

Lesson 3: Understanding the ER and Urgent Care

Purpose: The purpose of this class session is to teach students how to appropriately use the ER and Urgent Care.

Learner Outcomes: After taking part in this class, learners will know when to use the ER and when to use Urgent Care. They will also know how to pay for medical emergency bills.

Materials and Activities Needed:

Healthcare Professional(s) to present to the class on ER and Urgent Care topics



Send the handout **3.1 Tips for Presenters** to all presenters before the class

3.2 Urgent Care vs. Emergency Room (ER) reading

3.3 Urgent Care and Emergency Room worksheet, *Easy*

3.4 Urgent Care and Emergency Room worksheet, *Medium*

Blank envelopes

Blank Thank You Cards and Envelopes

Student Journals

Staying Healthy: An English Learners Guide to Health Care and Healthy Living textbook

Step-by-Step Instructions for Lesson 3:

1. ER Versus Urgent Care

- a. ER vs. Urgent Care presentation
 - i. Invite 1-2 providers to discuss when and how to appropriately use the ER and Urgent Care. They can introduce ER and Urgent Care locations as well. Ask the providers to discuss options for paying outstanding ER bills.



The instructor should always take very extensive notes during presentations to review in class immediately after the presentation and during the following class. Let providers know the instructor may interrupt the presentation to gauge student understanding or clarify complex terms.

- ii. Presentations should last between 20 and 30 minutes with additional time for questions. Ask presenters to talk for no more than 20-30 minutes, but if there

are a lot of questions or if the presentation is interactive, consider letting it run for the duration of a class period.

- b. Presentation Review
 - i. Lead an oral review based on the notes taken during the presentation.

2. Urgent Care vs. Emergency Room (ER)

- a. Discuss vocabulary on the **3.2 Urgent Care vs. Emergency Room (ER)** reading.
- b. Present sample emergency scenarios. Depending on the level of the class:
 - read scenarios aloud and have students vote for ER or Urgent Care.
 - have pairs write a scenario for each emergency, then collect the scenarios, mix them up and ask volunteers read them aloud for the class to decide on ER or Urgent Care.
- c. Discuss the process of paying for the ER.

3. ER and Urgent Care Activity

- i. There are two levels of the **3.3 Urgent Care and Emergency Room** worksheet. Advanced students can complete the medium level *using complete sentences* to add a third level of difficulty.

4. Thank You Cards

- a. Introduce the parts of a letter: Date, Greeting, Body, Closing, and Signature.
 - i. Create a letter together on the white board. Hand out slips of a cut-up sample letter. Students rearrange the parts to create the full letter for more practice.
- b. Address envelopes.
 - i. Illustrate the correct way to address an envelope on the white board.
 - ii. Hand each student a blank envelope. Read aloud your organization's address as the return addresses and the mailing address of the presenter. Students should fill in their envelopes as they listen to the address dictation.



Tip To make the activity a bit easier, hand out copies of envelopes that have been partially completed—students have to fill in the missing information as they listen to the instructor read addresses.

- c. Discuss the purpose of a thank you letter

- i.  Ask students to discuss:

- Why do we write thank you letters?
 - When do we write them?
 - Have you written received thank you notes?
 - What information do you like to see in a thank you letter?
- ii. With a lower level group, you may write a letter together on the board as a model.



- d. Hand out a blank card with a blank envelope.
- i. Read aloud your agency's address for the return address and the address of the presenter for the mailing address. Students complete the envelopes as they listen. Write the addresses on the board so students can check their work.
 - ii. Instruct students to work together to write a thank you letter. Students should write the letter on a piece of paper and copy it to the blank card after you have reviewed it (not necessarily for errors, but rather for content).