

Emergencies

Topic Development Ideas

Classes might want to learn more about...

- basic first-aid techniques
- charges for some emergency services (e.g., ambulance, fire department)
- dangers around the home and at work (e.g., poisonous substances, electrical or fire hazards)
- direct-dial emergency numbers (e.g., 911)
- emergency contact numbers for school or work
- fire-evacuation procedures
- first-aid kits
- importance of always carrying health card
- medic alert bracelets
- Telehealth Ontario 1-866-797-0000
- what constitutes an emergency

Strategies for Learners

Learners find it useful to...

- ask for service in own language
- distinguish between genuine emergency situations and other serious situations
- know the names of medication being taken
- learn the location of hospital emergency departments and walk-in clinics in own area
- make a list of emergency phone numbers from telephone directory and place near telephone at home
- prepare a script and practice emergency calls, clearly identifying location, problem


Resources for Developing and Teaching Topic


 *A Grab Bag of Health*


 *Canadian Concepts 4, Second Edition: Unit 6, “If You Get Hurt”*

 *Grammar Connections 2: Unit 6, “Health”*


 *The Oxford Picture Dictionary, Canadian Edition: Unit 6, “Health”; Unit 7, “Community”*


 *Words We Use: Unit 8, “Accidents in the Home”*


 brochures on first aid and emergencies from Canadian Red Cross, St. John’s Ambulance, local public health unit


 fire department or ambulance station


 NFB safety videos: *The Blue Dog Safety Video, Every Dog's Guide to Complete Home Safety, Every Dog's Guide to the Playground*

 guest speaker from emergency services (ambulance, fire department, police)

 Canadian Red Cross: <http://www.redcross.ca>

 Ontario Ministry of Health and Long-Term Care, Emergency Health Services: http://www.gov.on.ca/MOH/english/program/ambul/ehs_mn.html (Questions and Answers)

 Settlement.org: <http://www.settlement.org> (Health, Emergency Services)

 **health emergencies**

Topic Outcomes (CLB 4, 5)	Language Focus
<p>Possible outcomes for this topic:</p> <ul style="list-style-type: none"> 🗣️ give five- to six-step instructions 🗣️ give simple informal advice about preventing accidents 🗣️ call for emergency assistance 🗣️ express necessity, worry, or concern 👂 understand a variety of step-by-step instructions 👂 understand factual details and some implied meanings in simple advice and suggestions 📖 follow instructions of up to six steps (e.g., fire drills, first aid) 📖 get information from a short brochure or notice ✍️ write a one-paragraph description of an emergency situation 	<p>Items to help learners achieve the outcomes:</p> <ul style="list-style-type: none"> ● vocabulary (<i>evacuate, heart attack, unconscious, bleeding, broken arm, choking</i>) ● adjectives: past and present participles (<i>broken leg, bleeding nose, sprained ankle</i>) ● adverbs of manner ● conditional sentences: real, unreal ● imperatives ● modals: necessity, obligation, suggestions ● prepositions of location ● questions: wh- questions, yes/no ● sequence markers ● verb tenses: present continuous, simple past, past continuous, future with <i>going to</i> ● pronunciation: -ed endings <i>/t/ (wrapped, choked), /d/ (burned, sprained), /əd/ (evacuated, treated)</i>

Sample Tasks

1. Role-play calling 911 to report an emergency.
2. Listen to instructions for a first aid technique (e.g., Heimlich manoeuvre) and retell to a partner. Partner checks for accuracy by referring to written instructions.
3. Read fire drill instructions and answer multiple-choice questions.
 - 📖 **Experienced:** Drag and drop sentences to unscramble an instructor-made list of fire-evacuation procedures. Number the sentences in the list.
Skills: Drag and Drop, Insert Bullets and Numbering
4. Write about an emergency situation.
 - 📖 **Novice:** Word-process Language Task 4. Print preview and print for class presentation.
Skills: Keyboarding, Print Preview, Print

Additional Tasks

- 🎯 **All levels:** ELLIS – Intro – **Health Concerns – Sections 3, 4, 5.** Role-play calling for medical advice, registering at the hospital, and seeing a doctor.
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Healthy Lifestyle

Topic Development Ideas

Classes might want to learn more about...


- Canada's Food Guide
- common attitudes toward some habits (e.g., smoking, excessive drinking)
- cultural differences concerning food and nutrition
- cultural differences in what an ideal male/female body looks like
- effect of the media on people's self-image
- healthy eating
- nutritional requirements for infants and children, pregnant and nursing mothers
- recreation and fitness programs available in the community
- safe sex, sexually transmitted diseases
- stress management techniques
- ways to stop smoking

Strategies for Learners


Learners find it useful to...

- browse the Internet for food and health sites
- compare personal food intake with Canada's Food Guide
- find out about free or inexpensive ways to be more physically active
- inquire about reduced fees to join some recreation centres
- see a counsellor or participate in workshops for stress management


Resources for Developing and Teaching Topic


 *Great Ideas*: Unit 10, "Staying Healthy"


 *Interchange 3*: Unit 2, "On the job"

 *LINC Classroom Activities*, *LINC 4*: "Lifestyle"


 *Ontario Reader 1999*: "Stress"

 public health nurses for workshops on lifestyle-related topics (e.g., stress management, nutrition, how to quit smoking)

 Canada's Food Guide: <http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html>

 Canada's Physical Activity Guide: <http://www.hc-sc.gc.ca/hppb/paguide>

 Health Canada: <http://www.hc-sc.gc.ca>

 Ontario Ministry of Health and Long-Term Care: <http://www.gov.on.ca/MOH> (Health Links)

 **healthy lifestyle**

Healthy Lifestyle

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- give five- to six-step instructions
- give simple informal advice (e.g., for managing stress, eating well, or keeping fit)
- understand a variety of step-by-step instructions
- understand factual details and some implied meanings in simple advice, suggestions, or a commercial
- get information from a short brochure, notice, or flyer
- fill out a form with up to 20 items (e.g., registration form for a fitness or recreation program)

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*servings, grains, cereals, dairy products, protein, cholesterol, calcium, vitamins, minerals*)
- verbs related to exercise, relaxation (*bend, stretch, extend, raise, lower, inhale, exhale, relax, lift*)
- idioms (*as fit as a fiddle, as hungry as a bear, as healthy as a horse*)
- conditional sentences: real, unreal
- modals: advice, suggestions
- phrasal verbs: (*work out, be into, sign up for*)
- sequence markers
- pronunciation: intonation in commands, non-final intonation in lists

Sample Tasks

1. Conduct a fitness class by giving spoken instructions for simple exercises. Class follows the instructions.
2. Listen to suggestions for maintaining a healthy lifestyle. Answer true/false questions. Identify changes that could be made in own life.
3. Read a nutrition information sheet from a fast food restaurant (e.g., McDonald's) and calculate the nutritional values of different meal combinations.
4. Choose a fitness class from a recreation calendar or brochure. Fill in the registration form. Explain your choice to the class and reasons for making it.

Additional Tasks

- **All Levels:** Visit the Dietitians of Canada web site(<http://www.dietitians.ca>; click Eat Well, Live Well). Choose a quiz to determine your knowledge of nutrition or your activity level.
Skills: Internet Basics, Browsers, Search Engines, Search Types, URL, Bookmarks/Favorites, Hyperlink
- **All Levels:** Tense Buster – Intermediate – **Equality**
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Ontario's Health Care System

Topic Development Ideas

Classes might want to learn more about...

- Consumer Health Information Service (see the web site)
- cost to the health care system of a regular doctor's visit compared to a visit to hospital emergency department
- coverage of some medical expenses through other government agencies (e.g., Assistive Devices Program)
- documents required to obtain OHIP
- eligibility criteria for OHIP
- fees and services not covered by OHIP that doctors may legally bill patients for (e.g., annual fee, doctor's note)
- generic and brand name drugs
- medical expenses covered by OHIP outside Canada
- possible consequences of failing to produce a health card at all medical appointments
- private health insurance


Strategies for Learners


Learners find it useful to...


- find a community health centre that can provide culturally sensitive care in different languages
- find a doctor who speaks their language
- practice listening for information by calling OHIP and listening to telemessages
- repeat information and ask for clarification when listening to information

Resources for Developing and Teaching Topic

 *Understanding Community Resources*


 *Words We Use: Unit 10, "Hospitalization"*

 Citizenship and Immigration Canada, Living in Canada:
<http://www.cic.gc.ca/english/newcomer/index.html>

 Consumer Health Information Service: <http://www.tpl.toronto.on.ca/TRL/centres/chis/index.html>

 Health Canada: <http://www.hc-sc.gc.ca>

 Ontario by Region: <http://www.settlement.org/site/REGIONS/home.asp>

 Ontario Ministry of Health and Long-Term Care: <http://www.gov.on.ca/MOH>

 Settlement.org: <http://www.settlement.org> (Health, Health Insurance/OHIP)

 health Canada, health Ontario

Ontario's Health Care System

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 🗣️ ask for and give information related to the health care system
- 🗣️ give opinions, agree and disagree in a small group discussion
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 find information in an authentic form, table, or directory
- 📖 get information from a short brochure, notice, or form letter
- 📖 use a complex reference text (e.g., a community directory)
- ✍️ fill out a form with up to 20 items

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*eligible, coverage, application form terms, OHIP, specialist, family doctor*)
- expressions for giving opinion (*In my opinion, Personally, I feel, I believe, I think, If you ask me*)
- imperatives
- modals: requests, suggestions
- reflexive pronouns
- questions: yes/no, wh-, embedded
- verb tenses: simple past, simple present, present perfect
- pronunciation: reductions (*would you, could you, should have, going to*)

Sample Tasks

1. Practice asking for and giving information about neighbourhood health care resources. Use a community resource directory and a map to answer the questions.
2. Watch a news report about a health care issue. Answer true/false questions about the report.
3. Read Ministry of Health brochures to find out about eligibility, how to apply for a health card, coverage outside Canada, or coverage for newborn babies. Complete a table with information from the brochures.
4. Fill out a form to replace a lost or expired Ontario Health Card.

📖 **Novice:** Fill out an instructor-made Ontario Health Card application form on screen. (See <http://alphaplus.ca/linc/topic15.htm> for a sample copy.)

📖 **Experienced:** Create the application form (tables) for the Novice Task and follow instructions to enhance table (split/merge cells, fill options, border options, Table AutoFormat).

Skills: Open, Insert Text (in table cells), Insert/Edit Table, Borders and Shading, Table AutoFormat