

Medicine Labels

Objectives:

Students will:

- feel comfortable practicing English speaking, listening, reading, and writing skills.
- understand where a medicine label is located.
- determine the difference between prescription medicines and over-the-counter medicines.
- learn vocabulary written on a medicine label.
- learn vocabulary written on an over-the-counter medicine.
- practice reading medicine labels.
- be able to ask the doctor or pharmacist questions about medicines.
- look at their own medicines and read the labels.
- begin to fill out information about the medicines they currently are taking on a card that they can carry with them.

Materials and Preparation:

Whiteboard, blackboard or flip chart and markers

Name tags or tent cards

Copies of handouts

Empty medicine bottle with a label just to hold up when discussing (brought from home)

Highlighters for students

Over-the-counter package to show when discussing

Medicine Recorder Pocket Pals

Staying Healthy: An English Learner's Guide to Health Care and Healthy Living

Oxford Picture Dictionary

Optional: Sample of information that the pharmacist gives you with the prescription

You want to look through this session before presenting it to see if you are able to bring in from home any samples of medicines. (Pill bottle, an ointment, a liquid medicine, etc.)

Students will be encouraged to bring in some medicines that they may take - either prescription or over-the-counter. They may record this information on a card to keep in their wallets or pockets.

Essential Vocabulary:

You can write these on chart paper before the session begins, or as they come up in the lesson.

pharmacy

every day

active ingredient

refill

take

warnings

tablet

apply

directions

by mouth

use

side effects

QTY

prescription number

WELCOME

“Hello again! Last time we talked about reading food labels to make healthy food choices. Now we will be reading and talking about medicine labels.”

Warm-up



“Why do people take medicines?”

Possible responses:

sore throats

headaches

feel sick

have pain

stomach upset

“Where can you get medicine?”

Possible responses:

pharmacies, drug stores

doctor’s office

clinics

Urgent Care Centers

food stores

Walmart/Target

Discuss factors we consider when we choose where to go.

Which is cheapest? Closest? Which has the best hours, best customer service, or nicest pharmacist?

MEDICINE LABELS

“Can anyone tell us what a medicine label is?” Display a medicine bottle with a label on it.

A medicine label is on the front of a bottle that you get at the pharmacy. Your doctor has written out directions telling the people who work at the drug store about the medicine he wants you to take. The medicine label will tell you how and when to take this medicine. It also tells you the name of the medicine.



OVER-THE-COUNTER MEDICINES

“There are two kinds of medicines that we will talk about today: over-the-counter and prescription medicines.”

Hold up a package of over-the-counter medicine.

“Let’s start with over-the-counter medicines first. Where can you buy these medicines?”

Possible responses:

Grocery store

Walmart

Target

a pharmacy

“What over-the-counter medicines do you take or do you buy for someone in your family?”

Possible responses:

Aspirin

Allergy medicine

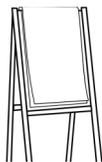
Cough Medicine

Upset stomach medicine



Handout 1

Allergy Medicine



“Let’s look at all the important information on the package. There are lots of words. What do you see that might be important to know before you take this medicine?”

Discuss what each word means. Be sure to review each part of the label.

Possible responses:

name of medicine

how many tablets

directions

uses

warnings

expiration date

Pair Activity: Think About Over-the-Counter Medicines



Handout 2—Think About

Over-the-Counter Medicines

“With a partner use your copy of this label and try to answer these questions.”

Depending on the ability level of the students, you may want to read the questions aloud or one student may read the questions for the group. Review answers.

PRESCRIPTION MEDICINE LABELS

“A doctor or health care provider will write a prescription on a special form so that you can get this medicine. Then you go to a pharmacy. Usually a pharmacist fills this prescription while you wait. Have you ever had a prescription for you or a member of your family? Do you know anyone who has made a mistake taking their medicine?”

Picture Story– The Right Dose



Handout 3

The Right Dose

(This activity comes from http://www.cal.org/caela/esl_resources/Health/healthindex.html#Dose.)

Have the students look over the picture. Then read them the story, or have students tell the story based on the pictures.

One medicine label says that children should take 2 teaspoons of the medicine every 2 hours. A mother gives the medicine to her son. She confuses the teaspoon and tablespoon. She gives her son 2 tablespoons of the medicine at 7 AM. It is too much medicine. At 11:30 her son is very sleepy. The mother shouts, "WAKE UP!!!" She is worried.

Another medicine label has one dose for adults and one dose for children. A father reads the label wrong. At 7:00 AM, he gives his little daughter the adult dose by accident. He should give her 2 pills, but he gives her 4. At 12:00 PM his daughter is very sleepy. The father shouts, "WAKE UP!!!" He is worried.

Discuss the story as a group. Below are some example discussion questions that you can modify based on the level of the students.

Go over the title, "The Right Dose."

What does "dose" mean? What does "the right dose" mean?

Review vocabulary, as needed (dose, label, teaspoon, tablespoon, directions/instructions, adults, children, too much).

First frame: **What do you see in the picture? What are the directions on the medicine label? What is the name of the little spoon? What is the name of the big spoon? What spoon do you use for this medicine?**

Second frame: **What do you see in the picture? What time is it? What spoon is the mother using for the child, a teaspoon or a tablespoon? Is that correct? What will happen to the child?**

Third frame: **What time is it now? What happened to the boy? (He fell asleep.) Why? What is the mother saying? How does she feel? (You might want to clarify that if she cannot wake the boy up, she should call 911.)**

Fourth frame: **Now here is a different medicine. What are the directions for adults for the medicine? How many pills can an adult take at one time? (You might want to ask**

students some questions, like "If I take 4 pills at 6 pm, what time do I take the next 4 pills?, etc.")
What are the directions for children? How many pills can a child take at one time?

Fifth frame: **What's happening in this picture? What time is it? How many pills is the father giving his daughter? (4, the adult dose.) Is that correct? What will happen to the child?**

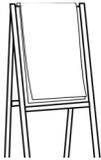
Sixth frame: **What time is it now? What happened to the girl? (She fell asleep.) Why? What is the father saying? How does he feel?** (You might want to explain that if he cannot wake the girl up, he should call 911.)

How to Read a Medicine Label



Handouts 4 & 5

How to Read a Medicine Label



Write the following on the flip chart:

QTY
refills
name of medicine
how to take
when to take
name of pharmacy
phone number of pharmacy
person's name and address

“Try to find these words on your copy of this label.” Discuss each word as it is located. Use Handout 5 for more practice by having the students identify the missing words.

Group/Pair Activity: Read A New Prescription



Handout 6

Questions (CVS Label)

Have the students work together to read the prescription label on Handout 6 and answer the questions.

Optional Group Activity: Prescription Label Review



Handouts 7 & 8
Can You Find?

Select one piece of information on each prescription and check to be sure that students have highlighted correct word/words. Use one prescription at a time to locate each specific item (name of person, name of pharmacy, etc.).

TYPES OF MEDICINES

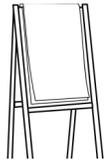


Handouts 9 & 10
Match the Medicine

“Medicine comes in many forms. It can be a solid, hard tablet or soft like a capsule. It can be a cream or a liquid.”

If possible, display samples of different kinds of medicines.

“Can anyone name one kind of medicine they see in the handout?”



“See if you can match the picture with each medicine’s name. What questions can you think of to ask a pharmacist or doctor about your medication?” Record questions on chart.

Possible responses:

Will this medicine make me sleepy?

Can I take this at the same time as my other medicine?

Do I take this medicine with food?

Can I drink alcohol with this medicine?

Group Activity: At A Pharmacy

Use page 112 of the *Oxford Picture Dictionary*.

“Look at the top of page 112. What do you see? Review the medicine label. Look at #8 on the label. We have not talked about this part of a label yet. This is a medical warning. Sometimes a warning is attached to a medical label.

“What is Medical Warning A ? How about B?”

Group Activity: Check-Up

Use page 113 of the *Oxford Picture Dictionary*.

“I will say the name of a medicine, and you touch it with your finger .” Students say the name and read the words. Have a student lead this activity if possible.

Group/Pair Activity– Dialogues



Handout 11
Speaking

Read the dialogue through first. Then take the pharmacist’s role and have students read the patient’s role. Then have students work with partners to try the second dialogue on the page. Students take turns being the pharmacist and then the patient. More advanced students can create their own dialogues. Ask for volunteers to perform their dialogue for the group.

Action: Medication Recorder



Handouts 12 & 13
Medication Recorder

Read through the handouts and review unfamiliar vocabulary. Hand out Medication Recorder cards. If they prefer, students can use the handouts first before filling out the smaller cards.

Group Discussion– Information Grid



Handout 14—Prescription
Medication Information Grid

Talk through the information grid on Handout 13. Then ask questions about each situation. Sample questions:

Can Nancy chew her capsule before she swallows it? *No, Nancy must swallow it whole with water.*

Which kind of medicine is rubbed on the skin? *Ointment is rubbed on the skin.*

Can Nancy take her capsule with her lunch? *Yes, Nancy can take her capsule with her lunch.*

Can Jeff take his liquid medicine with his breakfast? *No, Jeff cannot take his liquid medicine with his breakfast.*

Can Jeff take his liquid medicine ½ hour after breakfast? *No, Jeff cannot take his liquid medicine ½ hour after breakfast.*

Should Steve take his tablet before he drives to his job? *No, Steve shouldn't drive after taking his tablet. He may get sleepy.*

Who can share their prescription medicine with others in the family? *No one should share their prescription medicine with others because*

Modifications:

More advanced students can use this to practice answering in complete sentences.

You can make this a pair activity by having students work together to answer the questions.

Once students are used to this format, you can make your own information grids for any topic. Write the students names on the board down the left of the chart and the question across the top. This can be as simple as asking each student, Where do you get your medicine? Once the chart is filled out, you and the students can ask each other questions based on it.

Name	Walgreens	Milltown Drugs	Target
Jess		x	
Olga	x		

SUMMING UP

What did you learn about taking medications and using the pharmacy? What else should we discuss?