

## Health & Safety ■ Emergencies


### ***Classes might want to learn more about ...***


- ① the availability of direct dial emergency numbers in your area
- ① charges for some emergency services (e.g. ambulance, fire department)
- ① basic first aid techniques
- ① collision reporting centres
- ① first aid kits
- ① organizations that offer CPR courses (e.g. St. John's Ambulance)
- ① the cost to the health care system of a visit to emergency compared to a regular doctor visit

### ***Learners find it useful to ...***


- ◇ prepare a script and practise emergency calls, clearly identifying location, problem
- ◇ make a list of emergency phone numbers from telephone directory (e.g. doctor, poison control, police, fire, ambulance) to place near telephone at home
- ◇ distinguish between genuine emergency situations and other serious situations


### **Suggested Resources**

 *Canadian Concepts 4, Second Edition*

 *Words We Use*

 Brochures on first aid and emergencies from Canadian Red Cross, local public health unit

 *House of Hazards* poster from the Canada Safety Council

 *A Look at the News* (March 1999): "Supreme Court Ruling on 911 Calls"

 *The Blue Dog's Safety Video*

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

Rural/Metro Ontario Medical Services: <http://cc.recorder.ca/~slamb/page4.html>

Emergency Health Services-land and air ambulance:

[http://www.gov.on.ca/MOH/english/program/ambul/ehs\\_mn.html](http://www.gov.on.ca/MOH/english/program/ambul/ehs_mn.html)

 **health emergencies**

# LINC 4

## Health & Safety ■ Emergencies

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give and follow spoken instructions in an emergency situation
- ask and answer questions about an emergency situation, including location and nature of emergency
- follow written instructions for handling an emergency situation (fire drills, first aid)
- understand printed warnings and emergency procedures
- fill out a simple accident or injury report form

### 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*)
- imperatives
- simple past tense, regular and irregular forms
- modals for necessity and obligation
- adverbs of manner (*slowly, quickly, tightly, carefully*)
- sequence markers
- prepositions of location
- wh-questions
- pronunciation: -ed endings

### Sample Language Tasks

1. Role-play 911 dispatcher and caller, asking for information and describing the nature and location of the emergency.
2. Read fire evacuation notice for classroom or other location and conduct mock fire drill.
3. Fill out simple workplace injury report.

### Sample Computer Tasks

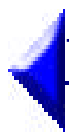
**Computer Levels:** Novice-Advanced

**Computer Skills:** Open/Close application, select and navigate through options, mouse skills

**All levels:** Ellis-Intro-**Health Concerns-Sections 3-4-5**

**Computer Skills:** Drag and Drop, Numbered Bullets

**Experienced/Advanced:** Use drag and drop to unscramble an instructor-made list of fire evacuation procedures. Use numbered bullets.



# Health & Safety ■ Healthy Lifestyle

### **Classes might want to learn more about ...**

- ① stress management techniques
- ① ways to stop smoking
- ① common attitudes towards some habits (e.g. strong anti-smoking sentiments)
- ① Canada’s Food Guide
- ① special nutritional requirements for infants and children, pregnant and nursing mothers
- ① safe sex, sexually transmitted diseases
- ① HIV tests and hasslefree clinics
- ① recreation and fitness programs available in the community
- ① body image and maintaining a healthy weight
- ① cultural differences in what an ideal male/female body looks like
- ① cultural differences in perceptions of nutrition and balanced diet

### **Learners find it useful to ...**

- ◇ browse the Internet on food and health sites
- ◇ enquire about reduced or discounted fees to join some recreation centres
- ◇ find out about free or inexpensive ways to be more physically active
- ◇ see a counsellor or participate in workshops for stress management
- ◇ seek out appropriate practice opportunities to give advice and make suggestions

### **Suggested Resources**

📖 *Healthy Lifestyle* (Canadian Cancer Society)

📖 *A Look at the News* (December 1998): “Flu Season and Natural Health Products”; (March 1999): “New Warnings on Cigarette Packs”

Local public health nurses can conduct workshops on a wide variety of 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/food8hc.htm>

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

Canada’s Physical Activity Guide: <http://www.paguide.com/index.html>

🔑 **healthy lifestyle**

## Health & Safety ■ Healthy Lifestyle

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give and follow spoken instructions for a simple exercise or fitness routine
- give advice and make suggestions for managing stress, eating well, or keeping fit
- describe a favourite dish or food and explain its nutritional value
- understand nutritional information from Canada's Food Guide
- understand restaurant menus
- read labels for nutritional information
- fill out a registration form for a fitness or recreation program
- describe future plans for a healthier lifestyle

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*servings, grains, cereals, dairy products, protein, cholesterol, calcium, vitamins, minerals*)
- adjectives to describe tastes, textures (*sweet, sour, salty, juicy, tender, crunchy, spicy*)
- verbs related to exercise, relaxation (*bend, stretch, extend, raise, lower, imagine, inhale, exhale, relax, loosen*)
- idioms (*as fit as a fiddle, as hungry as a bear, as healthy as a horse*)
- count and noncount nouns
- quantifiers (*ten grams of fat*)
- equality (*as much as*)
- modals for advice and suggestions
- sequence markers
- pronunciation: intonation in commands, non-final intonation in series of items

### Sample Language Tasks

1. Conduct a fitness class. Leader gives spoken instruction for a simple exercise (e.g. a popular exercise from native country). Class follows the instructions.
2. Read a menu from a family-style restaurant and make healthy choices.
3. Choose a fitness class from recreation calendars or brochures. Fill in the registration form for the class. Explain the registration procedure to another learner.

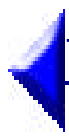
### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Internet basics, browsers, search engines, search types, URL, Bookmarks/Favorites, Hyperlink

Visit <http://www.kraftfoods.com/index.cgi> (or visit a similar site). Click Cookbook. Browse through different meals. Click Make it Now to see recipes using what's on hand.

**Computer Skills:** Open/Close application, select and navigate through options, mouse skills  
Tense Buster-Intermediate-**Equality**



# Health & Safety ■ Ontario's Health Care System

### ***Classes might want to learn more about ...***

- ① Canada's health care system
- ① the effects of recent spending cuts on health care in Ontario
- ① eligibility criteria for OHIP
- ① coverage of some medical expenses through other government agencies
- ① private health insurance
- ① additional fees not covered by OHIP that doctors may legally bill patients for (annual fee, doctor's note)
- ① services not covered by OHIP
- ① possible consequences of failing to produce health card at all medical appointments
- ① medical expenses covered by OHIP outside Canada
- ① Consumer Health Information Service (see the website)
- ① the costs to the health care system of a regular doctor's compared to a visit to hospital emergency

### ***Learners find it useful to ...***

- ◇ practise listening for information by calling government toll-free telemessages
- ◇ practise alphabetical order and learn about the organization of the blue pages in the telephone directory
- ◇ repeat information and ask for clarification when listening to directions
- ◇ interrupt appropriately when they don't understand directions

## **Suggested Resources**

*Understanding Community Resources*

Private insurance companies for brochures on private health insurance plans

Newspaper articles about the health care crisis in Ontario

Brochures from Ontario Ministry of Health

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

Ontario Ministry of Health: <http://www.gov.on.ca/MOH/>

Health Links: <http://www.gov.on.ca/MOH/english/tools/hlinks.html> (Links - Canadian Government, Regional Resources)

**health Canada, health Ontario**

# LINC 4

## Health & Safety ■ Ontario's Health Care System

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- ask for and give information about applying for a health card or replacing a lost health card
- get location of and directions to nearest Ministry of Health office over the telephone
- ask for assistance, repetition or clarification to verify understanding of directions and instructions
- find numbers in telephone directory for Ministry of Health
- find specific information on forms about eligibility requirements, procedures
- get information from brochures and news items about current laws and policies regarding health care coverage
- fill out an OHIP form

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*eligible, coverage, application form terms, OHIP*)
- imperatives
- prepositions of location
- indirect questions for polite requests (*Could you tell me where the office is? Do you know where the office is?*)
- pronunciation: reductions - see Ellis - Master Pronunciation

### Sample Language Tasks

1. Give directions to nearest Ministry of Health office. Follow spoken directions on a map, asking for repetition and clarification as needed.
2. Read Ministry of Health brochures to find out about eligibility, how to apply for a health card, coverage outside Canada, and coverage for newborn babies. Answer true/false questions.
3. Fill out a form to replace a lost or expired Ontario Health Card.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Insert text in table cells, Create/Edit Table

**Novice:** Fill out an instructor-made Ontario Health Card application form on screen.

**Experienced/Advanced:** Create the application form (tables) and follow instructions to enhance table (split/merge cells, fill options, border options, table auto format).