

Teaching Notes

For

Living in Pinellas County – Vol. 4



A Collection of Units about our County
Developed for Pre-GED and ESOL Adult Students

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Living in Pinellas County is a collection of lessons designed for beginning English learners and pre-GED students. Here is information that everyone—newcomer and longtime resident alike—should know. Topics include general information about the county itself to hurricane information, school choice, human trafficking, getting a job, personal safety, and how to keep your family safe.

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NOTE: The student texts for Units 20 – 24 plus all previous student units and teaching notes can be downloaded from: <http://literacy4all.info>.

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For your convenience, here is a list of previously published units:

- Unit 1. Living in Pinellas County
- Unit 2. Emergencies and Disasters
- Unit 3. Lifelong Learning in Pinellas County
- Unit 4. The Police
- Unit 5. Crimes and How to Report Them
- Unit 6. Traffic Stops and Accidents
- Unit 7. Working in Pinellas County
- Unit 8. Filling Out Forms About Yourself
- Unit 9. Interviewing for Your Job
- Unit 10. Keep Away from Violence
- Unit 11. Domestic Violence and Abuse in Pinellas County
- Unit 12. How to Avoid Violence in Your Community
- Unit 13. Know Your County and Community Resources
- Unit 14. Three Ways to Help... Reduce, Recycle, Reuse
- Unit 15. Poisonous Snakes and Insects
- Unit 16. Poisonous Plants
- Unit 17. Human Trafficking
- Unit 18. Our Elected Leaders
- Unit 19. Voting in Pinellas County

Teaching Notes for **Unit 20: Healthy Food = Healthier People**

Objectives

After completing this unit, learners should be able to:

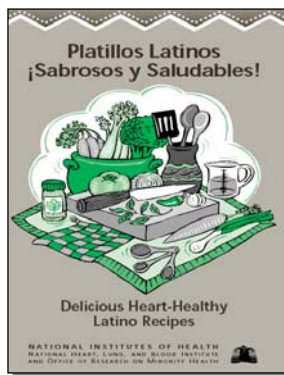
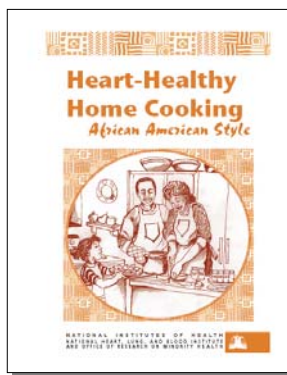
1. Understand, say, and read some common words to describe food and the food groups found on *My Pyramid* (see <http://www.mypyramid.gov>)
2. Describe the foods they commonly eat
3. Understand and explain simply why some foods are healthier than other foods
4. Understand in a general way how to count equivalencies when recording what one eats
5. Make informed choices about the healthfulness of food they buy in stores and restaurants

Overview

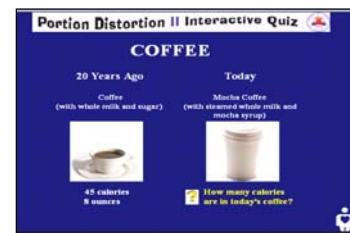
This unit, to be most effective, requires some extra preparation on the part of the instructor. It has the potential to help students improve their lifestyles. But it focuses on a key cultural element: food. Be careful not to imply that any cultural group's food is more unhealthy than another. Instead give students the information they need to decide for themselves the merits of various food traditions, types and groups. Did you know that some studies show that newcomers who adapt American foods become less healthy than they were in their own countries? Take a look at the newspaper article *Unhealthy side of assimilation* by Sandra Amrhein, St. Petersburg Times, Nov. 27, 2006. Go to St. Petersburg Times Online <http://www.sptimes.com/home.shtml> and search by title, writer, or date. Or copy and paste the following into your browser to go directly to the archived article:

<http://pqasb.pqarchiver.com/sptimes/access/1169046491.html?dids=1169046491:1169046491&FMT=FT&FMTS=ABS:FT&date=Nov+27%2C+2006&author=SAUNDRA+AMRHEIN&pub=St.+Petersburg+Time&edition=&startpage=1.A&desc=Unhealthy+side+of+assimilation>

After studying the student text for this unit, gather additional resources for showing in class, or for handouts. You can download some in other languages or about specific cultural groups, including African American and Native American, from <http://www.nhlbi.nih.gov/health/>. For example:

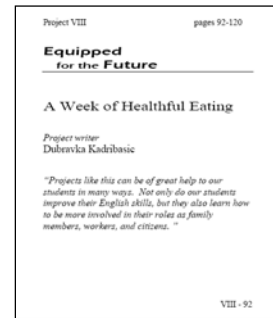


There are many other handout possibilities, including menus downloaded from local restaurants. (See the *Credits* section on the last page of the student text for URLs of some restaurants.) Also consider downloading and showing this PowerPoint during class: *Portion Distortion II*. It's about how portion sizes have changed over the last 20 years. It includes lots of illustrations and quiz questions such as, "How long will you have to vacuum to burn off the calories of one muffin?" The download site is:



<http://hp2010.nhlbihin.net/portion/>.

Take time to explore *My Pyramid: Steps to a Healthier You*, even if you do not have access to a computer in your classroom. The entire unit is based on this excellent new information from the US Government. More advanced students can use *My Pyramid Tracker* to keep an online record of their present and future nutritional health and goals. These resources are at: <http://www.mypyramid.gov/>.



If students show an interest in learning more about this topic, take a look at *A Week of Healthful Eating*, which is available on the Florida Literacy Coalition website at: <http://floridaliteracy.org/pdf-docs/Disc09.pdf>.

There's one other PowerPoint to preview: *Eating Healthy at* http://hp2010.nhlbihin.net/oei_ss/prac2_1.htm or you can download the presentation as a PDF file from http://hp2010.nhlbihin.net/oei_ss/download/pdf/PRACTICAL2.pdf.

This presentation has excellent shopping tips. It also lists a number of foods from different cultures that are good examples of low fat, low calorie choices:

Healthy Chinese Foods	Healthy Italian Foods	Healthy Mexican Foods
Steamed	Red sauces	Spicy chicken
Jum (poached)	Primavera (no cream)	Rice and black beans
Kow (roasted)	Piccata (lemon)	Salsa or picante sauce
Shu (barbecued)	Sun-dried tomatoes	Soft corn tortillas
Steamed rice	Lightly sautéed	
Dishes with no MSG	Grilled	

Finally, peruse the USDA Food and Nutrition site: http://www.usda.gov/wps/portal/!ut/p/ s.7 0 A/7 0 10B?navtype=SU&navid=FOOD_NUTRITION

Unit Segments

Theme Pictures (page 1) -- Words and phrases to teach/review:

food	fruit	vegetables	people	red
people	an apple	string beans	a man	orange
a market	an orange	green beans	a girl	yellow
a plate	a lemon	yellow beans	children	green
a swing	an avocado	red beans		white
a plastic bag		onions	getting	
	fresh fruit	peppers	buying	healthy
	not cooked	tomatoes		
fruits and vegetables			smiling	happy
5 to 9 a day			swinging	
a plan for better health				

Vocabulary (pages 2 and 3) -- The purpose of this segment is to name the major food groups and to give students some examples of food from each group. Beginning students should concentrate on just the words printed out (grains, vegetables, etc.) More advanced students can be quizzed more thoroughly on the contents of each picture and concept. For example, “What foods are pictured in the *grains* photo?” “Which of the those foods have you eaten in the last week?” “Which of those foods have you never eaten?”

Pronunciation (page 4) -- These word groups all focus on common beginning sounds. Help beginning students learn to say the sound and words for each group: /bl/ *blueberries, blackberries, bland, blend blender*. Challenge more advanced students to make one sentence using all of the words in a group: *Blend fresh blueberries and blackberries in a blender for a drink that isn't bland.*

Clap the Stress (page 4) -- Clap or tap the rhythm. Keep the rhythm going. Ask students to join you in beating the rhythm. Then say each word in the group, having students repeat after you. Be sure that the syllable with the capital X gets the loudest beat. For details on teaching this or other unit segments, please see the teaching notes for Unit 1 or Unit 10. You can download all units and teaching notes from: <http://literacy4all.info>.

Conversations (page 5) -- These are fairly long conversations, so allow students to read their parts. Try role-playing similar conversations, once these are mastered. To add more conversation practice, provide situation cards to students and have them create their own conversations:

Jim’s child is too fat. Jim wants to help his child. What can he say to the child? What do you think the child will say to Jim?

Reading and Writing Activities (pages 6 – 9) -- These pages stress two things: how to use the Nutrition Facts labels on food and how to assess the healthfulness of one’s own eating habits. Be sure you have done the exercises prior to class, so that you will be able to explain the answers and the activities. Do page 6 as a group activity. Before beginning to read the page, have students look at some actual food labels. Or use one of the slideshows previously referenced. These nutrition facts are difficult concepts for anyone, so just be sure your students understand a few basics such as: ***Choose foods that are low in fats, salt, and sugar. It is better to grill or roast meat than to fry it.***

On page 8 there is a rather difficult but important concept: equivalencies. For example, the chart says: “1 slice of bread counts as 1 ounce grain.” If you put the items on a food scale, they may NOT be the same weight as the “counts as” weight. Skip this part of the page 8 chart with very beginning students. Others will understand the concept better if you print out and use the various “what counts” charts. Look at the chart on the next page. It is from the MyPyramid website:

http://www.mypyramid.gov/pyramid/grains_counts_table.html

It explains what counts as 1 ounce grain. There are similar charts for each food group and for “counting mixed dishes.”

Inside the Pyramid

What counts as an ounce equivalent of grains?

In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, cooked pasta, or cooked cereal can be considered as 1 ounce equivalent from the grains group.

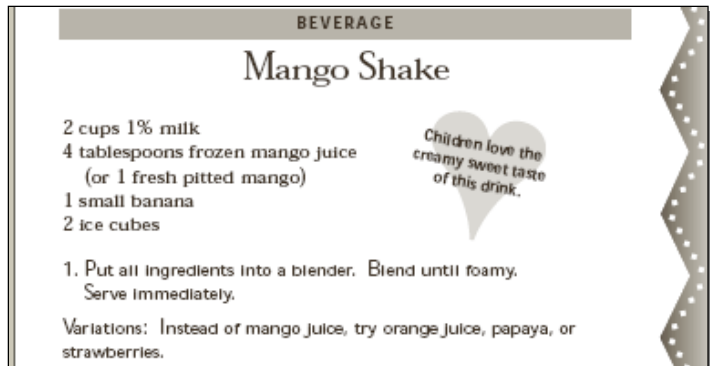
The chart lists specific amounts that count as 1 ounce equivalent of grains towards your daily recommended intake. In some cases the number of ounce-equivalents for common portions are also shown.

		Amount that counts as 1 ounce equivalent of grains	Common portions and ounce equivalents
Bagels	WG*: whole wheat RG*: plain, egg	1 "mini" bagel	1 large bagel = 4 ounce equivalents
Biscuits	(baking powder/ buttermilk—RG*)	1 small (2" diameter)	1 large (3" diameter) = 2 ounce equivalents
Breads	WG*: 100% Whole wheat RG*: white, wheat, French, sourdough	1 regular slice 1 small slice French 4 snack-size slices rye bread	2 regular slices = 2 ounce equivalents
Bulgur	cracked wheat (WG*)	½ cup cooked	
Cornbread	(RG*)	1 small piece (2 ½" x 1 ¼" x 1 ¼")	1 medium piece (2 ½" x 2 ½" x 1 ¼") = 2 ounce equivalents
Crackers	WG*: 100% whole wheat, rye	5 whole wheat crackers 2 rye crispbreads	
	RG*: saltines, snack crackers	7 square or round crackers	
English muffins	WG*: whole wheat RG*: plain, raisin	½ muffin	1 muffin = 2 ounce equivalents
Muffins	WG*: whole wheat RG*: bran, corn, plain	1 small (2 ½" diameter)	1 large (3 ½" diameter) = 3 ounce equivalents
Oatmeal	(WG)	½ cup cooked 1 packet instant 1 ounce dry (regular or quick)	
Pancakes	WG*: Whole wheat, buckwheat RG*: buttermilk, plain	1 pancake (4 ½" diameter) 2 small pancakes (3" diameter)	3 pancakes (4 ½" diameter) = 3 ounce equivalents
Popcorn	(WG*)	3 cups, popped	1 microwave bag, popped = 4 ounce equivalents
Ready-to-eat breakfast cereal	WG*: toasted oat, whole wheat flakes RG*: corn flakes, puffed rice	1 cup flakes or rounds 1 ¼ cup puffed	
Rice	WG*: brown, wild RG*: enriched, white, polished	½ cup cooked 1 ounce dry	1 cup cooked = 2 ounce equivalents
Pasta--spaghetti, macaroni, noodles	WG*: whole wheat RG*: enriched, durum	½ cup cooked 1 ounce dry	1 cup cooked = 2 ounce equivalents
Tortillas	WG*: whole wheat, whole grain corn RG*: Flour, corn	1 small flour tortilla (6" diameter) 1 corn tortilla (6" diameter)	1 large tortilla (12" diameter) = 4 ounce equivalents

*WG = whole grains, RG = refined grains...shown when...available both in whole grain and refined grain forms.

Internet Exercises (pages 10 – 12) -- Encourage all classes and individuals with Internet access to do these exercises. It will reinforce the rest of the unit. More importantly, it will give students resources they can use on their own for future study and lifestyle modification.

Exercise 1: Healthy Recipes – It’s tricky for some students to understand our traditional recipe forms and formats. You can help them by providing a handout of one very simple recipe. This one is from page 55 of *Delicious, Heart-Healthy Latino Recipes*.



Exercise 2: Restaurants that Serve Healthy Food – Generally restaurants are beginning to offer more healthy choices to customers. This exercise gives people a very rough guide to Pinellas County restaurants that offer some healthier choices to adults, children, or both.

Exercise 3: Make Better Choices at Fast-Food Restaurants – Did you know that Burger King® offers a Low-Carb version of its Whopper®? You’ll find it on their website in the Nutrition section. Most restaurants now list nutrition information for menu items. Find online information about restaurants you frequent and be prepared to demonstrate to students how to use the nutrition information and planners on the fast-food sites.

Always check the **Credits** listed on the last page of the student text for additional sources and resources.

NOTE: Conversion charts may be needed by some of your students to understand U. S. recipes. This is from a very complete chart from *Recipe Goldmine* at <http://www.recipegoldmine.com/kitchart/kitchart2.html>.

U.S. EQUIVALENTS		METRIC	
Dash	less than 1/8 teaspoon		
1 teaspoon	60 drops	1 1/3 fluid grams	5 ml.
1 tablespoon	3 teaspoons	4 fluid grams	15 ml.
2 tablespoons	1 fluid ounce		30 ml.
4 tablespoons	1/4 cup		60 ml.
5 1/3 tablespoons	1/3 cup		80 ml.
16 tablespoons	1 cup or 8 ounces		240 ml.
1 cup	1/2 pint or 8 fluid ounces		240 ml. or .236 liter (1/4 liter)
2 cups	1 pint		480 ml.
1 pint	16 ounces		480 ml. or .473 liter
1 quart	2 pints		960 ml. or .946 liter
2 quarts	1/2 gallon		
4 quarts	1 gallon		3.785 liters
.035 ounces		1 gram	
2.205 pounds		1 kilogram	
1 ounce	16 drams	28 grams	
2.20 pounds		1 kilo	

Making good choices regarding the food to eat is only part of a healthy lifestyle. Unit 21 offers tips and resources about the importance of regular exercise: **Unit 21: Regular Exercise = Healthier People.**

Teaching Notes for **Unit 21: Regular Exercise = Healthier People**

Objectives

After completing this unit, learners should be able to:

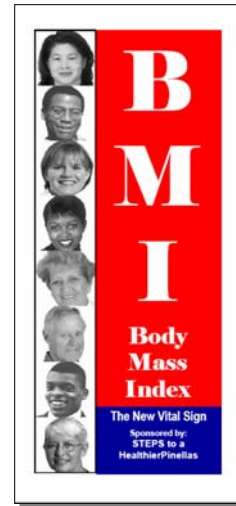
1. Understand, say, and read some common words describing types of exercise and personal health
2. Describe the types of exercise they commonly do
3. Find their BMI and know what it indicates about their current weight
4. Describe a balanced healthy lifestyle in general terms

Overview

This unit will help students analyze their physical health and the fitness of their family members. Its focus is on exercise: doing exercise on a regular basis and using exercise as a defense against obesity and some chronic illnesses. Regardless of a person's age or physical strength and abilities, regular exercise means a healthier lifestyle.

Be prepared to discuss your own experiences with exercise. If you aren't doing much now, consider how you can actually increase your exercise. Before teaching this unit, go to an exercise activity website and sign up to monitor and work on your own exercise habits. Some possibilities:

- Welcome to the Pinellas Wellness Corner - www.pinellaswellness.com Try out some of the Exercise at Your Desks activities. Choose one to teach to your students. Then have them actually do the exercise with you.
- From the same site, click on the **Florida on the Move in Pinellas County** icon. Why not sign up as an individual and see how it works? Is this something your entire class might want to do? (Take a look at the group option.)



If you have a pedometer, bring it to class and demonstrate how it works. If you use a steps chart or a time chart for keeping track of your own exercise accomplishments, bring the chart along and show how it works. Have sample charts available for your students, in case they'd like to get involved, too.

Download and print out ahead of time any brochures that relate to this all-important topic. One pamphlet, *BMI Body Mass Index*, available from <http://www.pinellashealth.com/STEPS>, will be needed before you teach the last paragraph of page 5. The information you share in this way might actually save, lengthen, or improve the quality of someone's life. In fact, "the life you save may be your own."

Do not undertake any exercise regimen without discussing it with your doctor. This is an important principle to both teach and model.

Unit Segments

Theme Pictures (page 1) -- Words and phrases to teach/review:

a man	walking	a basketball	happy
a woman	working	a wheelchair	healthy
men	dancing	a saxophone	unhappy
women	playing a sax	a beach	unhealthy
people	playing basketball	a job	balanced
	carrying lumber	a dance	unbalanced
	carrying boards		

Vocabulary (page 2) – The words emphasize types of exercise. Be alert for other types of exercise students do and jot down those terms on the board so students may copy them, if they wish. Discuss the illustrations, in addition to having students practice the words. For example, ask individuals: What is he doing? Do you ever run on the beach? Etc.

Pronunciation (page 3) – the emphasis is on common beginning sounds and sound combinations. Be sure to model the **th**- sound as UNVOICED in this exercise. You model the sound (not the names of the letters), then each of the words in the group. Say the sound and the words several times, at your normal speaking speed. Then have students mimic you – just the sound, then individual words, then the entire group. Call on individual students to say the entire group.

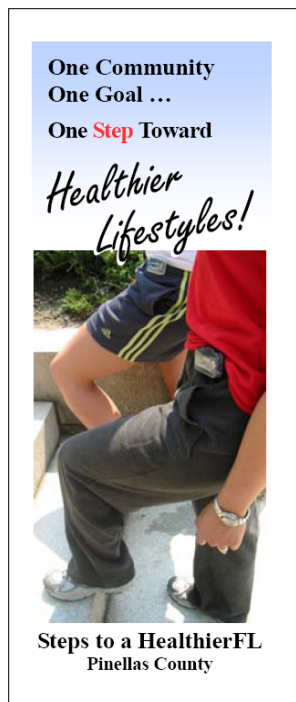
Clap the Stress (page 3) – Have students either clap or tap the syllables with you. As they clap, you model each group several times. Then have students repeat each word with you, while keeping the beat going. The large X is the primary stress in each group.

Conversations (page 4) – The conversations provide opportunities to both practice new unit vocabulary and talk about two important exercise-related items: the need for Americans to walk more, and the importance of knowing one’s BMI. You model each conversation at least twice, while students listen and read along. Then model each line in a conversation, having students repeat the line after you. Finally, you and your students each take a role. Don’t forget to switch roles! One way to switch roles is to have students practice the conversation as a chain drill.

Reading (pages 5, 6, and 7)

Page 5: Before having students read the text, use all illustrations to teach these key words: body, heart, brain, lungs, muscles, bones, weight. After guiding students in the reading of a paragraph or section, lead a brief discussion or question and answer time, to check their comprehension. NOTE: After reading the last paragraph, hand out and discuss the BMI brochure.

Page 6: Before reading and discussing the text, discuss each picture: What is the person doing? Do you think this person gets enough exercise? Why or why not? Does this person eat healthy snacks? Explain your answer. When students say the snack is not healthy, ask what snack would be healthier.



Page 7: Before teaching this page, teach/review these concepts: to step, to move, to exercise, at your desk (or at your table, or wherever you are). After doing the “exercise at your desks” activity, hand out and discuss this pamphlet (<http://www.pinellashealth.com/STEPS/BROCHURES/mainbrochure.pdf>). If you are short on time, at least discuss the photo on the first panel (steps, the importance of taking steps—and taking the stairs, and the pedometer as one way of measuring physical activity).

Internet Activities (pages 5, 6, and 7) – This section of the lesson is the application section. Do NOT skip it! If there is no computer in your classroom, bring in a laptop. If you have no laptop, encourage students to do the exercises in a computer lab at school, the library, or a community organization.

Writing About Health and Exercise (page 10) – Write one of these out about yourself before class. Copy it onto the board, or use it as a handout. It’s OK to discuss what you wrote in the third person: What does the writer say? What did he do? Etc. Using your usual language experience story techniques, encourage your students either as a class or as an individual to choose a writing topic. Give help as needed or desired. Encourage students with families to share what they have learned in this lesson with their family members.

Teaching Notes for **Unit 22: How Safe is Your Home?**

Objectives

After completing this unit, learners should be able to:

1. Understand, say, and read some common words describing the rooms and contents of their homes
2. Check their homes for conditions that are unsafe
3. Briefly describe or identify examples of electrical problems
4. Briefly describe or identify examples of problems that might cause a fire
5. Briefly describe or identify examples of conditions that might cause slips, trips, and falls
6. Understand how to protect children from medicines, household products and other common household accidents
7. Use a checklist to do an overall safety check of their homes

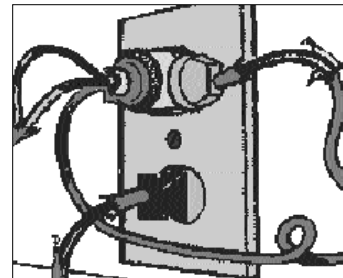
Overview

While some newcomers had housing in their countries that are similar to Florida housing, that is not true for many other new residents. Some come from situations where electricity was rare, if it existed at all. Others had electricity, but not the alternating current that we use in this country. Some newcomers were used to houses with no locks on the doors. Some lived in houses with dirt floors, with a smoke hole in the ceiling. These are just a few of the reasons that instructors need to teach this lesson. It is just as important for persons who have always lived here, but have had to deal with substandard housing. (Seventy-three percent (73%) of the homes in Pinellas County were built prior to 1978. Such homes often contain lead-based paint, poor wiring, and other health and safety hazards.)

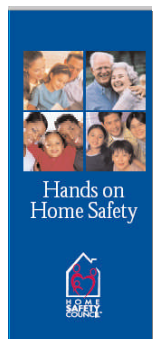
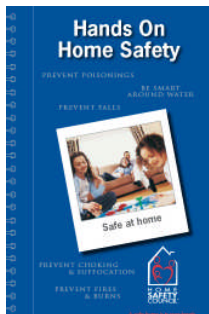
This unit requires considerable preparation on your part, if students are to understand what to do to make their homes safer. Use demonstrations, role plays, and plenty of pictures or newspaper clippings to teach this lesson. Depending on the level of your students' English, you may need to break the lesson into two or three sessions.

Some items to bring:

- examples of household products that can be harmful [ammonia + bleach = chlorine gas; some detergents have pictures of lemon or oranges on them, similar to fruit drinks, etc.]
- cords with which to demonstrate an electrical octopus (right)
- two-prong and three-prong plugs
- a smoke detector
- a fire extinguisher
- recent newspaper photos and captions regarding house fires or injuries due to falls or electric shock



Download and print out one of the following for each student:



- Hands On Home Safety (8 pp) -- available in Spanish and English, photos and text are excellent for poor readers and beginning English speakers (far left)
- Hands on Home Safety (2 pp) -- 2007 brochure – fits nicely on 8.5 x 11 paper (near left)

Both brochures and many other excellent teaching aids are available from the Home Safety Council Resource Center at <http://www.homesafetycouncil.org>

ProLiteracy America (www.proliteracy.org), the Home Safety Council and Fire Protection Publications of Oklahoma State University (<http://www.ifsta.org>) have developed a fantastic set of home safety materials for persons with low literacy skills. If you have not explored these resources, do so at your earliest convenience. This unit and *Unit 23: Fire!* take advantage of several of their resources.

Unit Segments

Theme Pictures (page 1) -- Words and phrases to teach/review with the top picture:

the living room	a candle	sparks	safe
the fireplace	a newspaper	bars	unsafe
the window	a book of matches	matches	
the lamp	a cigarette lighter	chairs	
the table	a cloth	curtains	on the ____
the rug		tables	in the ____
the electrical outlet			from the ____
the electrical cords			over the ____
the fire			under the ____

Words and phrases to teach/review with the bottom picture:

the living room	a bedroom	the front door	a window
the dining room	bedrooms	the front steps	the windows
the kitchen	the hallway	the back door	
the bathroom			

Vocabulary (page 2), **Pronunciation and Clap the Stress** (page 3) – Since this unit discusses a life-and-death issue, please check students' comprehension of all words in all of these sections. For example: Do you have a microwave? How many bedrooms are in your home? Is your stove gas or electric?

Conversations (page 4) – Teach the conversations in your usual way, after asking comprehension questions regarding the illustrations.

Reading Activities (pages 5 through 8)

Each page in this section has a brief text highlighting one type of danger, followed by a checklist. Discuss the illustrations before reading the text. Then have students use the checklist to evaluate the safety of your teaching area. The checklists can almost be used on the basis of the illustrations alone, so be sure that all students, even the most beginning ones, actually use the checklists in class. After doing the first checklist together, give various checklists to various students, give them time to do their checking, and then have them report their findings to the entire class.

NOTE: If possible, set up some hazardous items and situations for your students to discover: an electrical octopus, a turned up rug, toys on the floor, a dead battery in a smoke detector, etc.

Internet Activities and **Writing About Home Safety** (page 9) -- Teach in your usual way. If you discover special needs or questions your students have, consider asking your local fire department to do a brief presentation as part of the next unit's activities. Of course, also encourage them to use the checklists at home, as a family activity. Give them an opportunity to report their findings in the next class session.

Teaching Notes for **Unit 23: Fire!**

Objectives

After completing this unit, learners should be able to:

1. Understand, say, and read some common words describing major types and causes of fire
2. Check their home for conditions that might cause a fire
3. Describe or demonstrate how to use a fire extinguisher to put out a small house fire
4. Understand the importance of family fire drills and escape plans
5. Describe or demonstrate how to test smoke detectors
6. Write a family escape plan
7. Call the fire department and 911

Overview

This may be one of the most important units you ever teach. Do not assume that students understand the contents. Make them prove their understandings.

Many objectives will be met best if you have students role play and demonstrate what is being presented. Please bring the following, at the least, to class:

- an ABC fire extinguisher (if you don't have one in your home, now is a good time to get one - about \$10)
- a copy of your family escape plan
- a smoke detector
- recent newspaper photos and captions regarding either wildfires or house fires

Download and put on a disc or memory stick the Fire Safety Slides Presentation from the Home Safety Council: http://homesafetycouncil.org/en_flash/index.aspx. This is an excellent presentation to open your class with. You may wish to show it with no explanation or introduction – it truly speaks for itself.

Unit Segments

Theme Pictures (page 1) -- Words and phrases to teach/review:

a fire	the fire department	in the kitchen	a fire extinguisher
a wildfire	a firefighter	on the stove	a smoke detector
a house fire	emergency	on the roof	a battery
smoke	911		
flames			
lightning	oxygen	a fire	
	a tank of oxygen	a grease fire	

Vocabulary (page 2), Pronunciation **and Clap the Stress** (page 3) – Since this unit discusses a life-and-death issue, please check students' comprehension of all words in all of these sections.

Watch Out for Wildfires! (page 4) -- This and the next several years will be dryer than usual, according to weather experts. That means the danger of wildfires and brushfires will be higher than normal. Before having

students read the text, check their comprehension by asking questions about all illustrations on this page: smoke, fire, wildfire, camping, campers, campfire, Georgia fires, Florida fires.

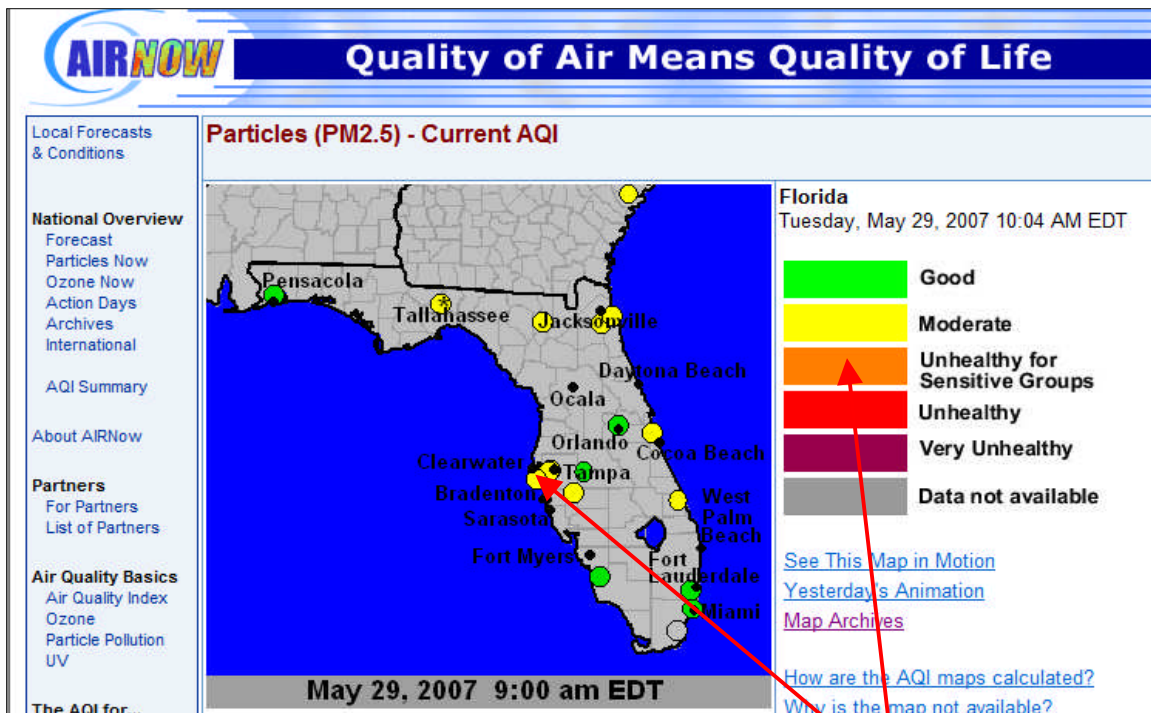
A Conversation about Wildfires (page 4) – Teach the conversation in your usual way. It is quite long, so break it into 2 or 3 parts with beginning students.

Reading Activities (pages 5 through 10)

According to your students' level and experiences, you may need to break the unit into 2 or 3 lessons. **DO NOT SKIP ANYTHING IN THIS UNIT**, as the contents is so important. Remember, the rules and phone numbers for calling the fire department in your students' native countries may be completely different from the rules in Pinellas County.

Internet Activities (pages 5 and 11) – If anyone in your class has asthma problems, take time to help students explore and understand the importance of the Air Quality Site referenced on page 5:

<http://www.airnow.gov/index.cfm?action=airnow.showmap&pollutant=PM2.5&domain=fl&map=currenthour>



They can go to this site to find out how dangerous air quality is. Teach the meanings of the various colors and where to find their location on the map.

When introducing the Internet activity on page 11, help students put the presentation on CD, if possible, if they have computers at home. NOTE: Many students do NOT have access to the Internet on their home computers.

A Writing Activity about Fires

Please have a floor plan of your own house for students to see before they attempt the activity. PRINT when labeling each room. Be sure to put in all doors and windows. Put your drawing on the board, if possible, and draw in your escape plan as you describe it. Give students time to do this activity in class, and to present their plans to their classmates.

Teaching Notes for *Unit 24: Household Poisons*

Objectives

After completing this unit, learners should be able to:

1. Understand, say, and read some common words describing household products and poisons
2. Demonstrate how and when to call the Poison Information Center
3. Demonstrate how and when to call 911 involving a poisoning accident
4. Check their home for poisons and potential poisoning accidents
5. Understand these “signal words” and how they compare in danger to one’s health: CAUTION, WARNING, DANGER, DANGER: POISON
6. Find, read, and understand the importance of this on labels: KEEP OUT OF REACH OF CHILDREN

Overview

This is another unit on a life-and-death topic. It will require extra preparation time and your careful selection of realia (actual bottles and cans of household goods, for instance) for use in class discussions and role playing.

Download and print out the following before class:

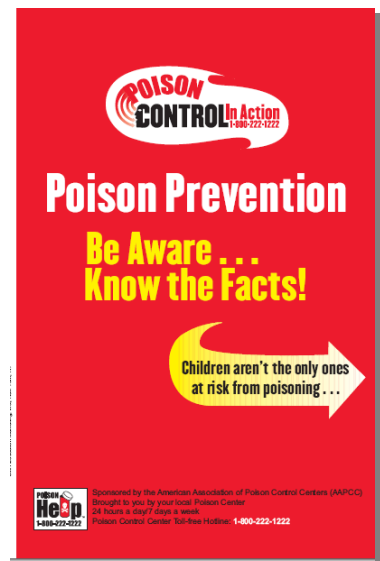
<http://www.poison.org/prevent/documents/adultEd/Poison%20Brochure.pdf>

This is a very simply-written brochure that makes excellent use of charts.

NOTE: There are many excellent helps for teachers and tutors at this national poison center site. You may also wish to download the PowerPoint presentation, for example – or at least look at it online.

If at all possible, also please order the following from the Florida Poison Information Center in enough quantity for all students. You can order them online at:

<http://www.poisoncentertampa.org/store/default.aspx>.



Look-Alikes: Don't be Fooled



Phone Stickers

Unit Segments

Theme Pictures (page 1) -- Words and phrases to teach/review:

household products	poison	warning	colors
cleaners	skull and crossbones	harmful	red
fruit juice	huffing, breathing in	harmless	orange
mouthwash	pottery	dangerous	yellow
dish soap	glaze	to drink	green
detergent	lead	to swallow	blue
polish	necklace	to breathe	white
labels			brown

Vocabulary (page 2) -- After teaching the new words in your usual way, please point out items that look alike, items that are dangerous, and items that are harmless. The herb is Echinacea, which you can read more about at www.virtualsciencefair.org/.../echinacea.html.

Pronunciation and Clap the Stress (page 3) – Since this unit discusses a life-and-death issue, please check students’ comprehension of all words in all of these sections. Particularly help with pronunciation, so they can be understood over the phone, should they need to call 911 or 800-222-1222.

What Poisons are in Your Home? (page 4) -- Help students realize that household products can be poisonous even if they do NOT have a skull-and-crossbones and even if they do NOT say **POISON**. After you read the text to the class, one paragraph at a time, ask lots of comprehension questions. Give them several opportunities to ask questions throughout.

Conversations (page 5) – Nearly 3 out of 4 homes in Pinellas County were built before 1978, meaning that they may still have lead-based paint, lead pipes, and other dangerous features. Many articles containing unsafe amounts of lead continue to come into the country from overseas. While not condemning any country, point out that it’s important to always guard against lead-containing products: some glazed pottery from Central and South America and some Eastern European nations, toys from China; tin cans from India, etc. The conversations are based on a recall site. Items are posted constantly. Check out the most recent recalls before completing this unit.

Reading and Writing Activities (pages 6 through 10)

Teach just a paragraph or two at a time. Take extra time on any types of poison with which your students most likely would come in contact. For example, if your students have young children, emphasize that **MANY** items in vending machines contain unsafe amounts of lead. If they have teenaged children, emphasize huffing, the misuse of drugs, etc.

Internet Activities (page 11) – Help your students find all of the sites on the Internet, so they can return to them on their own.