

44 - Using health services

Aim:

- Inform refugees about the most important health services.
- Activate vocabulary, combining words and concepts.
- Enable refugees to talk about health, using some key healthcare expressions.

Communicative situations

- Understand simple instructions.
- Answer direct questions.
- Ask for information and understand the answer.

Materials

- Pictures of people, places, signs from health services.
- Role-play cards.

Language activities

Activity 1

Elicit what refugees already know about health services using a spider gram or mindmap (see the example in 'sample materials' below).

Write the keywords on cards (e.g.: first aid, doctor, hospital, Red Cross, pharmacy, medicine).

Activity 2

Use pictures like those at (a) to present some key signs related to healthcare (H, Red Cross, etc.).

Invite refugees to:

- Note the key words on the signs.
- Read the same words in other pictures (e.g. a picture of a street with pharmacy signs).
- Check understanding by asking refugees to match words with pictures and symbols.

Activity 3

Invite refugees to draw a human figure in their notebooks.

Point at part of your own leg and ask: "*What's this called?*" Continue with other examples.

Write the words on the board and ask the learners to copy them onto the human figure in their notebooks.

Activity 4

Use the pictures showing illness to contextualize the parts of the body.

Show the group the cards and ask '*Where does he/she feel pain?*'.

Then, introduce some phrases indicating wellness and illness or physical pain (e.g. "*Today I'm fine*", "*I feel sick*", "*I have a backache*"), and ask refugees for similar expressions in their own languages.

Activity 5

Give an example of spoken interaction like the following (e.g. with a pharmacist):

- A. *Good morning.*
- B. *Good morning, can I help you?*
- A. *Yes, I have a backache.*
- B. *Have you tried stretching exercises?*
- A. *What do you mean?*
- B. *Specific exercises for the back.*
- A. *Yes, but they didn't help.*
- B. *Right. I suggest you go to see the doctor.*
- A. *Do you know when the doctor is available?*
- B. *Every day, but on Wednesday and Friday only from 2 pm to 5 pm.*

Check comprehension, focusing in particular on the key expression used to ask for clarification.

Then organise a role-play between refugees: one has a card and another has a picture of the place where the interaction takes place. On the first occasion, the volunteer takes the 'patient' role, then refugees work in pairs. Allow time for preparation.

Ideas for learners with low literacy

Invite refugees with low literacy to copy the main words used in the activities onto cards for use in further activities.

Ask them to describe the illness cards.

Sample materials:

Pictures of people, places, signs from health services



Role-play cards



Example of a spider gram

