



Module 9
Medicine

CIWA

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Reader's Notes

The 'Medicine' module explains the proper use and administration of medicine. It reviews various types of medicines, their packaging, dosages, the difference between over-the-counter and prescription medicines, label reading and directions to administer medicines. It also emphasizes on the potential side-effects, allergic reactions, over-dosages, abuse and precautions. An overview of the material covered in the module is provided in the introduction. This covers the salient features of the module and serves as a useful source of information for the facilitators. We recommend that the facilitators read the introduction so that they have complete information before going to the class. The introduction is written in plain language so that it can be incorporated into effective lesson delivery.

Activity sheets that support the learning objectives are included in the module to reinforce the key health concepts that are being explored. A sample lesson plan which includes; the targeted Canadian Language Benchmark (CLB) level of the learners, delivery time estimation and additional information about the topic has been provided with all activities. A visual glossary has been provided to assist the facilitator in explaining new vocabulary. It is up to the facilitator to include, omit or adapt the activities according to the needs and level of the learners.

Keeping in mind the limited literacy level of the learners, the preferred method for teaching the curriculum envisages the following stages:

1. Introduce the subject and prompt a discussion, through brainstorm questions provided in the facilitator's notes. This reveals the existing knowledge the learners possess on the topic. Guide learners to relate their experiences and opinions about the topic. These discussions kindle interest and gain the attention of the learners, while providing an assessment to the teacher.
2. Introduce vocabulary by writing the key words on the board and teaching their meanings by showing pictures. When feasible, use of transparencies/ PowerPoint/ real life objects (realia)/ models/ charts can be made to augment the learning.
3. Actively maintain learner participation by miming, choral repetition, role play, questioning, inviting opinions etc.
4. Review the activity sheet thoroughly and address learners' questions. This is achieved by active questioning, hinting at answers, allowing the learners come to a conclusive solution and then revealing the correct answer.
5. Ask the learners to attempt the activity and clarify as much as possible, without giving the answers.

Facilitators should use their discretion to select the activity sheets that best align with the level of their learners. Recapitulation and repetition is important at all stages.

During facilitation, handouts and activities should be distributed to the learners. They should be prompted to seek clarifications about the handout contents.

Learners should be encouraged and motivated to obtain more information about health through reading, internet, suitable television/radio news and documentary programs in their first language and discussions with their family members and friends.

Focus Questions

Facilitators should review the effectiveness of learning by focusing on some key questions and adapting the lessons according to the specific need of the learners. Focus questions include:

- Is the lesson appropriate for the learners' literacy level?
- Will the learners find the lesson interesting and useful?
- Does the lesson connect to the learning goals of the learners?
- Are the lessons being tailored to meet the needs of the learners?
- Is feedback being used to assess the effectiveness of learning by the class?
- Are the learners able to do what is expected of them at the end of instruction?
- Have the needs of the low literacy level learners been catered for to enable them to keep abreast with the rest of the class?
- Are lessons being recapitulated and reviewed regularly in the class?
- Are the learners acquiring adequate vocabulary about items related to health care?
- Can the learners describe problems related to health, hygiene, illness, sickness, injuries and symptoms orally and in writing?
- Have the learners been provided sufficient practice on what they will be assessed on?

Introduction

Medicines

Medicines are also called drugs. A pharmacy is also called drugstore.

Medicines come in various forms and shapes like:

- Tablets (pill; powder pressed into a solid)
- Capsules (a small, gel container that has medicine inside. It melts in the stomach.)
- Caplets (a solid, long pill/medicine, coated to make it easy to swallow)
- Pills (medicine)
- Drops (medicine that is in a liquid form; for eyes or ears or nose)
- Patches (a bandage that has medicine on it)
- Syrups (a thick liquid medicine that you drink)
- Inhalers (breathing medicine, for asthma/breathing disease, medicine, helps give medicine into the breathing tubes)
- Ointments (a thick cream that you apply to the skin to soothe aches or relieve itch)
- Creams (a thick liquid form of medication; like lotion)
- Injections (medicine given through a needle)
- Sprays (liquid medicine that is squirted; i.e. nose spray is inhaled through the nose)

Some of the different reasons why people need to take medication is they have:

- Heart problems (when your heart is weak or hurt)
- Blood pressure (the pressure of made by blood in the tubes in your body)
- Diabetes (too much sugar in the blood)
- Depression (sadness or unhappiness that lasts for a long time)
- Allergies (something that you eat, touch or breathe that makes you sick)
- Infection (illness; sickness you get from germs)
- Fever (body temperature is too high)
- Pain
- Asthma (disease that makes it hard to breathe)

There are two types of medicines: over-the-counter and prescription. You need a prescription (a note) from a doctor to get prescription medicines. You do not need a note from the doctor for over-the-counter medicines. You can get over-the-counter drugs at grocery stores and drug stores.

Medicines can have brand names or generic (common) names. The generic name is the chemical name. The brand name is the name given by the company that makes the medicine. A medicine can have only one generic name but many brand names. For example, Ibuprofen is the generic name but many companies sell it under their own brand names such as Advil or Motrin. Generic medicines are cheaper than brand name medicines, and work just as well.

Knowing how to take medicine is important. You should ask certain questions before you start taking a new medicine, like:

- When should I take it?
- How long should I take it for?
- How much should I take each day?

- Should I take it with food or on an empty stomach?

It is important to read the labels on medicines. It can be bad for your health if you do not understand this. There is information about:

- How and when to take the medicine
- Expiry dates (it is the date that tells you when a medicine is no longer good to take)
- Side effects (reaction to medicine; such as rash, breathing problem, cough, etc.)
- Safety warnings (how to keep your medicine safe)
- Number of refills (how many times you can get the medicine again)
- Storage instructions (where to put your medicine in your house; fridge or cupboard)

The label tells you about how much medicine you should take; and how to take the medicine:

- The label tells you how much medicine you should take and how many times a day. For example, take 2 tablets, 3 times a day.
- The label may tell you to do special things when taking the medicine. For example, take the medicine on an empty stomach. This means you should take it 1 hour before eating or 2 hours after eating.
- The label tells you how to take the medicine. For example by mouth, chewing, swallowing, applying on skin, putting drops in eyes or ears, etc.
- The label tells you how long you should take the medicine for. For example, if the directions are "Take the medicine as needed", then you will take it only when the pain is very bad. If the directions are "Take 3 tablets a day for 7 days" then you must take the medicine for the 7 days even if you feel better after 5 days.
- The label tells you about side effects. Some medicines can make you sleepy, sick, upset your stomach, give you diarrhea (watery stool), make it hard to sleep etc. For example, the medicine may make you sleepy, so it will tell you not to drive or work on machinery after you take it. Instructions may also tell you not to drink alcohol with the medicine.

Information about the expiry date is on the label. An expiry date tells you when a medicine is no longer good to take. Do not keep medicines past their expiry date. If they are old, they do not work as well. Old medicine should not be flushed down a toilet or a sink or thrown in the garbage. You should take your old medicines to the pharmacy. They can dispose of the medicine properly.

Other warnings you may see are:

1. Do not take too much medicine.
2. Women who are pregnant or nursing (breast feeding) should not use some medicines.
3. Do not take a medicine if you have another health problem.
 - For example, people with high blood pressure should not take some medicines for colds because they can raise your blood pressure.

4. Do not take medicine if you are taking some other medicines.
 - New medicines taken with the old medicine can make you feel worse or can cause side effects (a reaction someone might have to medicine like a rash, breathing problems, throwing up or a cough). The old drug may also make the new drug not work as well.
5. What you should do in case of an overdose. An overdose is when you take too much medicine. Taking too much medicine, more than your doctor tell you too, can make you very sick.
6. You should not share your medicine with other people.
 - If the doctor has told you to finish all of the medicine, you should.
7. Take the medicine that is past its expiry date to the pharmacist.
8. For children you should:
 - Know how much your child weighs so that you give them the correct amount of medicine.
 - Use a measuring spoon or dropper specially made for children's medicine.
 - Do not call medicine candy.
 - Always keep medicine out of reach of children. For example, up high or in a locked cabinet.

You should ask your doctor or pharmacist questions about your medicine. You can ask:

- What is the name of the medicine?
- How much medicine should I take?
- How many times a day should I take this medicine?
- How long do I take this medicine for?
- What are the side effects (reaction to the medicine; such as rash, breathing problem; cough) of this medicine?
- I am allergic (bad reaction; danger) to _____ (name the medicine). Is this medicine okay for me?
- I also take _____ (name the medicine you are already taking). Is that a problem?
- Where should I store the medicine in my house? Should I store it in a cool dry place, refrigerate, protect from heat/ light etc?
- Are there any instructions for taking this medicine?

All medicines in Canada have a Drug Identification Number (DIN). This number shows the instructions of use, preparation and labelling of the medicine are correct. If a medicine does not have a DIN, Canadian law does not approve it.

Women should always tell their doctor if they are pregnant or nursing (breast feeding) a baby. Some medicines are not good for the baby.

When travelling, you should keep medicines in your carry-on luggage (what you take with you onto the plane where you sit) because you may lose your checked-in luggage (luggage that the airline stores in the cargo).

Write all types of medicines that you take in a list; for example vitamins, herbal medicine, over-the-counter medicine etc. You should tell your doctor or pharmacist if you are taking any other medicine. This is important because some medicines may cause side effects (reaction to medicine; such as rash, breathing problem, cough, etc.) or not work as well when you take them at the same time.

All medicines should be taken for as long as your doctor tells you. If you feel better before completing your medicine, you should not stop taking the medicines. If you finish your prescription medicine, you should check the label to see if there are refills. If you don't have enough medicine, you cannot take half dose. You should get a refill. It is not safe to take medicine after the expiry date.

Side Effects & Allergic Reactions

Medicines may have side effects. A side effect is a reaction someone might have to medicine. There are many side effects but some of these are a rash, throwing up or a cough. If you have any side effects, you should call Health Link Alberta or your doctor or pharmacist. If the side effects are very bad, then call 911 or go to the emergency department. Not all people have side effects.

Some people are allergic (bad reaction; i.e. rash, trouble breathing) to certain medicines. An allergic reaction means their body reacts in a bad way. They may get a rash or not feel well. You should always tell your doctor/ pharmacist if you have any allergies. This can make you very sick and cause death. Having an allergy is different from getting a side effect. Signs of allergy to a medicine can include swelling (bump; enlargement) of lips, tongue or face, trouble breathing, rash (red spots on skin), itching etc. An allergic reaction to a medicine can be an emergency. Get advice right away from a health care professional.

Do not take medicines with tea, coffee or other hot drinks. This may make them not work well. If you find that someone has taken too much medicine or poison, stay calm. If the person does not respond Call 911. If the person is able to speak, call Poison Control Center. Their toll-free number is 1-800-332-1414 (Alberta only).

Poison Control can help you 24 hours a day. Tell them what the person ate and the time when they ate it. Tell them the age and weight of that person. Tell them what the person ate and the time when he/she ate it.

Types of Medicine

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 45-60 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To familiarize learners with different types of medicines.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers

Vocabulary: spray, capsules, lotion, eye drops, syrup, ointment, tablets, patch, ear drops, cream, caplets, inhaler

Information: Medicines come in various forms and shapes like:

- Tablets (pill; powder pressed into a solid)
- Capsules (a small, gel container that has medicine inside. It melts in the stomach.)
- Caplets (a solid, long pill/medicine, coated to make it easy to swallow)
- Pills (medicine)
- Drops (medicine that is in a liquid form; for eyes or ears or nose)
- Patches (a bandage that has medicine on it)
- Syrups (a thick liquid medicine that you drink)
- Inhalers (breathing medicine, for asthma/breathing disease, medicine, helps give medicine into the breathing tubes)
- Ointments (a thick cream that you apply to the skin to soothe aches or relieve itch)
- Creams (a thick liquid form of medication; like lotion)
- injections (medicine given through a needle)
- Sprays (liquid medicine that is squirted; i.e. nose spray is inhaled through the nose)

Brainstorm: Ask learners:

- Do you take medicines?
- What type of medicine do you take?
- Is the medicine always in the form of tablets?

Instructions:

1. Introduce new vocabulary by showing pictures (cut out from the activity sheet).
2. Have learners repeat the words for pronunciation practice.
3. Distribute activity sheet, 'Types of Medicine' (part `A' only).
4. Circulate to assist where needed.
5. Distribute part B of the activity.
6. Read the words aloud repeating frequently.
7. Ask the learners to find the relevant picture and write just the alphabet given under the picture.

Extension: Use the listening script for dictation.

Answer Key: A:

- | | |
|-------------|------------|
| a. Capsules | b. Syrup |
| c. Ointment | d. Tablets |
| e. Spray | f. Lotion |

B:

- | | |
|--------------|--------------|
| a. Inhaler | b. Cream |
| c. Patch | d. Caplets |
| e. Eye drops | f. Ear drops |

C:

- | | |
|------|------|
| 1. D | 2. B |
| 3. H | 4. C |
| 5. E | 6. A |
| 7. G | 8. F |

Activity: Types of Medicines

There are different types of medicines.

A. Look at the pictures. Label them with the words given in the box.



a. _____



d. _____



b. _____



e. _____



c. _____



f. _____

spray

capsules

lotion

syrup

ointment

tablets

Activity: Types of Medicines

B. Look at the pictures. Label them with the words given in the box.



a. _____



d. _____



b. _____



e. _____



c. _____



f. _____

inhaler cream eye drops
ear drops patch caplets

Listening: Types of Medicine

C. Listen to the words. Identify the picture. Write the alphabets given under the pictures in the blanks.

1. eye drops

2. pills

3. ointment

4. inhaler

5. capsules

6. syrup

7. tablets

8. nasal spray

Activity: Types of Medicine

C. Listen to your teacher. Find the picture.

Write the alphabets given under the pictures in the blanks.



A



B



C



D



E



F



G



H

1.

5.

2.

6.

3.

7.

4.

8.

Prescription Medicine or Over-the-Counter Medicine

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 30-40 minutes

Targeted Language Skill: reading

Objective: To enable learners to differentiate between prescription medicine and over-the-counter medicine.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Some empty containers for prescription and over-the-counter medicines

Vocabulary: prescription medicine, over-the-counter medicine

Information: There are two types of medicines: over-the-counter and prescription. You need a prescription (a note) from a doctor to get prescription medicines. You do not need a note from the doctor for over-the-counter medicines. You can get over-the-counter drugs at grocery stores and drug stores.

Brainstorm: Ask Learners:

- Do you always go to your doctor if you need a medicine?
- Can you buy some medicines without a prescription?

Instructions:

1. Write the words 'Prescription Medicine' and 'Over-the-counter Medicine' on the board. Explain with the help of examples and pictures.
2. Distribute the cut out cards 'Prescription Medicine' and 'Over-the-counter Medicine'.
3. Show learners different medicines and ask them to show the relevant card and say if it's prescription or over-the-counter.
4. Have the higher level learners write the name of the medicines in the relevant column in the activity sheet.
5. Circulate to assist where needed.

Activity: Prescription Medicine or Over-the-counter Medicine

Prescription Medicine

Over-the-counter Medicine

Activity: Prescription Medicine or Over-the-counter Medicine

Listen to your teacher and write the name in the relevant column.

PRESCRIPTION MEDICINE	OVER-THE-COUNTER MEDICINE

How to take Medicines

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 40-60 minutes

Targeted Language Skills: reading

Objective: To enable learners to follow the directions to take medicines.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers

Vocabulary: morning, afternoon, evening, a.m., p.m., Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday

Information: Knowing how to take medicine is important. You should ask certain questions when starting new medicine such as:

- When should I take it?
- How long should I take it for?
- How much should I take each day?
- Should I take it with food or on an empty stomach?

Different reasons why people need to take medication are:

- Heart problems (when your heart is weak or hurt)
- Blood pressure (the pressure of made by blood in the tubes in your body)
- Diabetes (too much sugar in the blood)
- Depression (sadness or unhappiness that lasts for a long time)
- Allergies (something that you eat, touch or breathe that makes you sick)
- Infections (illness; sickness you get from germs)
- Fever (body temperature is too high)
- Pain
- Asthma (disease that makes it hard to breathe)

Brainstorm: Ask Learners:

- Have you ever had to take medication?
- When did you take it? (i.e. in the morning or afternoon or evening)

Instructions:

1. Introduce new vocabulary.
2. Distribute part A of the activity sheet, 'How to take Medicines'.
3. Explain the procedure of the activity.
4. Circulate to assist where needed.
5. Distribute part B of the activity sheet, 'How to take Medicines'.
6. Explain the procedure of the activity by giving an example.
7. Circulate to assist where needed.

Activity: How to take Medicines

Jill has health problems. She has to take many medicines.

- Every day she takes 2 tablets for diabetes.
She takes one in the morning and one at night.



- On Monday, Wednesday and Friday she takes 1 capsule for cholesterol. She takes it at night.



- On Sunday and Thursday, she takes 1 caplet for osteoporosis.
She takes it in the morning.

















Activity: How to take Medicines

A. Draw the shapes of medicines Jill has to take.

DAYS	AM	PM
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

Activity: How to take Medicines

B. Fill up the pill card for a patient.

Used For	Instructions	 Morning	 Afternoon	 Evening	 Night
 Heart	 Take 1 pill in the <u>morning</u> and 1 pill in the <u>evening</u>				
 Blood Pressure	 Take 1 pill in the <u>morning</u>				
 Diabetes/ Sugar	 Take 1 pill in the <u>morning</u> and 1 pill at <u>night</u>				
 Pain	 Take 1 pill in the <u>morning</u> , 1 pill in <u>afternoon</u> and 1 pill at <u>night</u>				
 Depression	 Take 1 pill in the <u>morning</u> and 1 pill at <u>night</u>				

Medicine Label

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 25-40 minutes

Targeted Language Skills: reading, writing

Objective: To enable learners to read and understand the cautions given with the medicines.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers

Vocabulary: machinery, refill, drowsiness, stomach

Information: It is important to read the prescription labels on medicines. It can be bad for your health if you do not understand this. There is information about:

- How and when to take the medicine
- Expiry dates (it is the date that tells you when a medicine is no longer good to take)
- Side effects (reaction to medicine; such as rash, breathing problem, cough, etc.)
- Safety warnings (how to keep your medicine safe)
- Number of refills (how many times you can get the medicine again)
- Storage instructions (where to put your medicine in your house)

The label tells you about how much medicine you should take; and how to take the medicine:

- The label tells you how much medicine you should take and how many times a day.
For example, take 2 tablets, 3 times a day.
- The label may tell you to do special things when taking the medicine.
For example, take the medicine on an empty stomach. This means you should take it 1 hour before eating or 2 hours after eating.
- The label tells you how to take the medicine.
For example by mouth, chewing, swallowing, applying on skin, putting drops in eyes or ears, etc.
- The label tells you how long you should take the medicine for.
For example, if the directions are "Take the medicine as needed", then you will take it only when the pain is very bad.
If the directions are "Take 3 tablets a day for 7 days" then you must take the medicine for the 7 days even if you feel better after 5 days.

- The label tells you about side effects. Some medicines can make you sleepy, sick, upset your stomach, give you diarrhea (watery stool), make it hard to sleep etc. For example, the medicine may make you sleepy, so it will tell you not to drive or work on machinery after you take it. Instructions may also tell you not to drink alcohol with the medicine.

Information about the expiry date is on the label. An expiry date tells you when a medicine is no longer good to take. Do not keep medicines past their expiry date. If they are old, they do not work as well. Old medicine should not be flushed down a toilet or a sink or thrown in the garbage. You should take your old medicines to the pharmacy. They can dispose of the medicine properly.

Brainstorm: Ask learners:

- What cautions do you get with the medicines?
- Do you ask someone about the cautions with the medicines you have to take?

- Instructions:**
1. Show a few caution labels and ask questions to elicit understanding.
 2. Introduce new vocabulary.
 3. Distribute activity sheet, 'Medicine Label – Cautions'.
 4. Read each safety warning with the learners explaining it to them.
 5. Use some examples to explain the task to learners.
 6. Circulate to assist where needed.

- Answer Key:**
- | | |
|--------|--------|
| a. No | b. Yes |
| c. Yes | d. No |
| e. No | f. No |
| g. Yes | h. No |

Activity: Medicine Label - Cautions

Circle the correct answer:



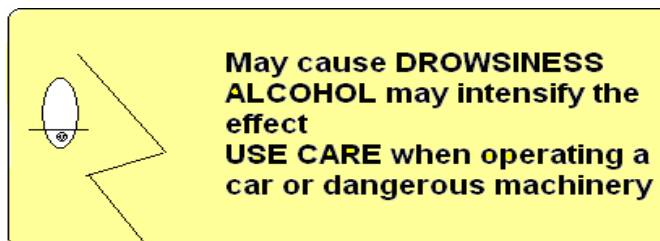
a) You can run machines after taking this medicine. **Yes** **No**



b) There are no refills left. Contact your doctor. **Yes** **No**



c) Before taking this medicine, shake the bottle **Yes** **No**

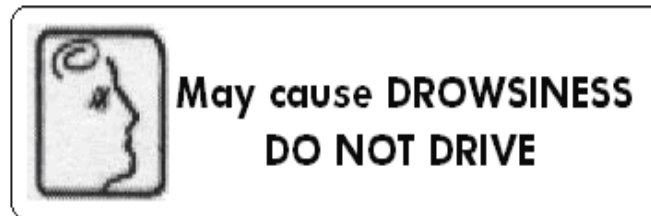


d) You can drink alcohol after taking this medicine **Yes** **No**



e) Keep this medicine in your cabinet.

Yes No



f) You may drive after taking this medicine.

Yes No



g) Take the medicine with water.

Yes No



h) Do not take this medicine with food.

Yes No

Medicine Label - How to Use

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 30-45 minutes

Targeted Language Skills: reading, writing

Objective: To enable learners to read and understand the labels on prescription drugs.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Pictures for new vocabulary

Vocabulary: eye drops, alcohol, tablets, refill, expiry

Information: It is important to read the prescription labels on medicines. It can be bad for your health if you do not understand this. There is information about:

- How and when to take the medicine
- Expiry dates (it is the date that tells you when a medicine is no longer good to take)
- Side effects (reaction to medicine; such as rash, breathing problem, cough, etc.)
- Safety warnings (how to keep your medicine safe)
- Number of refills (how many times you can get the medicine again)
- Storage instructions (where to put your medicine in your house)

The label tells you about how much medicine you should take; and how to take the medicine:

- The label tells you how much medicine you should take and how many times a day.
For example, take 2 tablets, 3 times a day.
- The label may tell you to do special things when taking the medicine.
For example, take the medicine on an empty stomach. This means you should take it 1 hour before eating or 2 hours after eating.
- The label tells you how to take the medicine.
For example by mouth, chewing, swallowing, applying on skin, putting drops in eyes or ears, etc.
- The label tells you how long you should take the medicine for.
For example, if the directions are "Take the medicine as needed", then you will take it only when the pain is very bad.
If the directions are "Take 3 tablets a day for 7 days" then you must take the medicine for the 7 days even if you feel better after 5 days.

- The label tells you about side effects. Some medicines can make you sleepy, sick, upset your stomach, give you diarrhea (watery stool), make it hard to sleep etc. For example, the medicine may make you sleepy, so it will tell you not to drive or work on machinery after you take it. Instructions may also tell you not to drink alcohol with the medicine.

Information about the expiry date is on the label. An expiry date tells you when a medicine is no longer good to take. Do not keep medicines past their expiry date. If they are old, they do not work as well. Old medicine should not be flushed down a toilet or a sink or thrown in the garbage. You should take your old medicines to the pharmacy. They can dispose of the medicine properly.

Brainstorm: Ask learners:

- Do you read the labels on your medicines?
- What kind of warnings appear on prescription medicines?

- Instructions:**
1. Introduce new vocabulary. Write the words on the board and show pictures.
 2. Distribute part A of the activity sheet, 'Medicine Labels – How to Use?'
 3. Read the activity with the learners explaining all the difficult words.
 4. Circulate to assist where needed.
 5. Repeat the same procedure with part B of the activity.

- Answer Key:**
- | | |
|---------------|------------|
| 1. Tablet | 2. Four |
| 3. May 2010 | 4. One |
| 5. Alcohol | 6. Two |
| 7. April 2011 | 8. 1028658 |

Activity: Medicine Label - How to Use

GLENMORE PHARMACY

RX: 1028658
Dr Jim Crow
Brad Long
25 June 2009
Otex Ear Drops
8 ml
DIN: 0188899
Use two drops every four hours
Refills: None
Expiry: May 2010

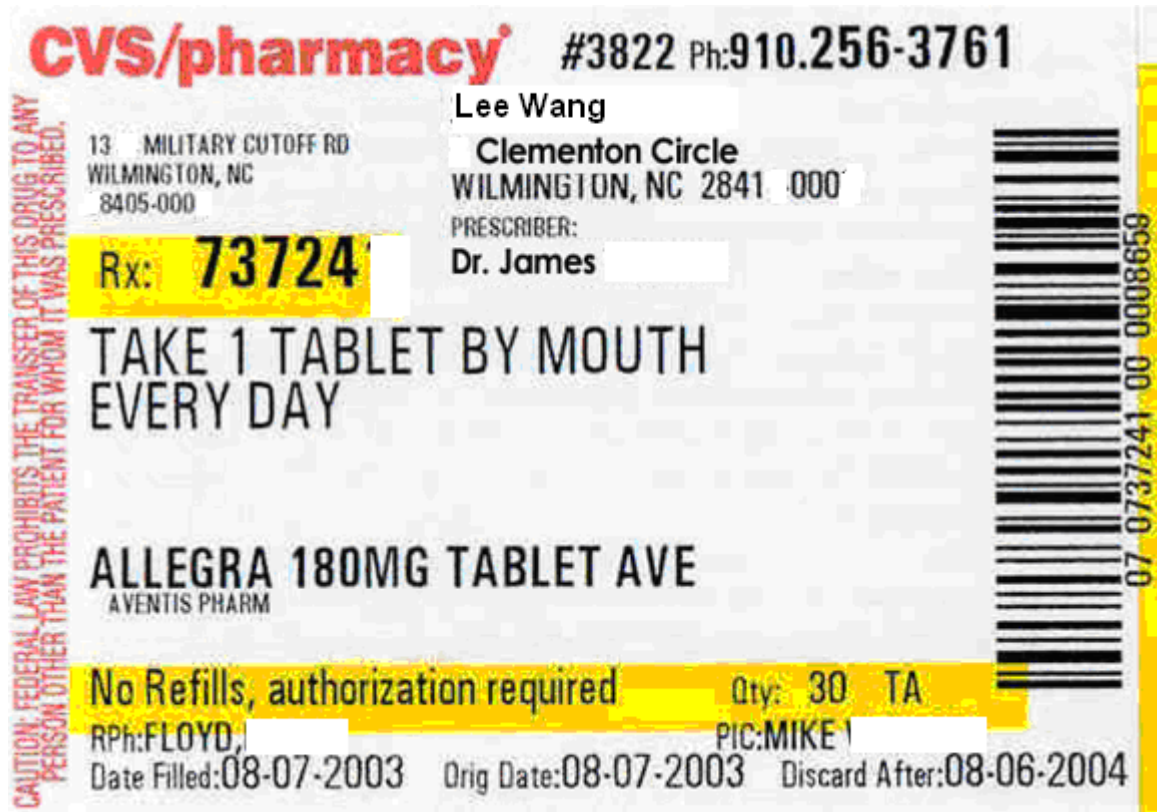
SANDSTONE PHARMACY

RX: 2036479
Dr Lisa Chow
Beck Liang
15 July 2009
Norvasc 5mg
30 tablets
DIN: 0254831
One tablet daily
Refills: 2 times
Expiry: April 2011
*Do not take alcohol when using
this medicine*

A. Read the medicine labels. Circle the correct words.

1. Dr. Lisa Chow has given **ear drops** / **tablets**.
2. Brad should use two ear drops every **four** / **two hours**.
3. Brad should throw away the medicine in **May 2010** / **May 2011**.
4. Beck has to take **one** / **two** tablets at a time.
5. Beck should not drink **water** / **alcohol** when using the medicine.
6. Beck can refill the prescription **two** / **three** times.
7. Beck should not use her medicine after **May 2010/April 2011**.

Activity: Medicine Label - How to Use



B. Look at the picture. Circle the correct answers.

1. The name of the patient is **Lee Wang/Sally Jones**.
2. This is a **prescription/over-the-counter** medicine.
3. You can get this medicine from a **grocery store/pharmacy**.
4. Do not use the medicine after **August 2004/August 2003**.
5. The name of the medicine is **Allegra /Aventis**.
6. The medicine **can/cannot** be refilled.
7. This medicine must be taken **2 / 1** times daily.

Medicine Label - Drug Facts

Facilitator's Notes

Level: CLB 2

Time: 30-40 minutes

Targeted Language Skills: reading

Objective: To enable learners to read and comprehend the drug labels before use.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Pictures for new vocabulary

Vocabulary: dosages, warning, sneezing, hay fever, sedative, overdose, neighbours, exercise

Information: It is important to read the prescription labels on medicines. It can be bad for your health if you do not understand this. There is information about:

- How and when to take the medicine
- Expiry dates (it is the date that tells you when a medicine is no longer good to take)
- Side effects (reaction to medicine; such as rash, breathing problem, cough, etc.)
- Safety warnings (how to keep your medicine safe)
- Number of refills (how many times you can get the medicine again)
- Storage instructions (where to put your medicine in your house)

Information about the expiry date is on the label. An expiry date tells you when a medicine is no longer good to take. Do not keep medicines past their expiry date. If they are old, they do not work as well. Old medicine should not be flushed down a toilet or a sink or thrown in the garbage. You should take your old medicines to the pharmacy. They can dispose of the medicine properly.

Allergies (something that you eat, touch or breathe that makes you sick)

Brainstorm: Ask learners:

- Do you read labels on the medicine you get?
- What is written on the label?
- Do you think it is important to read the label?

Instructions:

1. Introduce new vocabulary with the help of pictures or simple definitions.
2. Bring the real medicine labels to the class if possible.
3. Distribute activity sheet, 'Medicine Label – Drug Facts'.
4. Read the activity with the learners explaining all the difficult words.
5. Circulate to assist where needed.

- Answer Key:**
- | | |
|--------------------------|-------------|
| 1. pain | 2. sprains |
| 3. Poison Control Centre | 4. children |
| 5. outside/external | 6. sicker |

Activity: Medicine Label - Drug Facts

Read the following.

Drug Facts	
Active Ingredients	Purpose
Camphor 3.1 %	External Analgesic
Uses: Lessens pains of muscles and joints for a short time Lessens pains because of bruises, sprains and backache.	
Warnings: <ul style="list-style-type: none">• For outside use only• Do not put in eyes• Do not bandage tightly• Do not put on wounds	
Stop and ask a doctor if you feel sicker <ul style="list-style-type: none">• Symptoms do not go for more than 7 days• Symptoms go away and come back in a few days	
KEEP OUT OF THE REACH OF CHILDREN	
Directions: <ul style="list-style-type: none">• People 2 years of age and older should not use more than 3-4 times a day• Children under 2 years of age do not use• Consult a doctor	
In case someone eats it, contact Poison Control Centre.	

Activity: Medicine Label - Drug Facts

Fill in the blanks.

1. This medicine is to lessen _____.
2. This medicine is to treat _____.
3. If someone eats it, contact _____.
4. Keep this medicine out of the reach of _____.
5. The medicine is for _____ use only.
6. Call your doctor if you feel _____.



Asking a Pharmacist

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 40-60 minutes

Targeted Language Skills: listening, speaking

Objective: To enable learners to communicate with a pharmacist.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Pictures for new vocabulary

Vocabulary: antibiotic, infection, side effects, teething

Information: You should ask your doctor or pharmacist questions about your medicine.

You can ask:

- What is the name of the medicine?
- How much medicine should I take?
- How many times a day should I take this medicine?
- How long do I take this medicine for?
- What are the side effects (reaction to the medicine; such as rash, breathing problem; cough) of this medicine?
- I am allergic (bad reaction; danger) to _____ (name the medicine). Is this medicine okay for me?
- I also take _____ (name the medicine you are already taking). Is that a problem?
- Where should I store the medicine in my house? Should I store it in a cool dry place, refrigerate, protect from heat/ light etc?
- Are there any instructions for taking this medicine?

Brainstorm: Ask learners:

- Do you ask questions when you take medicine from a pharmacist?
- What type of questions do you ask?

Instructions:

1. Write new vocabulary on the board and explain their meanings with the help of pictures and definitions.
2. Distribute the activity sheet, 'Asking a Pharmacist'.
3. Read the dialogue with the learners explaining any difficult words.
4. Demonstrate the dialogue with the help of a volunteer.
5. Allow time for the learners to practice dialogues with a partner.
6. Have them present it in front of the class.
7. Repeat the same procedure with the next dialogue.

Activity: Asking a Pharmacist



Salma went to a pharmacy to buy medicine.

Practice the dialogue he had with the pharmacist.

Pharmacist: May I help you?

Salma: I have a prescription to fill.

Pharmacist: Let's see. Ok, it's Amoxyl.

Salma: What does this medicine do?

Pharmacist: It's an antibiotic which fights germs.

Salma: How much should I take?

Pharmacist: You should take 1 capsule 3 times a day.

Salma: For how many days?

Pharmacist: Take it for 7 days and until its finished.

Salma: Should I continue taking it even if I feel better?

Activity: Asking a Pharmacist

Pharmacist: You should finish the medicine even if you feel better.

Salma: How should I take it?

Pharmacist: Take it with a glass of water.

Salma: Ok.

Salma: Are there any side effects?

Pharmacist: You may have upset stomach. Drink plenty of water.

Salma: I also take multivitamins. Is that a problem?

Pharmacist: No, you can take them.

Pharmacist: Your prescription will be ready in about 30 minutes.

Salma: Thanks, I will wait.



Activity: Asking a Pharmacist

Sheila's son is teething.

She asks a pharmacist about the medicine.



Sheila: I have some questions about this medicine.

Pharmacist: Yes, go ahead.

Sheila: My son is teething. I want to know if this medicine will help him with his pain.

Pharmacist: How old is your son?

Sheila: He is nine months.

Pharmacist: Yes, this is good medicine. Give it twice a day until his tooth comes out.

Sheila: Are there any side effects?

Pharmacist: He will be sleepy. Call your doctor if the pain lasts more than 5 days.

Activity: Asking a Pharmacist

Sheila: Anything else?

Pharmacist: Yes, you can also try to give him a teething ring.

Sheila: Are there any side effects?

Pharmacist: He will be sleepy. Call your doctor if the pain lasts more than 5 days.

Sheila: Anything else?

Pharmacist: Yes, you can also try to give him a teething ring.

Sheila: Thanks. Bye.

Pharmacist: Bye.



Giving Medicine to Children

Facilitator's Notes

Level: Pre-benchmark, CLB 1, CLB 2

Time: 40-60 minutes

Targeted Language Skills: reading, writing

Objective: To familiarize learners with the things to take care of while giving medicine to the children.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Pictures for new vocabulary

Vocabulary: measuring device, dose, weight, safely, confused

Information: For children you should:

- Know how much your child weighs so that you give them the correct amount of medicine.
- Use a measuring spoon or dropper specially made for children's medicine.
- Do not call medicine candy.
- Always keep medicine out of reach of children. For example, up high or in a locked cabinet.

Brainstorm: Ask learners:
What things do you consider while giving medicines to your children?

Instructions:

1. Introduce new vocabulary with the help of pictures or simple definitions.
2. Distribute activity sheet, 'Giving medicine to Children'.
3. Read the paragraph with the class explaining any difficult words.
4. Ask learners to fill in the blanks.
5. Circulate to assist where needed.

Answer Key:

1. measuring device	2. less
3. pharmacist	4. dose
5. candy	

Activity: Giving Medicine to Children

Giving medicine safely to children

- Be careful when you give medicine to your child.
- If you are confused ask a doctor or a pharmacist.
- A pharmacist will tell you the right dose for your child.
- Children need less medicine than their mother or father.
- Use small measuring cups or droppers to give medicine to your child.
- Do not tell your child that medicine is candy.
- Do not tell your child that it tastes good, if it doesn't.



Activity: Giving Medicine to Children



Fill in the blanks by choosing the words from the box.

1. Use a _____ when giving medicine to children.
2. They need _____ medicine than a mother or father.
3. If you are confused ask a doctor or a _____.
4. A pharmacist can tell you the right _____ for your child.
5. Do not tell your child that medicine is _____.

dose

less

measuring device

candy

pharmacist

Overdose

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 40-60 minutes

Targeted Language Skills: reading, writing

Objective: To educate learners on what to do when someone has taken an overdose.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers

Vocabulary: overdose, weight, poison, calm

Information: If you find that someone has taken too much medicine or poison, stay calm. If the person does not respond Call 911. If the person is able to speak, call Poison Control Center. Their toll-free number is 1-800-332-1414 (Alberta only).

They can help you 24 hours a day. Tell them what the person ate and the time when they ate it. Tell them the age and weight of that person. Tell them what the person ate and the time when he/she ate it.

Brainstorm: Ask learners:

- Where should we keep our medicine?
- What happens when someone takes a lot of medicine?

Instructions:

1. Distribute activity sheet, 'Overdose'.
2. Read the sentences clarifying any difficult words or phrases.
3. Allow time for the learners to fill in the blanks.
4. Circulate to assist where needed.

Answer Key:

1. Poison	2. 1-800-332-1414
3. Calm	4. Age
5. Ate	

Activity: Overdose

Read the sentences below.

- If you find that someone has taken too much medicine/ poison. Stay calm.
- If the person does not respond. Call 911.
- If the person is able to speak, call Poison Control Center.
- Their toll-free number is 1-800-332-1414 (Alberta only).
- They can help you 24 hours a day.
- Tell them the age and weight of that person.
- Tell them what the person ate and the time when he/she ate it.

Activity: Overdose



Fill in the blanks with the help of the sentences you read.

1. The _____ Control Center is available 24 hours a day.
2. Their toll-free number is _____.
3. You should stay _____.
4. You have to tell them _____ and weight of the person.
5. You should know what the person _____.

Overdose - Calling the Poison Control Centre

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 40-60 minutes

Targeted Language Skills: listening, speaking

Objective: To familiarize learners with how to call Poison Control Centre in case of an overdosing.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Pictures for new vocabulary

Vocabulary: weigh, already, hesitate

Information: If you find that someone has taken too much medicine or poison, stay calm. If the person does not respond Call 911. If the person is able to speak, call Poison Control Center. Their toll-free number is 1-800-332-1414 (Alberta only).

They can help you 24 hours a day. Tell them what the person ate and the time when they ate it. Tell them the age and weight of that person. Tell them what the person ate and the time when he/she ate it.

Brainstorm: Ask learners:

- Where should we keep our medicine?
- What happens when someone take a lot of medicine?
- Who should we call?

Instructions:

1. Explain new vocabulary with the help of pictures or illustrations.
2. Distribute the activity sheet, 'Overdose – Calling the Poison Control Centre'
3. Read the dialogue with the learners explaining any difficult words.
4. Demonstrate the dialogue with the help of a volunteer.
5. Allow time for the learners to practice dialogue with a partner.
6. Have them present it in front of the class.

Activity: Overdose - Calling the Poison Control Centre



Jenna found her son with a spilled bottle of medicine. She did not know if the boy was safe. So she dialled the Poison Control Centre at 1-800-332-1414 (toll free).

Operator: May I help you?

Jenna: My child has taken too much of a medicine. What should I do?

Operator: May I have your name and phone number?

Jenna: My name is Jenna. My telephone number is 403-515-6237.

Operator: What was the medicine?

Jenna: It was Calpox for babies.

Operator: When did this happen?

Jenna: About 5 minutes ago.

Activity: Overdose - Calling the Poison Control Centre

Operator: How old is the child and how much does he weigh?

Jenna: He is 18 months old and weighs 20 pounds.

Operator: How much did he drink? Was the bottle full?

Jenna: It was a new bottle. It's still more than half full.

Operator: Did the doctor give him this medicine?

Jenna: No.

Operator: Give him something to eat and drink.

Do not worry, he will be ok.

Jenna: Thanks, I feel much better after talking to you.

Operator: You can call again if you want. Bye

Jenna: Bye.

Medicine Facts

Facilitator's Notes

Level: CLB 1, CLB 2

Time: 30-40 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To familiarize learners with some facts about medicines.

Materials:

- Copy of activity sheet (one per learner)
- Pencils and erasers
- Pictures for new vocabulary

Vocabulary: expiry, refill

Information: It is important to ask your pharmacist about side effects (reaction to medicine; such as rash, breathing problem, cough, etc.) of the medicines.

Never call medicine candy when you give it to your child. Your child might want to eat more of them which could make them very sick.

Write all types of medicines that you take in your medicine list. For example vitamins, herbal medicine, over-the-counter medicine etc. All medicines should be taken for as long as your doctor tells you. If you feel better before completing your medicine, you should not stop taking the medicines. If you finish your prescription medicine, you should check the label to see if there are refills. If you don't have enough medicine, you cannot take half dose. You should get a refill. It is not safe to take medicine after the expiry date.

If you are not sure which over-the-counter medicine to buy, you can ask the pharmacist. The directions on over-the-counter medicines will tell you if it is safe for children.

Phone number for Calgary Poison Control Center is 403-944-1414

Brainstorm: Ask Learners:

- What is the difference between prescription medicine and over-the-counter medicine?
- What do side effects mean?

Instructions:

1. Write new vocabulary on the board and explain their meanings with the help of pictures.
2. Distribute activity sheet, 'Medicine Facts'.
3. Read the sentences with the class explaining them.
4. Obtain class consensus on answers.

Answer Key: A:

1. Yes
3. Yes
5. No

2. Yes
4. No

B:

1. Yes
3. Yes
5. No

2. Yes
4. No

Activity: Medicine Facts



A. Read the sentences and circle Yes or No.

1. Write all types of medicines that you take in your medicine list.

Yes **No**

2. Phone number for Calgary Poison Control Center is 403-944-1414

Yes **No**

3. It is important to ask your pharmacist about side effects of the medicines.

Yes **No**

4. Is it a good idea to call medicine candy when giving it to children?

Yes **No**

5. If you feel better before completing your medicine, you should stop taking the medicines.

Yes **No**

Activity: Medicine Facts



B. Read the sentences and circle Yes or No.

1. If you are not sure which over-the-counter medicine to buy, you can ask the pharmacist. **Yes** **No**
2. The directions on over-the-counter medicines will tell you if it is safe for children. **Yes** **No**
3. If you finish your prescription medicine, you should check the label to see if there are refills. **Yes** **No**
4. If you don't have enough medicine, you can take half dose until you can get refills. **Yes** **No**
5. It is safe to take medicine after the expiry date. **Yes** **No**

Additional References

- Poison Prevention (City of Calgary)
http://www.calgary.ca/portal/server.pt/gateway/PTARGS_0_0_766_243_0_43/http%3B/content.calgary.ca/CCA/City+Living/Safety+and+Health/Safety+Tips/In+The+Home/Poison+Prevention.htm
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