Teach Me
Health and Homeopathy

TEACHER’S
MANUAL

Lesson 16

FREE Promotional Sample

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Endorsed by the Academy of Homeopathy Education
Lesson 16

DIG DEEPER

“The man who asks a question is a fool for a minute, the man who does not ask is a fool for life.”
—Confucius

Materials Needed:
• Student Workbook
• Art journal
• Access to a computer and internet
• Level 3 students: 5 x 7 note card, an envelope

Watch a video about asking Basic, More Detailed, and Thick questions:
Visit the Online Teacher’s Area under this lesson to find the link for this video.
Review the video content with students.

Basic Questions
Tell the class: One of the most important skills you can develop in life is learning how to ask questions. Today, we will conduct an exercise which will help train you to do that. At first, the best questions to ask are the most basic questions. Basic questions start with:
Who…? What…? Where…?
When…? Why…? How…?

Show the class the Basic Questions poster found in the addendum at the end of this lesson.
Ask: What words do Basic questions begin with?
Answer: Who, what, where, when, why, and how?

Note to the teacher: Level 1 students should be given the opportunity to use these basic questions first.

Q) Imagine that your doctor prescribed (or told you to take) a drug called amoxicillin. What are some Basic questions that you could ask the doctor about that drug?
A) Possible answers:
• What is amoxicillin?
• Who made amoxicillin?
• What does amoxicillin do?
• When was amoxicillin made?
• Where was amoxicillin made?
• How was amoxicillin made?
• Why do you think I need amoxicillin?

More Detailed Questions
Tell the class: Basic questions are a great way to get basic information. But as you get more comfortable asking Basic questions, it’s important that your questions become More Detailed. More Detailed questions begin with:
After…? Before…? If/then…? Why not?
Show the class the More Detailed Questions poster found in the addendum at the end of this lesson.
Ask: What words do More Detailed questions start with?
Answer: After, Before, If/then, Why not.

Q) What are some More Detailed questions you could ask your doctor if he or she prescribed amoxicillin?
A) Possible answers:
• After I take amoxicillin, what will happen to me?
• Before I take amoxicillin, can I try homeopathy?
• If I take amoxicillin, then what side effects will I have?
• Why not try a more gentle solution before trying amoxicillin?
Thick Questions

Tell the class: Asking Basic and More Detailed questions is very important. But, we can get even more information if we dig deeper into a topic by asking Thick questions, like:

What kind of...?
What other ways...?
What other methods...?
What knowledge do you...?
What do you know about...?

Ask the class: What phrases do Thick questions start with?
Answer: What kind of...? What other ways...? What other methods...? What knowledge do you...? What do you know about...?

Show the class the Thick questions poster found in the addendum at the end of this lesson.

Q) What are some Thick questions you could ask your doctor if he or she prescribed amoxicillin?
A) Possible answers:
• What other methods could I use to treat my issue?
• What do you know about using homeopathy instead of amoxicillin?
• What knowledge do you have about the root cause of this illness?
• What kind of drug is amoxicillin?
• Why do you think amoxicillin is the best option for me?
• What other way can we take care of my illness without using amoxicillin?

Role Playing

This activity is particularly helpful for Level 2 and 3 students, but Level 1 students can be challenged to participate as well.

Assign Roles:
• Have one student take the role of the patient—the person who asks questions.
• Have another student take the role of the doctor—the person who answers questions.
• Practice asking and answering questions, then switch roles and practice again.
• Practice using any commercial or conventional drug or medicine practice you know of.

The teacher models the first role-playing exercise with another student. When necessary or helpful, the teacher can play the role of the doctor at any time.

An example of role-playing might sound like this:

The doctor says: “You need to take amoxicillin for an infection.”
The patient should then respond with a question. Depending on his or her ability, the student can ask the doctor a Basic, More Detailed, or Thick question. Be sure to display the Question posters to support the students in this exercise.

The doctor responds with a logical answer. Example: You should be okay taking this drug.
The patient asks a follow-up question. Example: What do you mean by “should be” okay?

Have others had problems with it?
The doctor responds with a logical answer. Example: Most people respond well to this drug.
The patient asks a follow-up question. Example: What about the people who don’t?

What happens to them?
The doctor responds with a logical answer. Example: The side effects are usually diarrhea, nausea, or vomiting.
The patient asks a follow-up question. Example: What other methods do you, as the doctor, use to avoid this drug?
The doctor responds with a logical answer. Example: *This is what is approved for use with your condition. We don’t use other methods.*
The patient asks a follow-up question. Example: *Why don’t you use other methods? What if I wanted to wait it out or try homeopathy? What do you know about homeopathy?*

*Note to the teacher:* This is an opportunity to discuss ways we can determine whom we should ask certain questions. Example, perhaps a conventional doctor knows nothing about homeopathy and may likely not be able to answer this question from a position of adequate knowledge. Usually, even when we ask the right question, if we ask it to the wrong person, we will get the wrong answer.

### Breaking Down the Exercise

Encourage the students to discuss how this exercise helped them gain confidence when discussing solutions with their healthcare provider.

**Ask:** How did role playing help you determine whether or not you should take the doctor’s advice? Reiterate how asking better questions gives us important information to make a wise decision.

**Read aloud the following quote from Sarah Pope:**

“Consider the routine antibiotics that doctors write for childhood ear infections. It has long been known that antibiotics for middle ear infections don’t do much good. Otitis media (ear infection) clears up within three days on its own in most cases and doesn’t need any specific treatment, so says the American Academy of Pediatrics which has discouraged prescriptions for this condition for almost ten years. What’s more, research is coming to light that kids who get lots of antibiotics gain weight much faster than their peers who don’t take the drugs and worse, are predisposed to weight issues for their entire lives due to the negative changes in gut flora the antibiotics trigger.”

**Ask the students:**

Think about parents who have unknowingly given their children many rounds of harmful antibiotics for ear infections, only to later find out that this was a harmful choice. How could asking more questions have helped these parents avoid unnecessary medications?

Ten years from now, we will know even more about the harmful effects of conventional drugs, but unfortunately, we can’t time-travel! When you’re an adult, how can you avoid making decisions that might cause regret in the future? For example, many parents today wish they had avoided the mistake of overusing antibiotics. What strategies can we use to avoid this regret in the future?

**Notes for the teacher:**

Teachers may want to share the following thoughts and notes with students:

- Remember that sometimes, it may be appropriate—or even necessary—to take a medical drug or use conventional treatment, but in every instance, it’s important to ask questions to ensure you are making the right choice.
- Asking Basic, More Detailed, and Thick questions is a type of thinking called critical thinking. Critical thinking can help you think through decisions in a more logical manner.
- Asking Basic, More Detailed, and Thick questions is a very important skill. As with other skills, such as learning to swim or to tie shoelaces, it takes practice to get proficient, strong, and courageous in asking good questions. But it is well worth it!
Lesson 16

Student Workbook - Asking Basic, More Detailed, and Thick Questions:
Have students apply the principles of asking good questions to complete the Student Workbook assignment.

Answers to Lesson 16 in the Student Workbook (Level 1 Students):
• What is in this drug?
• What will this drug do to me?
• Before I take this drug, can I try homeopathy?
• Why do you think I need this drug?
• If I take this drug, what kind of side effects will it cause?
• What knowledge do you have about homeopathy?
• What other ways do you have for taking care of my illness?

Note to the teacher for Level 3 students:
It is important to help students understand that although allopathic drugs are tested using “rigorous standards,” and although they use the double-blind placebo study in their analysis, it does not therefore mean that all marketed and FDA-approved pharmaceutical drugs are effective, safe, or a good option. Data from the research is often eschewed and manipulated to convince the patient it is safer and more effective than it actually is.

With this purpose in mind, teachers should show the video of Ben Goldacre’s speech “What Doctors Don’t Know about the Drugs They Prescribe,” listed in the Online Teacher’s Area. This speech addresses what doctors may not know when they prescribe a drug. After students review the video, hold a discussion about how or why drugs are marketed as effective and safe, when they may actually be neither.

Point out that Ben Goldacre mentions “the number needed to treat,” and how sometimes medications give consumers a perception of efficacy when the drug actually has a much lower rate of effectiveness.

Sarah Pope, writer for the blog The Healthy Home Economist, breaks down Goldacre’s speech in her article “The Question You MUST Ask Before Filling a Prescription,” Consider reading through it and discussing with higher-level students.
Basic Questions

Who...?
What...?
Where...?
When...?
Why...?
How...?
More Detailed Questions

After…?

Before…?

If/then…?

Why not…?
Thick Questions

What kind of...?

What other ways...?

What other methods...?

What knowledge do you...?

What do you know about...?