**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*
- *Grammar Connections 2*: Unit 6, “Health”
- *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
- guest speaker from emergency services (ambulance, fire department, police)
- Canadian Red Cross: [http://www.redcross.ca](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](http://www.gov.on.ca/MOH/english/program/ambul/ehs_mn.html) (Questions and Answers)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Health, Emergency Services)
- health emergencies
# Emergencies

## Topic Outcomes (CLB 4, 5)

**Possible outcomes for this topic:**
- 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

## Language Focus

**Items to help learners achieve the outcomes:**
- **vocabulary** (*evacuate, heart attack, unconscious, bleeding, broken arm, choking*)
- **adjectives:** past and present participles (*broken leg, bleeding nose, sprained ankle*)
- **adverbs of manner**
- **imperatives**
- **conditionals:** real, unreal
- **modals:** necessity, obligation, suggestions
- **prepositions of location**
- **questions:** wh- questions, yes/no
- **sequence markers**
- **verb tenses:** present continuous, simple past, past continuous, future with *going to*
- **pronunciation:** -ed endings (*wrapped, choked*), /d/ (*burned, sprained*), /ʌd/ (*evacuated, treated*)

## 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)
- Ontario Ministry of Health and Long-Term Care: [http://www.gov.on.ca/MOH](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 (serving, 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 Dieticians of Canada web site (http://www.dieticians.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”
- Ontario by Region: [http://www.settlement.org/site/REGIONS/home.asp](http://www.settlement.org/site/REGIONS/home.asp)
- Ontario Ministry of Health and Long-Term Care: [http://www.gov.on.ca/MOH](http://www.gov.on.ca/MOH)
- Settlement.org: [http://www.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