# Lesson Plan: Introducing yourself to patients using respectful language

## Teacher Notes

**Course:** English for Care

**Topic:** Using respectful language

**Timing**: 45-60 minutes

**Lesson Type/Focus**: Reading and Vocabulary

**Level:** A2

**Aims**:
- **Vocabulary:** review/learn vocabulary related to ways to be respectful with patients
- **Reading:** improve reading skills and comprehension

### Overview

The focus of this lesson is a reading activity to introduce and develop the topic of respectful language used with new patients. The text is about the different ways carers should introduce themselves to patients. The reading comprehension exercise provides students with some suggestions on how to approach new patients and with new vocabulary that can be useful in their daily life activity as carers.

**Note:** while this lesson plan works as an independent plan, it uses material and language in the following:

- Course: English for Care: delivering outstanding care
- Unit: Patient Admission
- Module: Introducing yourself and welcoming a patient, p6

**Teaching Guide & Answer Key**
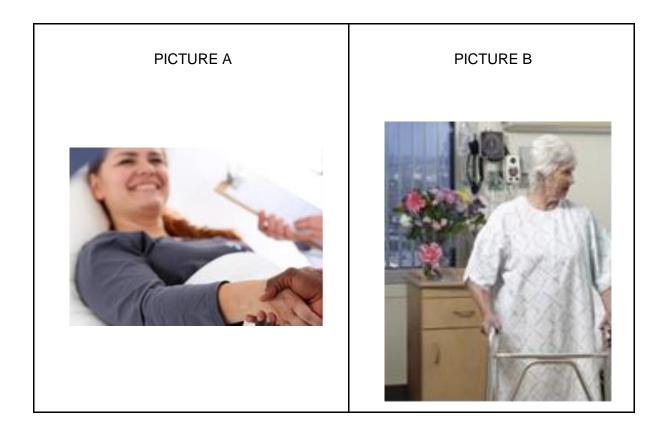
**Part 1: discussion**

Put students into pairs/small groups.

**A.** For the first question, encourage students to share examples from their lives and work. Elicit or supply the words formal, informal and polite to help them to talk about differences between greetings.

Elicit answers from students and feedback to class – write down the answers so that they are visible to students.

**B.** For the second question, put students into small groups or pairs. Show students the two pictures below and ask them to think about whether they would greet the younger and the older patient the same way. Encourage them to talk about their relationships with patients and to share examples from their lives at work.

Elicit answers from students and feedback to class – write down the answers so that they are visible to students

| PICTURE A | PICTURE B |
| --- | --- |
|  |  |

**Questions and suggested answers**

1. How do you normally greet a friend? Or a colleague? Is it the same way you usually greet a stranger? Why/Why not?

*The language we use with friends is typically informal, while we use more formal language with strangers. With colleagues, it may well depend on factors such as seniority or how long the relationship has been to determine what kind of language is most suitable.*

2. How do you normally greet a patient the age of the woman in picture A? Is it the same way you usually an elderly patient like the lady in picture B?

*The way we greet younger or elderly patients is likely to vary as older people may feel disrespected if addressed with informal language. We may always use Mr/Mrs/Ms with elderly people, as opposed to first names with younger ones. We may also use Good morning/Good afternoon as opposed to Hi/Hello.*

Elicit answers from students and feedback to class – write down the answers so that they are visible to students.

**Part 2: Reading**

**A**. **Pre-Reading:** put students in groups/pairs and tell them they are going to read a short text about using respectful language with patients. Then, on the board/online shared document, write down 'respectful' and ask students to find synonyms of the adjective 'respectful'

Elicit answers from students and feedback to class – *write down the answers so that they are visible to students*

**Suggested answers:**

Respectful is an adjective that means 'showing respect', 'showing politeness'.

**B. Review of lexical items**

Hand out/share the screen with the text called 'Using respectful language. Some students might not be familiar with some words from the reading so, before they analyse the text, ask them to look through it and highlight any new words (they may mention the words underlined below; if not, check these). Go through the meanings in class.

**Using respectful language**

*It's very important to introduce yourself to patients before you start caring for them. Always use respectful language when you speak to patients. This helps patients feel confidence in you as a professional healthcare worker.*

*Never call a patient by their first name unless they give you permission to do so. Elderly patients in particular may feel that you are treating them as if they are children. Younger patients, however, may feel more comfortable being referred to by their first name.*

*Some patients feel confused by the different healthcare workers on the ward. They are unsure about the different coloured uniforms which are worn. After introducing yourself, you should also explain your role on the ward and who you are working with during the shift.*

Ask them to look at the underlined words and phrases in the text paragraphs and check they know what they mean. Then ask them to do activity 2.

**Suggested answers:**

Paragraph 1:

This helps patients feel confidence in you as a professional healthcare worker.

*feel confidence in = trust the carer*

Paragraph 2:

Never call a patient by their first name unless they give you permission to do so.

*Unless = if not = if they don't give you permission*

Paragraph 3:

They are unsure about the different coloured uniforms which are worn

*They are unsure about = they don't know very well/they are not familiar with*

- Do patients feel confidence in you? *If they know me yes*
- I can't leave a patient unless… *I know they have taken their medicines*
- I am unsure about… *how many patients we have at the care home*

## C.  Pronunciation

Drill the pronunciation of /unsure/ - /ʌnˈʃʊə/ and explain that the consonant /s/ is pronounced as /ʃ/ in /shoes/ - /ʃuː/.

## D. Reading comprehension

Give students some time to read the text.

When they finish, put students into small groups or pairs and ask them to do the reading comprehension activity.

When you go through the answers, check the students know some of the key vocabulary, e.g. shift, title, expect

### Answers (in green)

1. You should always introduce yourself to patients _____.

a.   at the end of the shift
b.   before you start to care for them
c.   in front of the nurses

2. It is not polite to _____.

a.   call elderly patients by their last name
b.   use a healthcare worker's first name
c.   use a patient's first name without asking first

3. Younger patients may _____.

a.   prefer you not to use their last name
b.   expect to be called by their title
c.   become annoyed if you call them by an incorrect name

4. It can be difficult to know who staff are on the ward because _____.

a.   some staff wear dresses and some wear trousers
b.   they wear different uniforms
c.   many staff don't say what their role is

**Extension activity**

Put students into groups of 3. One plays the carer, one the patient, while the other observes.

Ask the carers to introduce themselves to the patient. The patient can be different ages - they can make this up for themselves, or you tell them.  The observer gives feedback to their partners. They change roles and repeat.

**Note**

The are several additional activities in the English for Care course which can be taught if you and the students have access.
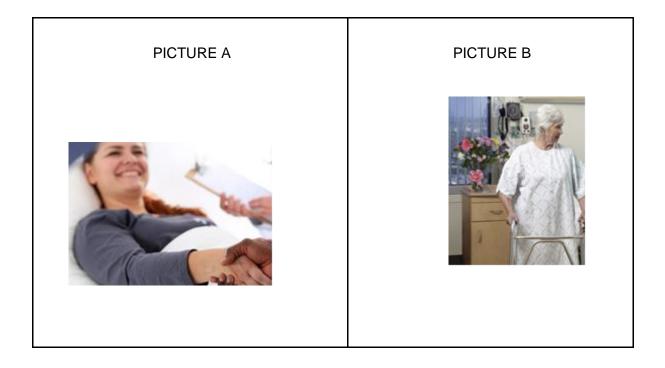
# Student Worksheet

## Introducing yourself to patients using respectful language

**Part 1: speaking**

Discuss questions 1 and 2 with a partner.

1. How do you normally greet a friend? Or a colleague? Is it the same way you usually greet a stranger? Why/Why not?

2. How do you normally greet a patient the age of the woman in picture A? Is it the same way you usually greet an elderly patient like the lady in picture B?

| PICTURE A | PICTURE B |
| --- | --- |
|  |  |

## Part 2: Reading

### A. Pre-Reading

You are going to read a text about how to use respectful language with patients.

1. Discuss with your partner the meaning of 'respectful' and think of examples from your daily life experience.

2. Look at the text and, in particular, at the underlined words/phrases from the text. Do you know what they mean? Discuss with your classmates and make examples with your partner.

   - Do patients feel confidence in you?
   - I can't leave a patient unless…
   - I am unsure about…

### B. Pronunciation

Which is the right pronunciation of the word *unsure*? Focus on the /s/ sound.
- Is it pronounced as in /**sh**oes/ or as in /**s**un/?

### C. Reading

Read the following text and work with your partner to answer the questions below

# Using respectful language

*It's very important to introduce yourself to patients before you start caring for them. Always use respectful language when you speak to patients. This helps patients feel confidence in you as a professional healthcare worker.*

*Never call a patient by their first name unless they give you permission to do so. Elderly patients in particular may feel that you are treating them as if they are children. Younger patients, however, may feel more comfortable being referred to by their first name.*

*Some patients feel confused by the different healthcare workers on the ward. They are unsure about the different coloured uniforms which are worn. After introducing yourself, you should also explain your role on the ward and who you are working with during the shift.*

1. You should always introduce yourself to patients _____.

a.  at the end of the shift
b.  before you start to care for them
c.  in front of the nurses

2. It is not polite to _____.

a.  call elderly patients by their last name
b.  use a healthcare worker's first name
c.  use a patient's first name without asking first

3. Younger patients may _____.

a.  prefer you not to use their last name
b.  expect to be called by their title
c.  become annoyed if you call them by an incorrect name

4. It can be difficult to know who staff are on the ward because _____.

a.  some staff wear dresses and some wear trousers
b.  they wear different uniforms
c.  many staff don't say what their role is