

Unit 1 INTRODUCTION TO THE ROLE OF THE NURSE AIDE

Lesson 1 - Overview of facility, nurse aide's role and responsibilities

Goals:

- Follow directions for locating information in training materials
- Locate information in a textbook using the contents, index and glossary
- Read and interpret CNA job descriptions.
- Use appropriate vocabulary to identify responsibilities and qualifications of a nurse aid.
- Use correct forms of the TO BE verbs in simple sentences and conversation

Activities

1. Orientation information

- Teacher introduction
- Explain the purpose of pre-CNA class
- Logistics and classroom administrative issues - Prepare a handout listing information about cancellations, schedule, contact information, etc..

2. Introductions

Welcome everyone to class. Depending on the level of the language skills, decide whether to have students introduce themselves on their own or to use the TO BE exercise to assist them and provide instruction.

If you choose to use the exercise, explain that will be using forms of the verb to be to introduce themselves and get to know other students in class.

- **Introductions Using the verb TO BE**

Using the models on the worksheet, have students introduce themselves and others. Use the negative form to say who they are NOT. Explain the use of contractions and importance of understanding and hearing the difference.

3. Vocabulary and verb lists

Introduce students to the vocabulary lists by explaining the purpose of the lists.

- **Unit 1 Lesson 1 Vocabulary**
- **Unit 1 Lesson 1 Verb**

Explain that they are alphabetized to make it easier to locate information. If the class is unfamiliar with alphabetical order, illustrate this on the board with the following three words:

[first letters are the same, so the second letters are in alphabetical order]

bat

bet

[first two letters are the same, so the third letters are alphabetized]

car

cat

[first three letters are the same, so the fourth letters are alphabetized]

coat

coax

Pass out blank vocabulary list and explain that they can keep their own personal list for words that are not included on the regular vocabulary list.

- **Unit 1 Lesson 1 My Vocabulary list**

4. Using a Glossary, Index, and Contents

Contents: Introduce students to textbook by directing them to Table of Contents. Explain that the table of contents is always found at the beginning of a book. Look at the organization of units and chapters. Ask students to locate specific chapters and read the title and page number. Note the topics listed under each chapter are one way to locate information in the book.

Point out that numbering of pages and table of contents sometimes uses numbers called Roman Numerals. Hand out reference and explain the numbering concept.

- **Unit 1 Lesson 1 Roman Numerals**

Index: Locate the index in the back of the book. Examine the index and notice the kinds of words that are listed. Point out how the main word listed is often followed by other words:

Example: Interviews

Exit, 54

Job, 42, 43, 46-48, 48

Locate this word or another like this and ask questions like:

What do the words below Interviews indicate? (types of interviews)

What is the purpose of the numbers? (tells the page where you will find that information)

Oral activity: Pick some words at random and ask students to give the page number.

Glossary: Locate the glossary. Ask students what other reference book looks like a glossary (Answer: a dictionary). Glossary for a book is specific vocabulary important to that particular book. It's an easy reference for definitions of words instead of using a dictionary.

Questions to ask:

How is a glossary the same as an index? (alphabetized)

How is a glossary different from an index? (no page numbers)

Have students complete the worksheet.

- **Unit 1 Lesson 1 Using the Glossary and Index**

5. Reading Job Descriptions

Discuss purpose of a job description (to define the duties of a job) . Examine the first job description. Find the word “responsibility” and look up the definition in the vocabulary list. On the sample job description 1, have students locate five (5) duties required at this job. Students should circle jobs listed under duties and responsibilities.

- **Unit 1 Lesson 1 Sample Job Description 1**

Pass out second job description.

- **Unit 1 Lesson 1 Sample Job Description 2**

Discuss the similarities and differences between the two job descriptions. Explain that job descriptions will vary depending on the facility and job. Always read and understand your job. It's your responsibility to understand what you can and cannot do.

6. Conversation

- **Unit 1 Lesson 1 Talking about Job Duties**

Practice the dialogue as shown on the worksheet. Have students write their own dialogues using job responsibilities found on the job descriptions. Share the conversations with the class.