **invited to** their wedding.

Her **reaction to** the new medication made me anxious.

The pharmacist provided the **solution to** my problem understanding directions by finding someone who can translate the instructions.

WITH

Use “with” preceded by the following nouns: relationship, connection, and contact.

Examples: My **relationship with** my doctor is sometimes difficult..

His **connections with** the Spanish-speaking community are very limited.

It helps to have **contact with** other Hispanic patients to understand our culture.

BETWEEN

Use “between” preceded by the following nouns: connection, relationship, contact, and difference.

Examples: There is no **connection between** going outside in the winter and getting sick.

The **relationship between** the two friends was very strong.

There is little **contact between** the two parents.

There is no **difference between** generic and name-brand drugs.

Now read about Supark.

Reading Three - Dangerous Side Effects

My name is Supark and I am from Thailand. Because I have several chronic conditions, I am always on medication so I have to be careful about drug interactions. About two years ago, I had an accident in my home. I was walking across the living room to turn on the television and I tripped over a stool. Even though the stool has always been there, I didn't see it and I fell. I was injured and I couldn't move. My wife had to call "911" and an ambulance came to take me to the emergency room. I felt stupid and embarrassed.

The doctor in the emergency room asked me questions about my medications. I told him that I take pills for high blood pressure and heart problems, painkillers for my knee and on that day I had taken a Benedryl tablet to help with my springtime allergies. I learned from him that anyone taking more than four medications is at risk of falling and that some of my pills could make me dizzy. After that I spoke with my regular doctor about my medications and we worked out a new plan. The doctor also sent a social worker to our house who looked at our rooms and showed us ways we can prevent falling accidents. At first I thought it was strange for someone

to come into our house and do this, but Wendy was very friendly and helpful. Now I am much more careful about walking in the house and I am careful reading the warning labels and talking to my doctor and pharmacist before I begin taking any medication.

This story was generated by the course developer for instructional purposes.

Activity One:

- 1. How did Supark fall?*
- 2. Why does the doctor think Supark fell?*
- 3. What did Supark's doctor do to help him with this problem?*
- 4. Who is Wendy and why did she come to Supark's house?*

Activity Two:

Finish these sentences supplying the correct preposition (there may be more than one correct answer):

1. The cause _____ (preposition) Supark's accident was a drug interaction.
2. Supark had taken a Benedryl tablet _____ (preposition) his springtime allergies.
3. Supark's doctor told him not to take Benedryl _____ (preposition) the other drugs he is also taking.
4. He said there is a big connection _____ (preposition) the number of medications you take and falling.
5. Supark's meeting _____ (preposition) the social worker was useful because it helped him to make his home a safer place.
6. Because of his fall, Supark realized that there is a very important reason _____ (preposition) read the warning labels on medications.
7. He now talks _____ (preposition) his doctor or pharmacist before taking any new medication.

Now read the following Health Watch article and answer the questions that follow.

Health Watch: What You Should Know About Drug Interactions

As you learned in the last lesson, it is also more important than ever to know about the medicines you take. If you take several different medicines, see more than one doctor, or have certain health conditions, you and your doctors need to be aware of all the medicines you take. Doing so will help you to avoid potential problems such as drug interactions.

Drug interactions may make your drug less effective, cause **unexpected side effects**, or increase the action of a particular drug. Some drug interactions can even be harmful to you. Reading the label every time you use a nonprescription or prescription drug and taking the time to learn about drug interactions may be critical to your health. You can lower your risk of harmful drug interactions and side effects with a little bit of knowledge and common sense. Drug interactions fall into three broad categories:

1. Drug-drug interactions occur when two or more drugs react with each other. This drug-drug interaction may cause you to experience an unexpected side effect. For example, mixing a drug you take to help you sleep (a sedative) and a drug you take for allergies (an antihistamine) can slow your reactions and make driving a car or operating machinery dangerous.
2. Drug-food/beverage interactions result from drugs reacting with foods or beverages. For example, mixing alcohol with some drugs may cause you to feel tired or slow your reactions.
3. Drug-condition interactions may occur when an existing medical

Activity Three:

Answer the following questions about drug interactions. Be careful about using prepositions as you discuss your answers with your classmates and teachers.

1. What are the causes of drug interactions?
2. What are possible solutions to this problem?
3. Do you fall into a risk category for possible interactions? If so, talk about what you will do to make sure this doesn't happen.

Now let's review more preposition clusters.

Adjective + Preposition Clusters

ABOUT

Use the adjective 'about' after angry, annoyed, and furious, excited, worried, upset, and sorry. Use the verb 'to be' with these expressions.

Examples: I'm really **worried** about the increasing costs of my
prescription medicines!

AT

Use the adjective 'at' after good, excellent, bad, and terrible.

Example: My pharmacist is very **good** at explaining everything I need to know about taking my prescription medicines.

AT / BY

Use the adjective 'at' or 'by' after surprised and amazed.

Example: I was **amazed** at how many different medicines my neighbor takes for her heart condition.

FOR

Use the adjective 'for' after famous, responsible, sorry and to feel sorry.

Example: He's **famous** for winning the Tour de France after beating cancer. At first people **felt sorry** for him but now that he's responsible for 6 U.S victories in bicycling, people admire him.

FROM

Use the adjective 'from' after different (from something or someone).

Example: His drinking habits are very **different** from before. He's

stopped drinking beer now that he regularly takes medication.

Above adapted from <http://esl.about.com/library/grammar>

Activity Four:

Now read the Marielena's story and fill-in the blanks with the proper preposition

I am an anxious person and lately I've been worrying a lot _____ the number of medications my husband and I need to keep track of. His eyesight isn't very good so I've been responsible _____ reading all of the labels and making sure he takes the right pill at the right time. I get angry _____ all of the medications we need to take. He has heart

ESL Health Unit/Intermediate, Unit Five: Taking Medication

disease and several complications from diabetes. I have osteoporosis and arthritis. Our lives are very different _____ before when we had more extra money to spend on fun things like going out to dinner. Now we spend so much money on our medication. I am amazed _____ how much our bill is at the pharmacy. And I am always worried _____ the possibility of some kind of bad side effect. So I have to read all of the instructions for both our medicines. I think my pharmacist feels sorry _____ me because he is wonderful _____ giving me advice and making sure I understand all of the instructions. Sometimes he even asks someone to explain things to me in Spanish.

ESL Health Unit

Unit Five Taking Medications

Lesson Two Taking Medications Safely



Listening and Speaking Practice *Intermediate*

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Know the risk factors and prevention tips for falling
- Learn tips for making your home a safer place to live

Students
Helping
In the
Naturalization of
Elders

MetLife Foundation



Lesson Two: Taking Medications Safely

Listening and Speaking Practice

Before You Listen!

Before you listen, read through the following Health Watch article. Discuss any words you do not know with your classmates and teacher and answer the questions that follow.

Health Watch: Preventing Falls

ESL Health Unit/Intermediate, Unit Five: Taking Medication

Everyone knows an older adult who has suffered from a fall. Some people believe that falling is a normal part of aging or that people fall because they are old. However, there are certain risk factors which increase an older person's chances of falling. If you know these factors, you can work towards preventing a serious fall.

Factor #1: Osteoporosis

Osteoporosis is a condition where bones become weaker. Caused by **hormonal changes**, to little calcium and vitamin D, and a decrease in physical activity, osteoporosis often causes **fractures** in older adults, especially among women.

What you can do:

- Eat or drink **sufficient** calcium. Postmenopausal women need 1,500 mg of calcium daily. Calcium-rich foods include milk, yogurt, cheese, fish and shellfish, selected vegetables such as broccoli, soybeans, collards and turnip greens, tofu and almonds.
- Get sufficient vitamin D in order to help the body absorb calcium.
- Regularly do **weight-bearing exercises**.

Factor #2: Lack of Physical Activity

If you do not exercise regularly your body loses muscle tone, strength, bone mass and flexibility. This causes falls and increases injury due to falls.

What you can do:

- Exercise every other day for about 15 minutes to increase muscle and bone strength, and to improve balance and flexibility.
- Be careful when doing daily activities such as reaching and bending properly. Take time to recover balance when rising from a chair or bed.
Learn the proper way to fall, and how to recover after a fall.
- Wear supportive shoes with low heels or rubber soles.

Factor #3: Vision Problems

Age-related vision problems such as cataracts and glaucoma can increase the risk of falling. People with problems seeing have difficulties moving safely.

What you can do:

- Have regular checkups by an ophthalmologist (eye doctor).
- Use color strips to identify **balance-aiding objects** in the home (e.g., **grab bars** and **handrails**) and first and last steps to identify change of level.
- Clean eye glasses often to improve visibility.

Factor #4: Medications

Many medications can cause falls by reducing mental alertness, by causing you to lose your balance and by causing drops in systolic blood pressure while standing. The more medications you are taking at one time, the greater your risk of falling.

What you can do:

- Know the common side effects of all the medications you take.
- Talk with your physician or pharmacist about ways to reduce your chances of falling by using the **lowest effective dosage**, and the need for **walking aids** while taking medications that affect balance.
- Remove all out-of-date medications and those medications you no longer use from your home.
- Have your doctor or pharmacist review all of the current medications you are taking to look for possible dangerous interactions.
- Limit the amount of alcohol you drink as it may interact with medications.

Factor #5: Environmental Hazards

At least one-third of all falls in the elderly in are because of **hazards** in the home.

The most common hazard for falls is **tripping** over objects on the floor. Other hazards are poor lighting, loose rugs, lack of grab bars or poorly located/mounted grab bars, and unsteady furniture.

What you can do:

- Walk through your home to look for possible problems that may lead to falling.
- Consider a home visit by an occupational therapist or social worker who is trained to identify risk factors and recommend solutions.

Outdoors

- Repair cracks and uneven edges of sidewalks and driveways.
- **Install** handrails on stairs and steps.
- Remove high **doorway thresholds**.
- Trim shrubbery along the pathway to the home.
- Keep walk areas clear of **clutter**, rocks and tools.
- Keep walk areas clear of snow and ice.
- Install bright lighting by doorways and along walkways leading to doors.

All Living Spaces

- Use a bright color strip to warn of uneven surfaces or sudden steps up or down.
- Secure rugs with **nonskid tape** as well as carpet edges.
- Avoid throw rugs.
- Have at least one phone in each level of the home and post emergency numbers at each phone.
- Reduce clutter.

- Make sure lighting is bright enough for you to see.
- Put **nightlights** or **motion-sensitive lighting** throughout home.
- Install **electronic emergency response system** if needed.

Adapted from report by K.R. Tremblay Jr., Colorado State University Cooperative Extension housing specialist and professor, design and merchandising; C.E. Barber, Colorado State University professor, human development and family studies. 5/96.

Revised 3/01.

1. What factors increase your risk of falling? Fill in the chart below in your own words with your classmates and instructor and discuss – are you or someone you know at risk of falling?

Risk Factor	Solutions to Problem
Osteoporosis	
Getting no exercise	
Can't see very well	
Taking multiple medications	
Dangers in the home	

Listening Two: Making Your Home Safe

****Note to teacher: Do not pass out the written message in the box below. Record it onto a cassette (if possible with someone to play the second role in the dialogue) and have students listen to the recording. Play once or twice before they begin to listen for specific information.**

Listen to the news broadcast's healthy lifestyles reporter discuss ways to make homes more safe.

Reporter: Good evening John. Tonight we have a special segment for viewers who are worried about falling. An injury from a fall can limit a person's ability to lead an active, independent life. This is especially true for older people who are at greater risk of falling and hurting themselves. But these falls don't have to happen. Many falls can be prevented by making simple changes in the home or personal practices. For example:

First think about the bathroom - with tile and slippery wet surfaces this room can be especially dangerous. Steps you can take to make it safer include changing to a toilet that is taller and easier to sit on, installing grab bars in the bath and/or shower and making sure to use non-skid mats and special decals in the tub or shower that help you to keep your balance. Also use nightlights and make sure that you dry wet floors before you walk on them.

Now let's turn to the bedroom. Some people are surprised at how many things you can do to improve safety in this room. In your bedroom you should have a telephone and a lamp next to your bed. You should also have the bed adjusted to a height that is easy for you to get in and out of. And, as in the bathroom, make sure to use nightlights in case you need to get up quickly in the middle of the night.

If your home has stairs and hallways, make sure that you always pick up clutter. Even a newspaper left on a step can cause an accident. And, since these areas are sometimes dark, make sure you have enough light to see clearly. If you have carpets in these areas, make sure that they are secured to the floor. Also consider installing hand rails on both sides of stairways and make sure all hand rails are steady.

In living areas such as the living room, dining room and family room, remove cords from walking paths, arrange furniture to provide for clear

pathways, adjust couch / chair height for ease of standing up and provide adequate lighting.

Activity One:

Listen and check the tips that you hear the reporter say.

- Install grab bars in the shower
- Dry wet floors before you walk on them
- Leave the lights on when you go to bed
- Pick up clutter
- Remove carpets from your home
- Remove cords from walking paths

Activity Two:

Listen again and try to list all of the tips the reporter gives for each of the rooms listed below.

Bathroom:

Bedroom:

Stairs and Hallways:

Living Areas:

Talk About It!

Remember Supark from Reading One of this lesson? Let's talk about Supark's risk for falling before his accident and some of the ways he can make improvements. Before you begin, review the meanings of the following prepositions of position and direction with your classmates and teacher.

Prepositions of Position	Prepositions of Direction
At the back of	across
at the bottom of	between
at the top of	into
behind	out of
beneath	past
between	round
in the corner of	through
in the middle of	towards
next to	
to the left of	
on the other side of	
to the right of	
on the side of	
on top of	
opposite	

List from http://esl.about.com/library/grammar/blgr_prep9.htm

Activity One:

Work with a partner to think about the falling hazards in Supark's living room and make suggestions about how he could make his home safer. As you discuss your solutions, remember to use correct prepositions to describe the changes you think Supark should make to his living room.

Supark's Living Room

Supark lives in a small apartment. In his living room there is a large sofa, two end tables, a large chair, a coffee table, a television, a fan, and a bookcase. There is a broken lamp on one of the end tables.

The sofa is old and comfortable but sits very low to the ground and so is difficult to get in and out of. The two end tables are to the left and to the right of the sofa.

The coffee table is in front of the sofa - very close to the sofa - and is covered with magazines. There are also stacks of magazines beneath the coffee table, on the floor in front of the television and on top of the bookcase. The book case is full of books and is a little unsteady

There is a cord on the floor connecting the fan to an outlet in the wall. The only way to turn the fan on and off is by unplugging it. The plug is behind the chair.

In the middle of the room, between the sofa and the television there is a throw rug that Supark uses to cover the hardwood floors.

1. What are the falling hazards?

2. What changes do you think Supark should make to his living room to make his home safer?

Activity Two:

Now write a description of a room in your house in the space below. Be careful to use the correct prepositions. When you have finished the description of your room, share it with your partner and discuss any falling hazards.

ESL Health Unit

Unit Five Taking Medications

Lesson Two Taking Medications Safely



Real Practice Intermediate

Goals for this lesson:

Below are some of the goals of this lesson. Which ones are your goals too? Check (✓) them.

- Learn how to prevent dangerous drug interactions
- Practice commonly used preposition clusters
- Review using prepositions to describe place and movement



Real Practice

Checking Your Home

Carefully walk through your home with the checklist below. Answer each item and take notes on any concerns that you have. Report the results to your class and discuss any actions you have taken or need to take.

This checklist is a series of questions, which look at safety in and around your home. If you answer 'no' to any of the questions, the checklist suggests action you can take to make your home safer. Most changes are easy and inexpensive. Many of the items you may need such as paint, handrails, slip-resistant strips and lighting are available from hardware or department stores. Sales assistants or local service organizations will usually be able to help arrange someone to install the items where necessary. It's up to you to take steps to prevent a fall.

Checklist	Suggestions
-----------	-------------

<p>FLOORS - Answer YES or NO</p> <p>1. Do your carpets and mats lie flat without wrinkles or curled edges? Y/N</p> <p>2. Do loose mats have a slip-resistant backing? Y/N</p> <p>3. Do you clean up spills as soon as they occur? Y/N</p> <p>4. Are floors free of clutter? Y/N</p> <p>5. Are all cords safely away from walkways? Y/N</p> <p>6. Are floor surfaces non slip? Y/N</p> <p>LIGHTING - Answer YES or NO</p>	<p>FLOORS</p> <p>- You are less likely to slip on surfaces such as carpet or unglazed tiles. These surfaces are preferable to polished floors which can be very slippery.</p> <p>- There are also paint on non-slip products.</p> <p>- Remove all loose mats or ensure they are firmly secured and have non-slip underlay.</p> <p>- Make sure your carpets are in good condition.</p> <p>- Always wipe up spills as soon as they occur. Some floor surfaces are particularly slippery when wet.</p> <p>LIGHTING</p>
--	---

<p>1. Are your lights bright enough for you to see clearly? Y/N</p> <p>2. Are stairs and steps well lit? Y/N</p> <p>3. Are light switches easy to reach and near each doorway? Y/N</p> <p>4. Can you easily switch on a light from your bed? Y/N</p> <p>5. Is there good lighting where you keep medicines? Y/N</p> <p>STAIRS, STEPS and LADDERS-</p>	<p>- We recommend 75 watt globes in all rooms, passageways and stairwells. (Note that some light fittings take a maximum of 60 watts).</p> <p>- Nightlights are an inexpensive way to provide light to dark passageways at night.</p> <p>- Consider installing movement activated or photo electric lights to illuminate passageways.</p> <p>- Have extra lights installed or place lamps in dark areas.</p> <p>- Allow time for your eyes to adjust when going to and from light and dark areas.</p> <p>STAIRS, STEPS and LADDERS</p>
--	---

Answer YES or NO	
<p>1. Are you able to see the edges of the steps clearly?</p> <p>Y/N</p>	<ul style="list-style-type: none"> - Stairs may need extra lighting. - Lights which turn on automatically are recommended.
<p>2. Are stairs and steps well lit?</p> <p>Y/N</p>	<ul style="list-style-type: none"> - Make sure there are handrails on at least one side of all stairways.
<p>3. Is there a light switch at top and bottom of steps?</p> <p>Y/N</p>	<ul style="list-style-type: none"> - Handrails on both sides of steps are preferable where possible. - Move frequently used items to
<p>4. Are non-skid treads or paint used on the edges of each step?</p> <p>Y/N</p>	<ul style="list-style-type: none"> reduce the need for ladders. - Have someone with you if it is necessary to use a ladder.
<p>5. Are coverings on steps in good condition?</p> <p>Y/N</p>	<ul style="list-style-type: none"> - Ensure your stepladder is in good condition. Ladders with handrails are recommended.
<p>6. Do the steps have a sturdy handrail?</p> <p>Y/N</p>	
<p>7. Is your stepladder or stepstool</p>	

<p>short and sturdy with anti-slip feet?</p> <p>Y/N</p>	
<p>BATHROOM AND TOILET -</p> <p>Answer YES or NO</p> <p>1. Do you use slip-resistant mats in the bathroom?</p> <p>Y/N</p> <p>2. Is the soap, shampoo and towel within easy reach so you don't have to bend or reach too far?</p> <p>Y/N</p> <p>3. Are you able to get out of the bath or shower without holding onto taps or towel rails?</p> <p>Y/N</p> <p>4. Do you have handrails in the bath and shower?</p> <p>Y/N</p>	<p>BATHROOM AND TOILET</p> <p>- Wet areas are more likely to be slippery and therefore hazardous.</p> <p>Take extra care when on a wet surface.</p> <p>- Non-slip flooring is recommended for bathrooms.</p> <p>- Paint on or self adhesive non-slip strips are advisable in the shower and bath.</p> <p>- Handrails are recommended in all positions around the bath and toilet where you need something to hold on to.</p> <p>- Occupational Therapists from your</p>

<p>5. Are you able to easily get on and off the toilet seat?</p> <p>Y/N</p> <p>6. Are you able to walk directly into your shower without stepping over a raised edge?</p> <p>Y/N</p>	<p>local Hospital can advise you on hand rails and other equipment for modifications to your bathroom to ensure your maximum safety and independence.</p>
<p>KITCHEN - Answer YES or NO</p> <p>1. Can you easily reach kitchen items you use regularly without climbing, bending or upsetting your balance?</p> <p>Y/N</p> <p>2. Is there good lighting over work areas?</p> <p>Y/N</p>	<p>KITCHEN</p> <p>- Arrange your kitchen so the most frequently used items are easy to reach.</p> <p>- Counters and tables should be sturdy enough to support your weight if you lean on them.</p> <p>- Range hoods, vents or exhaust fans can be installed to provide better</p>

<p>3. Do you mop up spills immediately?</p> <p>Y/N</p>	<p>ventilation when cooking.</p> <p>- If possible install a wall oven in preference to a low oven.</p>
<p>4. Is there good ventilation to reduce the risk of eyeglasses fogging?</p> <p>Y/N</p>	<p>- Use a broad based, sturdy and secure stepladder if it is absolutely necessary to reach high places.</p>
<p>LIVING ROOM - Answer YES or NO</p>	<p>LIVING ROOM</p>
<p>1. Can you get out of your lounge chair easily?</p> <p>Y/N</p>	<p>- Higher chairs and chairs with solid armrests are easier to get in and out of.</p>
<p>2. Are all cords, furniture and clutter kept away from walkways?</p> <p>Y/N</p>	<p>- Keep telephone and electrical cords clear of walkways.</p> <p>- Fans and heaters should not be</p>
<p>3. Is your furniture placed so that you don't have to stretch or lean too far to open windows?</p>	<p>placed in walkways or in the middle of the room.</p> <p>- Remove loose rugs or apply slip-</p>

Y/N	resistant backing or secure by other means.
BEDROOM - Answer YES or NO	BEDROOM
1. Can you turn on a light before you get out of bed?	- Have a light within reach of your bed. Consider a touch lamp or night lamp.
Y/N	
2. Can you easily get in and out of your bed?	- Keep a flashlight next to your bed at night.
Y/N	- Keep floors clear in bedroom.
3. Do you have a telephone in the bedroom?	- Secure loose telephone and electrical cords in the bedroom and out of walkways.
Y/N	
4. Is your electric blanket cord safely secured so you don't trip? Is the control easy to reach from the bed?	- Ensure your eyeglasses are easy to reach if you need them when you get out of bed.
Y/N	- Beds should be at a good height for

<p>5. Is your bedspread made without a looped fringe? Y/N</p> <p>6. If you use walking aids, are they easy to reach before you get out of bed? Y/N</p>	<p>easy movement on or off. - A firm mattress provides support. This will make getting into and out of bed easier. - Get out of bed slowly - sit up before you stand up. - If you are having difficulty getting in to or out of your bed, talk with an Occupational Therapist or Community Nurse.</p>
<p>CLOTHING AND FOOTWEAR - Answer YES or NO</p> <p>1. Do you wear shoes with non-slip soles? Y/N</p> <p>2. Do your shoes have rounded broad heels? Y/N</p>	<p>CLOTHING AND FOOTWEAR</p> <p>- Shoes and slippers should have non-slip soles with patterned tread and rounded, broad heels. - Avoid wearing socks only, loose fitting slippers, leather or other slippery soles and high heels.</p>

<p>3. Do you wear street shoes rather than slippers outside the house? Y/N</p> <p>4. Does your clothing fit securely with no dangling cords or hems? Y/N</p>	<p>- Clothing should be short enough to avoid tripping</p> <p>- Sit down rather than stand on one leg when dressing.</p>
<p>OUTSIDE YOUR HOUSE - Answer YES or NO</p> <p>1. Are the edges of steps clearly marked? Y/N</p> <p>2. Do step edges have an adhesive non-slip strip? Y/N</p> <p>3. Do steps have a sturdy, easy-to-grip handrail? Y/N</p> <p>4. Are the paths around the house in</p>	<p>OUTSIDE YOUR HOUSE</p> <p>- Make sure all outside steps are highly visible by painting the front edge of the step a - contrasting color or by putting on non-skid treads.</p> <p>- Paths need to be even and unbroken.</p> <p>- Keep paths free of moss and leaves, and take extra care in wet conditions.</p> <p>- Walk carefully near pets or small animals, their movement is</p>

<p>good repair? Y/N</p>	<p>unpredictable.</p>
<p>5. Are the paths and entrances well lit at night? Y/N</p>	<p>- Store garden tools safely. - Many falls result from the use of ladders. Be extremely careful. If you cannot get someone else to assist you</p>
<p>6. Is the garden kept free of hazards (i.e. tools, hoses)? Y/N</p>	<p>ensure you comply with all safety instructions.</p>
<p>7. Are your garage floors free from grease and oil? Y/N</p>	
<p>8. Are the public areas around your house in good repair? Y/N</p>	

ACTIONS NEEDED

1.

*A Thematic Unit for Intermediate Level ESL Teachers
Intermediate Level, Unit Five: Taking Medications
Lesson Two: Taking Medications Safely*

Checklist for Learning

Vocabulary Log:

In the space below, write down all of the new words you learned during this lesson that you want to remember. Try to separate your list of words into nouns (person, place or thing), adjectives (describing words) and verbs (action words). For extra practice use them in sentences of your own.

New words I learned during this lesson:

Nouns:

Adjectives:

Verbs:

What can you do?

Below are some of the language goals you worked on during this lesson. Check (✓) what you learned from this lesson. Add more ideas if you wish.

I learned to...

- Know the warning signs of poor nutritional health and what you can do to improve your diet.
- Understand the difference between count and non-count nouns
- Be able to use the phrases “used to”, “be used to” and “get used to” to compare the past to the present.
-

ESL Health Unit