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Benchmarks

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# Dealing with Common Health Issues

A CLB 5-6 Module with  
Teaching Materials

## Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

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## How to Use the Module Package

This module includes activities for a unit on dealing with common health issues for CLB levels 5 and 6. There are suggestions for introducing the topic as well as handouts for goal setting and end-of-module learner reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

### Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



*Skill Building Activity*



*Skill-using Task*



*Assessment Task*

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 5 and CLB 6 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 5 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 6. You might adjust the expectations and expect learners at CLB 6 to demonstrate greater mastery than learners at CLB 5 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

### Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

### Your feedback

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at:  
<https://www.surveymonkey.com/r/modulefeedback1>

## Module Plan

**Theme:** Health

**Topic:** Dealing with Common Health Issues

Listening CLB Level: 5-6		Speaking CLB Level: 5-6	Reading CLB Level: 5-6	Writing CLB Level: 5-6
<b>Real-World Task Goal(s)</b>	Understand information about preventing or dealing with a common health issue.	Give a presentation about a common health problem.	Understand information about identifying, preventing and/or managing a health problem.	Write an email to a friend who has a health problem and offer advice.
<b>Context/ Background Information</b>	Public healthcare system in Canada and the emphasis on preventative health; healthcare options: family doctor, walk-in clinic, emergency department, calling 911, public health services; different types of healthcare practitioners: family doctor, naturopaths, acupuncturists, physiotherapists, etc.; having to get a referral to see a medical specialist; possible home remedies for minor ailments			
<b>CLB Competency Area(s) and Statements</b>	<p><b>Comprehending Information</b> Understand descriptive or narrative monologues or presentations related to everyday, personally relevant topics or situations.</p> <ul style="list-style-type: none"> <li>• CLB 5: Presentations are about 5 minutes long</li> <li>• CLB 6: Presentations are about 10 minutes long</li> </ul> <p><b>Comprehending Instructions</b> Understand simple to moderately complex directions and instructions for generally familiar and relevant procedures.</p> <ul style="list-style-type: none"> <li>• CLB 5: Instructions are about 7 to 8 steps, with up to 10 details</li> <li>• CLB 6: Instructions are about 10 to 12 steps, with up to 15 details</li> </ul>	<p><b>Sharing Information</b> Give presentations about sequences of events; incidents in the past, present or future; or to describe scenes, pictures or daily routines.</p> <ul style="list-style-type: none"> <li>• CLB 5: Presentations are up to about 5 minutes long</li> <li>• CLB 6: Presentations are detailed and up to about 7 minutes long</li> </ul>	<p><b>Comprehending Information</b> CLB 5/6: Understand simple to moderately complex descriptive or narrative texts on familiar topics.</p>	<p><b>Interacting with Others</b> Convey personal messages in short, formal and informal correspondence for a range of everyday social purposes.</p> <ul style="list-style-type: none"> <li>• CLB 5: Message is about 1 paragraph.</li> <li>• CLB 6: Message is about 1 or 2 paragraphs.</li> </ul>

## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
<b>Language Focus</b>	<ul style="list-style-type: none"> <li>• Relevant vocabulary: names of diseases/ailments, names of medical practitioners, affected body parts, symptoms, common or possible complications, treatment options</li> <li>• Vocabulary and expressions for describing risk factors, including: lifestyle, diet, exercise, family history, environment</li> <li>• Modals for advice, suggestions, necessity/obligation, preference (<i>should, ought, had better</i>); conditionals (<i>If you don't ..., you will ...</i>)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Conditionals (e.g., <i>If you have two or more risk factors, you should...</i>)</li> <li>• Sequence markers in instructions: <i>then, after that, first, next</i></li> </ul>	<ul style="list-style-type: none"> <li>• Structuring a presentation: introducing the topic, outlining the structure, presenting information, concluding</li> <li>• Signposts for different parts of the presentation (to introduce the topic, move from one part to another, end the presentation)</li> <li>• Clear speech; intonation to chunk sentences into phrases (e.g., <i>A major cause// of heart disease// is stress</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Conditionals (<i>If you feel faint, you should...</i>)</li> <li>• Distinguishing facts from opinions</li> <li>• Using layout or formatting features (e.g., bullets, italics, bolding) to assist comprehension or to identify key information</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of the message: offering sympathy (<i>I'm sorry to hear...</i>), suggestions, pre-closing, closing</li> <li>• Spelling, punctuation, and capitalization conventions</li> </ul>
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>• Strategies for identifying main ideas and subordinate ideas; examples</li> <li>• Using context clues and visuals to infer the meanings of unfamiliar words and to support comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to check understanding or to clarify information (repeating back, paraphrasing, etc.)</li> <li>• Using appropriate expressions, gestures, and body language during a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming for the gist</li> <li>• Scanning for specific information</li> <li>• Inferring the meanings of unfamiliar words</li> <li>• Strategies for researching information online</li> </ul>	<ul style="list-style-type: none"> <li>• Proofreading writing (using a checklist)</li> <li>• Using a dictionary/spell check to check spelling</li> </ul>
<b>Assessment Tasks</b>	Watch a video about a common health issue and answer comprehension questions.	Give a presentation about a researched health issue including causes, remedies, and possible prevention strategies.	Read an education pamphlet about signs and symptoms of a health problem and answer comprehension questions.	Respond to an e-mail from a friend and give advice about how to treat a health issue s/he is experiencing.

## Additional Teacher Resources

### The Language Companion Stage 2:

<i>Helpful English:</i>	p. 6 <i>Expressing Sympathy</i>
	p. 9 <i>Making Complaints</i>
	p. 34 <i>Writing Paragraphs</i>
	p. 36 <i>Tips for Effective Writing</i>
	p. 37 <i>Making Presentations</i>
	p. 38 <i>Reading Strategies</i>
<i>My Canada:</i>	p. 29 <i>Health Care</i>
<i>Where I Live:</i>	p. 13 <i>Health Care</i>

- LINC 5-7 Classroom Activities, Volume 1, Toronto Catholic School Board, 2010: Chapter 1 *Paragraph Writing*
- Fundamentals of English Grammar, Text Book, and Fundamentals of English Grammar, PowerPoint Presentations, Pearson College Division: Betty S. Azar and Stacey Hagan; [http://www.azargrammar.com/materials/feg/FEG\\_PowerPoint.html](http://www.azargrammar.com/materials/feg/FEG_PowerPoint.html)
- Kids Health: <https://kidshealth.org>
- Promoting Health Information with Adult Language Learners <https://www.toronto.ca/wp-content/uploads/2018/08/8f47-18-00083-ESL-Curriculum-Resource-TPH.pdf>
- ESL Library: [www.esllibrary.com](http://www.esllibrary.com)  
Useful sections:
  - Health and Safety [https://www.esllibrary.com/resource\\_categories/114/resources/2454](https://www.esllibrary.com/resource_categories/114/resources/2454)
  - Health: <https://www.esllibrary.com/courses/75/lessons/1654>
  - Health and Body: <https://www.esllibrary.com/courses/96/lessons/1315>
- wikiHow to do anything... : Health



## Introducing the Module to the Class

There are many different ways to introduce this module to the class. Here are some options that focus on activating the learners' prior knowledge and become aware of various health issues and treatments.

1. Post the following questions on the board:

*What are some common health issues in Canada? How do these issues differ from common health issues in other cultures? What are some common health issues faced by children, older people? How do people deal with common health issues in your previous country?*

2. After the class has had a chance to discuss, start a vocabulary wall that includes lists of common health issues or other new vocabulary. Keep adding to the list throughout the module.
3. Provide each student with a sticky note that has a health issue on it. Learners put their sticky notes on a partner's back without telling each other what the issue is, and ask each other yes/no questions to determine what health problem they 'have'.
4. Put a list of common problems on the board (have learners brainstorm to add additional vocabulary, if needed). For each health issue, have the class discuss what they would do, and add their suggestions or home remedies.

Issue	Treatment
Sore throat	
Bee sting	
Constipation	
Common Cold	
Bad cough	
Hiccups	
Bad breath	
Headache	
Sore feet	
Trouble sleeping	

There are many websites with home remedy ideas: For example:

[http://www.gov.pe.ca/photos/original/WI\\_KRemedies.pdf](http://www.gov.pe.ca/photos/original/WI_KRemedies.pdf)

## Goal Setting: Dealing with Common Health Issues

**Teaching Notes:** Complete the goal setting activity after introducing the module to the class.

### Set Up:

1. Post a list of language skills that learners can develop in this module:
  - Building vocabulary to describe common health issues
  - Listening to instructions for solving a health problem
  - Listening to information about symptoms and treatment of a health problem
  - Identifying the main idea and factual details in a listening text
  - Giving suggestions and advice
  - Giving a presentation about a health problem, including symptoms and treatment
  - Using reading strategies:
    - Skimming for the main idea; scanning for details
    - Inferring the meaning of unfamiliar words from the context
    - Reading actively
  - Writing a message
2. Ask learners to think about which skills they want to focus on. Have them complete their goal setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve their goals.

## Dealing with Common Health Issues: My Goals

---

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Look at the language skills covered in this module.

### Beginning of module goal setting:

In this module, I would like to improve the following skills:	What can I do to achieve this goal?

### End of module review:

**Date:** \_\_\_\_\_

My goal:	Did I achieve my goal?	Were my strategies successful?

## Vocabulary: Common Health Problems

Learners may encounter new or unfamiliar vocabulary in this module. Below are a variety of vocabulary-building activities that can be used to help learners remember and use these words. The vocabulary cards on the next three pages are based on the words in this module. There are several blank cards so you can add more words as a result of learner input.

### Possible Vocabulary Skill-Building Activities:

1. Give learners 30 seconds to come up with as many words as they can related to common health problems and diseases, symptoms and treatment. When the time is up, ask learners to compare their vocabulary lists with a partner or in small groups. Create a class list of vocabulary items and post in the classroom.
2. Copy and cut out sets of the vocabulary cards for common health issues as well as the headings: *Illness*, *Symptom*, *Treatment*. Arrange learners into small groups of 3-4 learners and have them sort the words under the correct heading. When they are done, ask them to rearrange the cards in alphabetical order and compare their lists with another group. Encourage learners to ask their classmates for the meanings of unfamiliar words in the lists.
3. Copy and cut out the word cards on the subsequent page. Arrange learners into small groups of 3-4 learners, and give each group a set of the cards (placed face down on the table). Have learners draw cards one at a time and describe the word on their card to the rest of the group without mentioning the actual word. The rest of the group tries to guess the word on the card.
4. 20 questions: Give each learner a sticky note with the name of an illness written on it and have learners put their sticky on a partner's back. Learners ask each other yes/no questions to determine what health problem they 'have' on their back.
5. Pronunciation Practice: Have learners mark the stressed syllables and practise pronouncing the words in their word lists.

## Vocabulary Cards: Dealing with Common Health Issues

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Illness	Symptom	Treatment
Diabetes	Unconscious	Insulin
Hypothermia	Confusion	Medication
Dementia	Poor appetite	Healthy diet
Heat stroke	Blurred vision	Home remedy
Alzheimer's	Low pulse	CPR
Stroke	Poor concentration	Stress management
Seasonal Affective Disorder	Irregular heart rhythm	Weight management

## Vocabulary Cards 2: Dealing with Common Health Issues

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Diabetes	Hypothermia	Home remedy
Diagnosis	Treatment	Symptoms
Cholesterol	Benefits	Distress
Conscious	Pulse	Confusion
Overweight	Risk factors	Dementia
Appetite	Concentration	Genetics
Stroke	Prescribe	Sun stroke
Cardio-pulmonary resuscitation (CPR)	Insulin	Blurred vision
Blockage	Slurred speech	ADHD

## Vocabulary Cards: Dealing with Common Health Issues

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Include any other words that may be unfamiliar to learners here.



Heating pad	Massage	Swelling
Migraine		

## Learning Reflection: End of Module

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Part One: Self-Assessment

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	I need some more practice.	This is hard!
I can understand the main ideas and details in information I listen to about a health issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand instructions for dealing with a health issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give a short presentation about a common health issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand information I read about a common issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can find information online about a health issue from reputable sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give advice about a common health issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a message updating someone on a health issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Learning Reflection, part 2

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1. What is the most useful thing you learned in this module?

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2. Which activity was the most difficult? Why?

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3. In the next unit, what could you do to help your learning?

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# Listening: Skill-Building and Skill-Using Activities

Listening for Main Ideas and Details .....	16
Understanding Instructions.....	19
Listening Comprehension .....	23

**Teaching Notes:** This activity requires learners to watch a video (on YouTube), and complete a chart with details from the video. You can play it in the classroom to view as a whole class, or have learners view it on a device. If Internet is not available, consider pre-recording the audio or reading from the transcript. As learners view the video or listen to the audio, they can follow along using the transcript, if desired. Pre-teach vocabulary learners may have difficulty with.

### Set Up:

1. Inform learners they will watch a short video about the brain and memory. Activate prior knowledge about the topic by asking: *what they know about memory loss; if they know anyone who has dementia or Alzheimer's; how the ability to remember things changes as we get older; and what they can do to improve their memory.* Remind learners that thinking about the topic before listening is an effective strategy to improve comprehension.
2. Pre-teach active listening strategies and identifying the main idea, for example:
  - The use of a rhetorical question to indicate the main idea. Note that the main idea is always supported by specific details throughout the text
  - Listening for stressed (content) words related to the details
  - Listening for words like *important, vital, serious, crucial* the indicate important information
  - Listening for words and phrases that are repeated several times to indicate importance
3. Inform learners that they will watch the video in four parts. Play the first 7 seconds and have learners make predictions about the rest of the content (e.g., details about the kinds of things that affect brain function and memory; what can be done to keep the brain healthy). Ask them what strategy the speaker used to introduce the topic (rhetorical question).
4. Distribute the handout for this activity. Ask learners to listen for the three things that effect brain function and complete the chart. They can discuss their answers in small groups or take up the answers in a class discussion.
5. Continue playing the video and pause at the sections indicated in the transcript so that learners can discuss each section and continue completing the chart. Play the entire video a final time so that learners can check their answers. Take up the answers in a class discussion.
6. Engage learners in a discussion about the active listening skills or strategies they used to understand the details of the text.

### Additional Practice Suggestions:

1. Pre-teach notetaking and summarizing. Use the video to practise these skills (orally or in writing).
2. Use the video to practise identifying various signposts (that indicate examples, transitions, contrast).
3. Use the video to practise inferring the meaning of unfamiliar words.

**Answer Key:**

1. Things that effect brain function: high cholesterol, high blood pressure, being overweight
2. How to keep the brain healthy: exercise and staying physically active; being socially active; keeping the brain active (by challenging yourself; experiencing new things; learning something new)

**Transcript:*****What can you do to keep your brain healthy?***

Used with permission from Trinity College, Dublin: <https://www.youtube.com/watch?v=OV2TspM8PDg>

**Narrator:** What can you do to keep your brain healthy?

We all know high cholesterol isn't good for our body, along with high blood pressure, and being over-weight. But what you might not know is that not only can these health concerns shorten the life of your body, they can affect your brain function. The more scientists study our brains, the more they're finding out that how well it works is **intricately** tied to the health of our body. **PAUSE [0:34]**

For example, just thirty minutes of aerobic exercise, five times a week, can keep your brain sharp. Because physical exercise not only helps your heart, it can increase the size of your hippocampus, the part of the brain **crucial** to making memories. But that's not all, physical exercise **generates** a chemical called BDNF – brain derived neurotrophic factor, which acts like fertilizer for the brain, encouraging the growth of neural connections and new brain cells. So, obviously staying active is important. **PAUSE [1:12]**

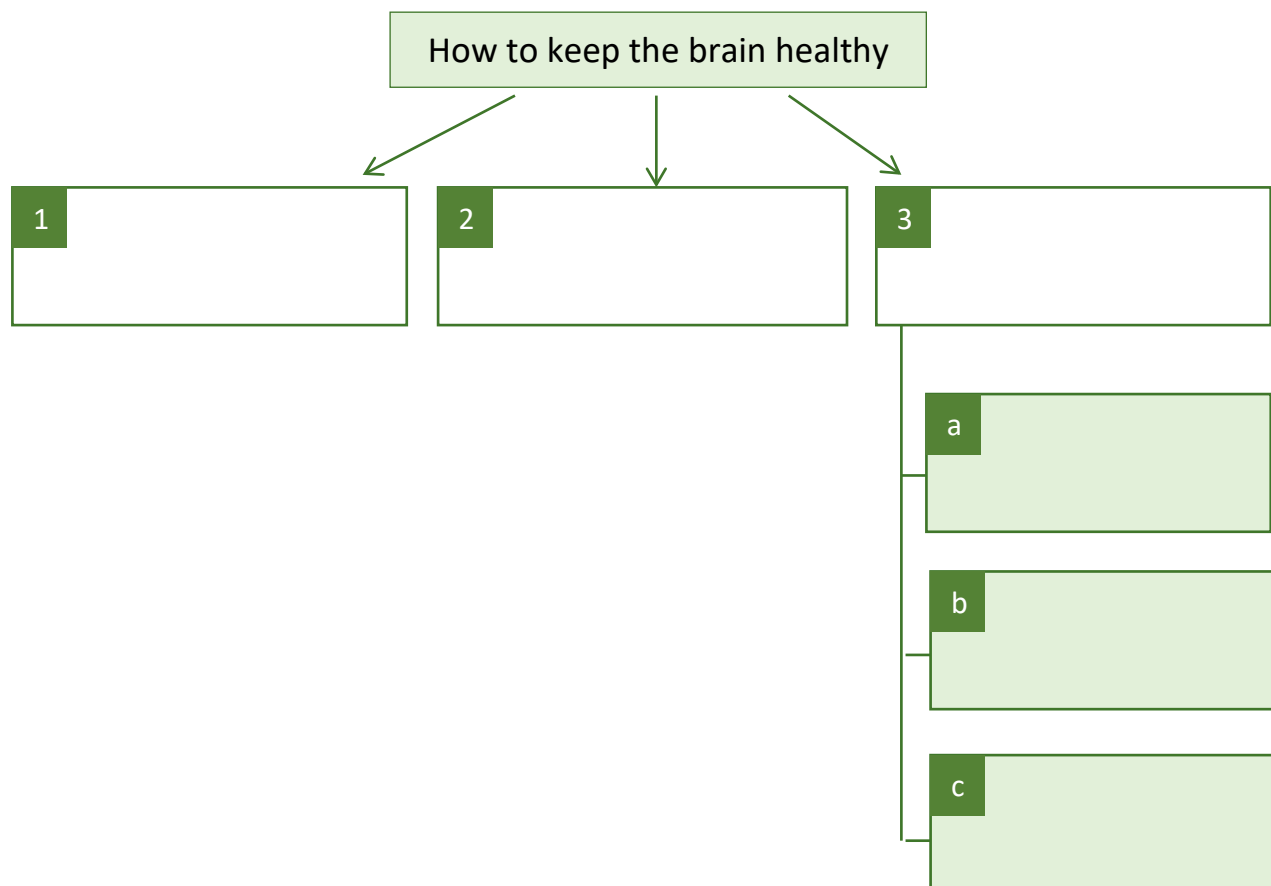
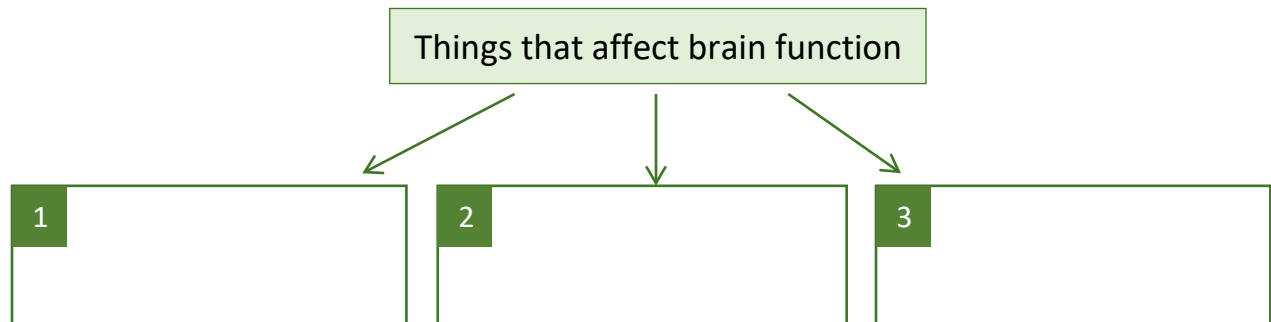
But not just physically active – you need to keep socially active as well, especially as you get older. Because there's growing evidence to suggest that people who can avoid getting lonely reduce their risk of **cognitive** decline, something we all agree is a good thing. But there's one last thing you need to do to keep your brain healthy: keep it active. **PAUSE [1:38]**

So, in no particular order, here are three top ways to keep your brain **stimulated**. Number one: challenge yourself. The satisfaction you get from doing things slightly beyond your **comfort zone** actually changes your brain chemistry, making you feel more positive. Number two: change yourself. **Novelty** helps your brain, so its good to experience new things, take on new situations and meet new people. And number three: learn something new. This encourages the growth of new brain cells and stimulates the connections between them, which has its own benefits, because stronger brain connections also help keep your brain healthy. So, don't let age stop you from doing the things you love, think young, because, if you look after your brain now, keeping it active and **engaged** – it will make you proud for years to come.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Watch the video and fill out the chart. The instructor will pause the video at three different points so that you have time to take notes. Full sentences are not necessary.



**Teaching Notes:** This activity requires learners to listen to instructions on how to perform CPR, to put the instructions in order, and to answer comprehension questions. The CPR instructions may include vocabulary that is unfamiliar or challenging (e.g., *pulse, compression, unconscious, airway*). Include vocabulary building activities if needed.

## Set Up:

1. Activate learners' background knowledge with a general discussion about CPR. Ask if *anyone has ever had to help someone in an emergency medical situation; if they would know what to do in the situation; what CPR means; if anyone knows how to do CPR; and if anyone has ever done CPR on someone.*
2. Engage learners in a discussion about how to identify the steps in instructions:
  - Recognizing sequence markers (*first, next, then...*)
  - Listening for imperatives
  - Listening for time clauses (using *before* and *after*) that signal the order of some steps
3. Inform learners that they will listen to instructions on how to do CPR. Distribute one set of CPR instruction strips (cut up) to each group or pair of learners. Play the audio included with this module and have each group order the strips based on what they hear. Take up the answers as a class.
4. Play the audio a second time and have learners answer the questions about details relating to the different steps. Ask learners to compare their answers with a partner or take up the answers in a class discussion.
5. Distribute copies of the transcript. Working in pairs or small groups, learners identify (underline) the cohesive devices used in the text to signal the various steps in the instructions (e.g., sequence markers, imperatives, time clauses). Take up the answers in a class discussion.

## Additional Practice Suggestions:

1. Have learners re-tell the instructions to a partner in their own words using sequence markers (first, then, etc.).
2. Use 'How to' videos on the internet (e.g., how to treat minor burns or scalds, how to reduce a fever) for additional practice in understanding instructions.

## Answer Key:

1. b      2. c      3. a      4. a      5. b



### Transcript:

#### **CPR Instructions**

*Cardio-pulmonary resuscitation* (CPR) is a lifesaving technique that is used when someone is unconscious, and their breathing or heartbeat has stopped.

If you see someone in distress, call 911 immediately. Check to make sure the person is conscious by asking in a loud, clear voice if he or she is OK and can hear you.

Before performing CPR, you'll need to check the person's pulse and whether or not they are breathing. There are two places you can check for a pulse: on the neck, and on the wrist. Check for a maximum of 10 seconds.

To check if the person is breathing, tilt their head back slightly, open their mouth and make sure there is nothing blocking the airway, such as food or vomit. Place your ear next the person's mouth. If you don't hear breathing, begin doing chest compressions.

Place one hand in the middle of the victim's chest directly above the heart. Push straight down on the chest 30 times, at the rate of 100 compressions per minute.

Then do two rescue breaths. Pinch the victim's nose closed, then seal the victim's mouth with your mouth and breathe out slowly for one second. You will see the victim's chest rise slightly. If this is successful, give a second rescue breath.

Continue performing 30 chest compressions and 2 rescue breaths for 5 cycles (about 2 minutes). Continue until the victim begins to breathe and show a pulse, or until help arrives.



CPR Instructions



Call 911.

Check to make sure the person is conscious.

Check if the person has a pulse.

Check that nothing is blocking the person's airway.

Check if the person is breathing.

Perform 30 chest compressions.

Do two rescue breaths.

Repeat cycles of 30 chest compressions and two rescue breaths.





**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Listen to the instructions for doing CPR and answer the questions.

1. CPR is used when \_\_\_\_\_.
  - a. a person is conscious.
  - b. a person is unconscious.
  - c. a person can't hear you.
2. The first thing you should do if someone is in medical distress is \_\_\_\_\_.
  - a. perform CPR.
  - b. check if they are breathing.
  - c. call 911.
3. What are two things you should do before performing CPR?
  - a. Check if the person is breathing and has a pulse.
  - b. Check if their chest is rising and their nose is closed.
  - c. Check if their mouth is sealed and they have a pulse.
4. When checking the person's breathing, you should make sure \_\_\_\_\_.
  - a. their airway isn't blocked
  - b. they are conscious
  - c. their chest is rising slightly
5. You should do chest compressions \_\_\_\_\_.
  - a. before checking the person's pulse
  - b. after checking the person's breathing
  - c. for 2 minutes after help arrives

## Competency Area: Comprehending Instructions

**Indicators of Ability:** Follow a range of cohesive devices indicating order and sequence in instructions; identify factual details

**Teaching Notes:** This activity requires learners to listen to instructions about treating mild hypothermia, and answer comprehension questions. The instructions may include vocabulary (such as *insulate*, *caffeine-free*, *shallow breathing*, *frostbite*) that is unfamiliar or challenging. Prior to listening, it may be useful to review strategies for inferring the meaning of unfamiliar words or review unfamiliar vocabulary with the class.

## Set Up:

1. Activate learners' background knowledge with a general discussion about hypothermia. Ask the class *what they know about hypothermia, if they know what frost bite is and the consequences of severe frostbite; and if they would know what to do to help someone suffering from hypothermia.*
2. Inform learners that they will listen to instructions about how to treat mild hypothermia. When they answer the first question, remind them to listen for the cohesive devices discussed in the previous activity.
3. Distribute the handout (of the comprehension questions) and ask learners to try to complete question 1 (in pencil) based on what they know about hypothermia. Then play the audio included with this module and have learners check their answers for question 1.
4. Play the audio a second time and have learners complete the remaining questions. They can check their answers with a partner, or the answers can be taken up as a whole class.

## Answer Key:

1.
 

4	Move the person out of the cold.
3	If their breathing has stopped and you are trained to do CPR, begin CPR.
1	Check the person's body temperature.
6	Put a blanket underneath the person to insulate them from the ground.
2	Check the person's pulse and breathing.
7	Give the person a warm non-alcoholic, caffeine-free liquid.
5	If the person was in water, remove their wet clothes.
2. a.
3. b.
4. T F F T T
5. Call 911 and get emergency assistance immediately.

**Transcript:****How to Treat Mild Hypothermia**

*Adapted from wikiHow:* <https://m.wikihow.health/Treat-Mild-Hypothermia>

Hypothermia occurs when a person's body temperature becomes dangerously low from being in extreme cold. Mild hypothermia can be treated easily, however severe hypothermia (where someone's body temperature is less than 35.4 degrees Celsius) will require immediate medical help.

Here are the procedures for treating someone with mild hypothermia. Begin by checking the person's body temperature if you have quick access to a thermometer. Normal body temperature is around 36.7 degrees Celsius. Someone with mild hypothermia will have a body temperature of 35.4–35.6°degrees Celsius.

Check the person's pulse and breathing as well. Someone with severe hypothermia may appear unconscious, have a low pulse and difficulty breathing. If their breathing has stopped and you are trained in CPR, you can administer it immediately to get them breathing again.

Next, move the person out of the cold. If the person was in water, remove their wet clothes immediately and try not to move them too much. Use scissors to cut the clothing away if necessary. Dry the person off with towels and cover them with warm blankets to gradually raise their body temperature. Be sure to put a blanket underneath them to insulate them from the ground.

And finally, give the person a warm non-alcoholic, caffeine-free liquid like soup, warm milk or decaffeinated tea.

It's important to know when to ask for medical help. What starts as mild hypothermia can worsen into a condition that needs emergency assistance. Some signs of moderate to severe hypothermia include confusion, shallow breathing, a weak pulse, or body parts like arms, legs or lips turning colors. Severe hypothermia can cause complications like frostbite or even death.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Listen to the audio about how to treat hypothermia and answer the questions.

1. Number the steps of the instructions in the order that you hear them. The first one is done for you.

- \_\_\_\_\_ Move the person out of the cold.
- \_\_\_\_\_ If their breathing has stopped and you are trained to do CPR, begin CPR.
- 1.** \_\_\_\_\_ Check the person's body temperature.
- \_\_\_\_\_ Put a blanket underneath the person to insulate them from the ground.
- \_\_\_\_\_ Check the person's pulse and breathing.
- \_\_\_\_\_ Give the person a warm non-alcoholic, caffeine-free liquid.
- \_\_\_\_\_ If the person was in water, remove their wet clothes.

2. When removing wet clothing from someone with hypothermia, it is very important to be \_\_\_\_.

- a. gentle
- b. quick
- c. calm

3. Warm blankets will help to gradually raise someone's body temperature. What does *gradually* mean?

- a. successfully
- b. slowly (bit by bit)
- c. quickly

4. Select true or false for the following statements:

- |   |   |   |
|---|---|---|
| You don't need to call 911 when someone has mild hypothermia.                   | T | F |
| You should give someone warm coffee if they have hypothermia.                   | T | F |
| You should never move someone who has hypothermia.                              | T | F |
| You need to get medical assistance immediately if someone has frostbite.        | T | F |
| Someone with a body temperature of 35.2 degrees Celsius has severe hypothermia. | T | F |

5. You suspect someone has hypothermia. They are confused, their breathing is shallow, their lips are purple, and their fingers are very red. What should you do?

\_\_\_\_\_

6. Based on this presentation, would you feel comfortable treating someone with hypothermia? Why?

\_\_\_\_\_

# Speaking: Skill-Building and Skill-Using Activities

Organizing a Presentation.....	27
Giving an Introduction .....	30
Using Transitions and Signposts .....	33
Giving a Presentation.....	34

**Teaching Notes:** This activity requires learners to listen to a portion of a presentation on dementia and identify how the speaker conveys the order of the presentation. It focuses on how a presentation is structured and signposts used to convey the structure. It provides a segue to the subsequent Speaking skill-building and skill-using activities.

## Set-up:

1. Begin by having learners think about the structure of a presentation. Create a blank, 3-column chart on the board with the headings: *Introduction*, *Body*, *Conclusion*. In a class discussion, talk about the kinds of information they would expect in each section. Here are possible answers:

Introduction	Body	Conclusion
<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Introducing the topic</li> <li>- Outlining the structure (how many sub-topics will be included and the order in which they will be mentioned)</li> </ul>	<ul style="list-style-type: none"> <li>- Sub-topic 1 + details (e.g., examples)</li> <li>- Sub-topic 2 + details</li> <li>- Sub-topic 3 + details</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizing or recapping</li> <li>- Ending</li> </ul>

2. Introduce the notion of using *signposts*. *Signposts*, also termed *transitions*, are specific words and phrases used to indicate the structure of a text or presentation. Inform learners that they will hear part of a presentation about dementia and will listen for signposts the speaker uses to guide the listener through the presentation and to contrast information.
3. Distribute the handout on the page that follows. Have learners listen to the audio and select the words and expressions the presenter uses. Have them compare their answers with a partner.
4. Play the audio again so that learners can check their answers. Take up answers as a class.

## Additional Practice Suggestions:

1. Have learners practise pronunciation (intonation, pausing) and body language while reading from the transcript.
2. Have learners select sentences from the transcript that contain a signpost and repeat or rewrite them using a synonymous signpost. (e.g., "I'll begin the presentation by explaining ..." could be rewritten as "To start, I'll explain...").

## Answer Key:

1. a    2. c    3. a    4. b    5. C
6. Part 1: What dementia is (signs and symptoms)  
 Part 2: Causes and treatment  
 Part 3: Resources



### Transcript:

#### *for the dementia presentation*

Good morning. My name is Lara Sokolov, and today I would like to talk about dementia, a health problem that affects thousands of Canadians. I'll begin the presentation by explaining what dementia is, including some signs and symptoms. Then I'll talk about the causes and treatment of dementia. And at the end of my presentation I'll tell you about some resources to help people living with dementia and their families.

So, let me begin by telling you what dementia is **not** – dementia is **not** a normal part of the aging process. Some examples of normal, age-related memory loss could include forgetting the name of someone you just met or forgetting where you put your keys or your cell phone.

Dementia, on the other hand, is caused by physical changes in the brain. These physical changes cause memory loss that is more noticeable and more frequent and could include things like forgetting the details of a recent conversation, or the name of a close family member. Now that you know more about some of the signs of dementia, let's move on to the causes of this health problem...



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Listen to part of a presentation about dementia. As you listen, choose the words and phrases (signposts) you hear.

1. The speaker **introduces the topic** by saying:
  - a. ... and today I would like to talk about dementia.
  - b. My presentation today is about dementia.
  - c. ...and today I will present information to you about dementia.
2. The speaker **gives examples** by saying:
  - a. There are many examples of normal, age-related memory loss, including...
  - b. Here are some examples of normal, age-related memory loss.
  - c. Some examples of normal, age-related memory loss could include...
3. The speaker outlines the **order of the presentation** by saying:
  - a. I'll begin the presentation by...
  - b. I'll start by talking about...
  - c. And finally, I will start the presentation.
4. The speaker **moves from one part of the talk to another** by saying:
  - a. That concludes the first part of my presentation. Next, let's continue with...
  - b. Now that you know more about ... let's move on to...
  - c. Now that I've explained ... let's continue with...
5. The speaker **shows contrast** by saying:
  - a. Dementia, however, is caused by ...
  - b. In contrast, dementia is caused by...
  - c. Dementia, on the other hand, is caused by...
6. There are three parts to this presentation. What will the speaker talk about in each part?

Part 1: \_\_\_\_\_

Part 2: \_\_\_\_\_

Part 3: \_\_\_\_\_



**Teaching Notes:** This is a continuation of the previous activity. In this activity, learners develop the introduction to a presentation. They practise introducing a topic and outlining the structure of a presentation. Consider having a pre-activity lesson on body language (including eye contact), voice volume, pausing, etc.

## Set Up:

1. Create another blank 3-column chart on the board with the headings: *Introduction*, *Structure* and *Getting Started*. Working with a partner or in small groups, have learners brainstorm phrases or signposts to introduce a topic, outline the structure of a presentation and get started.
2. Complete the chart with appropriate expressions through a class discussion. For example:

Introduction	Structure	Getting Started
<p><i>Greeting the audience</i></p> <p><i>Introducing the Topic:</i></p> <ul style="list-style-type: none"> <li>- Today I'd like to talk about...</li> <li>- My presentation is about ...</li> <li>- The topic of my presentation is ...</li> </ul>	<p><i>Outlining the structure:</i></p> <ul style="list-style-type: none"> <li>- First, I'll talk about ... Then ...</li> <li>- I'm going to talk about three things. First ... Secondly ... and finally ...</li> <li>- I'm going to talk about three things. In the first part ... In the second part ...</li> </ul>	<ul style="list-style-type: none"> <li>- So, let's begin...</li> <li>- Let's get started ...</li> </ul>

3. Distribute the handouts for this activity so half the learners have Topic 1 and half the learners have Topic 2. (Learners could also choose an alternative topic if they feel they have enough background information to do an introduction).
4. Using the information on their handout, learners prepare the introduction to a presentation. Their introduction should include: a greeting, introducing their topic, outlining the structure and getting started. Remind them that they are only giving an introduction in this activity (introducing the topic and outlining the order of subtopics) and will not use all of the information in the handout until the next activity. Encourage learners to use some of the expressions in the chart above.
5. Working in pairs where each partner has a different topic, learners practise their introductions.
6. Circulate and provide in-the-moment feedback on the expressions used, pronunciation and body language as needed.

## Additional Practice Suggestion:

Learners try to give their introduction, without notes, in front of the class.



### **Topic 1: Seasonal Affective Disorder**

Seasonal Affective Disorder (SAD) is a type of depression that appears to be triggered by changes in the seasons and the amount of sunlight a person is exposed to. It is most common during the fall and winter months when the days are shorter and there is less light.

#### **Signs & Symptoms**

The primary symptom of Seasonal Affective Disorder is a sad mood that lasts all day for more than two weeks. Other symptoms include:

- changes in appetite and weight
- tiredness and lack of energy
- sleep problems
- crying easily or feeling like crying but not being able to

#### **Risk Factors for Developing SAD:**

- Women are more likely than men to be diagnosed with SAD.
- SAD is more common in people who live either far north or far south of the equator.
- Young people are more likely to develop SAD. The risk decreases with age.

#### **Treatment**

Many people who have SAD are helped by exposure to bright artificial light (light therapy). Other treatments for depression include medication, increasing exercise, and spending more time outdoors.



## **Topic 2: Attention Deficit Hyperactivity Disorder (ADHD)**

Attention-deficit hyperactivity disorder is a condition that mostly affects children and teens but can sometimes continue into adulthood. It can impact a person's ability to pay attention and concentrate. It can also affect how impulsive and active the person is.

### **Signs & Symptoms**

There are three main categories of ADHD symptoms:

1. *Inability to pay attention* resulting in mistakes in schoolwork, difficulty being organized, and being easily distracted.
2. *Hyperactive behaviour*: where a child is unable to sit still or play quietly and needs to run or climb things.
3. *Impulsive behaviours* like not being able to wait their turn and interrupting others while they are talking.

### **Risk Factors for Developing ADHD**

It is believed that ADHD may be caused by genetics. Children who are born into families with a history of ADHD are more likely to have ADHD.

### **Treatment**

Cognitive-behavioural therapy is one way to treat ADHD. This therapy can help people learn self-control and improve social skills.

**Teaching Notes:** This activity is a continuation of the Giving an Introduction activity and uses the same handouts. In this activity, learners use the information in the previous handouts on SAD and ADHD to further develop their presentations beyond the introduction. They also practise adding signposts to the body of their presentations.

## Set Up:

1. Review the list of signposts from the previous activity. In a class discussion, brainstorm additional signposts that can be used to change from one topic to another, give examples, and conclude a presentation. See the chart below for examples.

Changing Topics	Giving Examples	Concluding
<ul style="list-style-type: none"> <li>- So now I would like to talk about...</li> <li>- Now I'm going to move on to...</li> <li>- Next, I'd like to look at ...</li> </ul>	<ul style="list-style-type: none"> <li>- For example</li> <li>- For instance</li> <li>- An example of this is ...</li> </ul>	<ul style="list-style-type: none"> <li>- And that concludes my presentation</li> </ul>

2. Using the details in the Giving an Introduction handouts, have learners prepare the body of their presentation. Ensure that they signal with an appropriate signpost word or phrase when moving from one sub-topic to another and when reaching the end of their presentation.
3. Consider having learners work with a different partner than the previous activity to practise delivering the body of the presentation.
4. Circulate and provide in-the-moment feedback on the expressions used, pronunciation and body language, as needed. Learners can also give each other feedback and provide suggestions for improvement.

## Additional Practice Suggestions:

1. Have learners create PowerPoint slides for use with their presentation.
2. Have learners create and practise presentations on other health issues of interest.

**Competency:** Sharing Information

**Indicators of Ability:** uses an introduction, conclusion and development, uses transitions and signposts appropriately, speaks clearly with good pronunciation

**Teaching Notes:** This activity is the culmination of the previous skill-building activities. It includes a feedback form that can be used for self, peer or instructor feedback and assessment. The task requires learners to present their entire presentation to a partner or to the class. Learners can place the completed feedback form in their portfolios.

### Set Up:


1. Review how to give an introduction, state the organization of a presentation, transition from one topic to another, give examples and conclude a presentation as needed.
2. Inform learners that they will be giving their entire presentation, based on the information in the handouts from the “Giving an Introduction” activity.
3. Go over the peer feedback tool on the next page to ensure learners are clear about expectations.
4. Have learners present to a partner or to a small group. Alternatively, they could present to the class as a whole.

### Assessment:


Assessment can be done in various ways. Choose the approach below that best suits the needs of learners:

1. Peer feedback: Ensure that time is given for peers to share and review feedback.
2. Self-assessment: Learners can record themselves and complete the self-assessment part of the feedback form.
3. Instructor feedback: Circulate and make observations during the presentations. Use a simple class checklist to record your observations. Identify issues that need additional targeted practice. You may want to review the peer feedback.
4. In a class discussion, have learners identify specific issues they feel they need to practice more. b

## Giving a Presentation, *continued*

FEEDBACK FORM: Giving a Presentation			
Name of speaker: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The speaker	Yes	No	Comments
Introduced the topic	<input type="checkbox"/>	<input type="checkbox"/>	
Presented the structure of the presentation	<input type="checkbox"/>	<input type="checkbox"/>	
Used signposts and transitions to change topics	<input type="checkbox"/>	<input type="checkbox"/>	
Ended the presentation appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Giving a Presentation			
Name of speaker: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The speaker	Yes	No	Comments
Introduced the topic	<input type="checkbox"/>	<input type="checkbox"/>	
Presented the structure of the presentation	<input type="checkbox"/>	<input type="checkbox"/>	
Used signposts and transitions to change topics	<input type="checkbox"/>	<input type="checkbox"/>	
Ended the presentation appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	

## Reading: Skill-Building and Skill-Using Activities

Looking at the Layout of a Health Brochure.....	37
Reading About a Health Problem.....	41
Researching an Illness.....	45

**Teaching Notes:** In this activity, learners examine a brochure about diabetes and identify its layout and formatting features. After completing this activity, this same brochure will be used for the skill-using activity in this section.

### Set Up:

1. Begin by informing learners that they will look at how the layout, organization of information, and formatting features contribute to meaning in a brochure.
2. Distribute the two-page handout of the diabetes brochure<sup>1</sup> that follows. Have learners work with a partner to predict the kind of information they expect to find in each of the blank text boxes.
3. With learners remaining with their partner, distribute the information cards (on the page following the brochure). Give 1 set per pair of learners (i.e., the full page). Have learners discuss where each information card best fits on the brochure. Take up the answers in a class discussion and encourage learners to give reasons for their decisions.
4. Engage learners in a class discussion about how the information is organized (around questions) and how formatting features (e.g., indenting, bullets, bold, italics, different coloured font) are used, and why they help us to understand the information on the brochure.
5. Continue with the next activity, which is a skill-using activity that uses the same brochure.

### Additional Practice Suggestions:

1. Use the brochure to provide practice with summarizing. Have learners summarize each section in one sentence (orally or in writing).
2. After reading the brochure, have learners complete a retrieval chart with the topics *Risk Factors*, *Symptoms*, and *Treatment* based on the information they remember (i.e., without referring to the brochure).
3. Have learners use information from the text to practise presentation skills (see Speaking SB, SU activities and assessment task).

### Answer key:

1. E      2. C      3. G      4. A      5. D      6. B      7. F

---

<sup>1</sup> **Text Source:** Diabetes Canada (2018). Retrieved August 15, 2019 from: <https://www.diabetes.ca/DiabetesCanadaWebsite/media/Managing-My-Diabetes/Tools%20and%20Resources/diabetes-fact-sheet.pdf?ext=.pdf>





# DIABETES CANADA

## Diabetes

*Eleven million Canadians have diabetes or prediabetes.*

### What is diabetes?

Diabetes occurs when the pancreas is unable to produce insulin or cannot use the insulin it does make. Insulin is a hormone that controls the amount of sugar in the blood.

There are three main types of diabetes:

**Type 1 diabetes** is usually diagnosed in children and youth. Approximately 10 per cent of people with diabetes have type 1 diabetes. Type 1 diabetes is always treated with insulin.

1

A third type of diabetes is **gestational diabetes**, which occurs during pregnancy. This is a temporary condition that affects 2 to 4 per cent of all pregnancies.

### Is diabetes serious?

If left untreated or improperly managed, diabetes can result in a variety of complications including:

2

The first step in preventing or delaying these complications is to recognize the risk factors, and signs and symptoms of diabetes.

### What are some of the risk factors for diabetes?

If you are aged 40 or older, or have other high risk factors, you are at risk for type 2 diabetes. You should be tested every three years or more often if you have any of the following high risk factors:

3



## What are the signs and symptoms of diabetes?

Signs and symptoms of diabetes include:

4

It is important to note that many people with type 2 diabetes show no symptoms.

## Can you prevent diabetes?

6

## How is diabetes treated?

People with diabetes can expect to live active and independent lives if they make a lifelong commitment to careful diabetes management which includes the following:

### Physical Activity

Regular exercise helps your body lower blood sugar levels, promotes weight loss, and reduces stress.

### Nutrition

What, when, and how much you eat is important to help manage blood sugar levels.

### Weight management

Maintaining a healthy weight is especially important in the management of type 2 diabetes.

### Medications

5

### Lifestyle management

Learning to reduce stress levels in day-to-day life can help people with diabetes better manage their condition.

### Blood pressure

It is important to maintain a blood pressure level below 130/80 to avoid diabetes-related complications.

**DIABETES  
CANADA**

7

This resource was modified by the Centre for Canadian Language Benchmarks, with permission from *Diabetes Canada*. 2019



<p><b>A</b></p> <ul style="list-style-type: none"> <li>• unusual thirst</li> <li>• frequent urination</li> <li>• weight change</li> <li>• lack of energy</li> <li>• blurred vision</li> <li>• cuts and bruises that are slow to heal</li> </ul>	<p><b>B</b></p> <p>Research shows that lifestyle changes can help prevent or delay the onset of type 2 diabetes. A healthy diet, weight control and physical activity are important prevention steps.</p>
<p><b>C</b></p> <ul style="list-style-type: none"> <li>• heart disease</li> <li>• kidney disease</li> <li>• eye disease</li> <li>• nerve damage</li> </ul>	<p><b>D</b></p> <p>Type 1 diabetes is always treated through insulin. Type 2 diabetes is managed through physical activity, meal planning, and may require medication and/or insulin.</p>
<p><b>E</b></p> <p>The other 90% of people <b>have type 2 diabetes</b>. Type 2 diabetes usually develops in adulthood although increasing numbers in high-risk populations are being diagnosed.</p>	<p><b>F</b></p> <p>diabetes.ca 1-800 BANTING (226-8464) info@diabetes.ca</p>
<p><b>G</b></p> <ul style="list-style-type: none"> <li>• You have a parent, brother, or sister with diabetes.</li> <li>• You are overweight.</li> <li>• You are a member of a high-risk group (African, Arab, Asian, Hispanic, Indigenous or south Asian descent).</li> <li>• You have given birth to a baby that weighed more than 4kg (9 lbs).</li> <li>• You have high blood pressure or high cholesterol.</li> </ul>	

**Competency Area:** Comprehending Information

**Indicators of Ability:** Understands the main idea; finds factual details; making inferences

**Teaching Notes:** This activity uses the same brochure on diabetes as the previous activity and includes comprehension questions.

### Set Up:

1. Distribute the two-page diabetes brochure<sup>2</sup> from the previous activity (on the next two pages) and the comprehension questions that follow.
2. If needed, review the reading comprehension strategies practised in class (e.g., skimming the layout and headings of the text, predicting information based on the headings and the context, summarizing parts of the text) before learners do the activity.
3. Remind learners to read the entire brochure before beginning to answer the questions.

### Assessment:

Decide how answers will be taken up (e.g., discussed in a small group or as a class). Consider having learners mark their own work and look for patterns in error types when the answers are taken up. Based on the needs of learners, decide how to give feedback (e.g., individually, small group, or to the whole class), and what reading comprehension strategies learners can focus on in the future to get the right answers.

### Answer Key:

- 1.b 2.b 3. False 4. True 5. False 6. False 7. True 8. True
9. Have regular check ups; lower blood pressure through diet and exercise; reduce stress
10. No. His symptoms are more likely caused by the fact of being a new dad.
11. Take insulin, maintain a healthy diet and weight, exercise, reduce stress, maintain healthy blood pressure levels

---

<sup>2</sup> **Source:** Diabetes Canada (2018). Retrieved August 15, 2019 from:  
<https://www.diabetes.ca/DiabetesCanadaWebsite/media/Managing-My-Diabetes/Tools%20and%20Resources/diabetes-fact-sheet.pdf?ext=.pdf>



## Diabetes

*Eleven million Canadians have diabetes or prediabetes.*

### What is diabetes?

Diabetes occurs when the pancreas is unable to produce insulin. Insulin is a hormone that controls the amount of sugar in the blood.

There are three main types of diabetes:

**Type 1 diabetes** is usually diagnosed in children and youth. Approximately 10 per cent of people with diabetes have type 1 diabetes. Type 1 diabetes is always treated with insulin.

The other 90% of people **have type 2 diabetes**. Type 2 diabetes usually develops in adulthood although increasing numbers of in high-risk populations are being diagnosed.

A third type of diabetes is **gestational diabetes**, which occurs during pregnancy. This is a temporary condition that effects 2 to 4 per cent of all pregnancies.

### Is diabetes serious?

If left untreated or improperly managed, diabetes can result in a variety of complications including:

- heart disease
- kidney disease
- eye disease
- nerve damage

The first step in preventing or delaying these complications is to recognize the risk factors, and signs and symptoms of diabetes.

### What are some of the risk factors for diabetes?

- You have a parent, brother, or sister with diabetes.
- You are overweight.
- You are a member of a high-risk group (African, Arab, Asian, Hispanic, Indigenous or south Asian descent).
- You have given birth to a baby that weighed more than 4kg (9 lb).
- You have high blood pressure or high cholesterol.



## What are the signs and symptoms of diabetes?

Signs and symptoms of diabetes include:

- unusual thirst
- frequent urination
- weight change
- lack of energy
- blurred vision
- cuts and bruises that are slow to heal

It is important to note that many people with type 2 diabetes show no symptoms.

## Can you prevent diabetes?

Research shows that lifestyle changes can help prevent or delay the onset of type 2 diabetes. A healthy diet, weight control and physical activity are important prevention steps.

## How is diabetes treated?

People with diabetes can expect to live active and independent lives if they make a lifelong commitment to careful diabetes management which includes the following:

### Physical Activity

Regular exercise helps your body lower blood sugar levels, promotes weight loss, and reduces stress.

### Nutrition

What, when, and how much you eat is important to help manage blood sugar levels.

### Weight management

Maintaining a healthy weight is especially important in the management of type 2 diabetes.

### Medications

Type 1 diabetes is always treated through insulin. Type 2 diabetes is managed through physical activity, meal planning, and may require medication and/or insulin.

### Lifestyle management

Learning to reduce stress levels in day-to-day life can help people with diabetes better manage their condition.

### Blood pressure

It is important to maintain a blood pressure level below 130/80 to avoid diabetes-related complications.



diabetes.ca

1-800 BANTING (226-8464)

info@diabetes.ca



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Read the text and answer the questions below.

**Circle the correct answer.**

1. The main idea or purpose of the text is:
  - a. to encourage healthy lifestyle choices
  - b. to educate Canadians about diabetes
  - c. to recommend treatment options for diabetes
2. Which type of diabetes is the most common in Canada?
  - a. Type 1 diabetes
  - b. Type 2 diabetes
  - c. gestational diabetes

**Circle T (for true) or F (for false) for the following statements.**

- |  |   |   |
|--|---|---|
| 3. Type 1 diabetes can be prevented with lifestyle changes.  | T | F |
| 4. People with diabetes should exercise and reduce stress in their lives.  | T | F |
| 5. If a woman develops gestational diabetes during pregnancy, she will continue to have diabetes after giving birth. | T | F |
| 6. People with all types of diabetes need to take insulin.   | T | F |
| 7. A healthy diet helps diabetics control their blood sugar levels.  | T | F |
| 8. It is possible for someone to have diabetes and not know they have it.  | T | F |

**Write answers for the following scenarios.**

9. Maria is 53-year-old Mexican woman who has been living in Canada for the last 10 years. Her blood pressure is a little high at times, but she is otherwise healthy. What precautions should she take?

---

10. Fabio is a 38-year-old Italian man who is a new dad. Lately he has been having trouble sleeping and has no energy during the day. He also has no appetite and has lost some weight. Should he be tested for diabetes? Why? Why not?

---

11. Primla was diagnosed with type 1 diabetes as a teenager. She is now 42 years old. Name three things she should be doing to manage her illness.

---

**Competency Area:** Comprehending Information

**Indicators of Ability:** Accesses relevant information using effective search strategies; Identifies key details; Summarizes information

**Teaching Notes:** This activity involves learners in researching an illness online and taking notes on the information. It is designed to help them organize their research prior to developing and giving a presentation, which they do in the speaking activities in this module. It may be useful to do a mini-lesson on how to find credible sources of information when searching online.

Encourage learners to choose an illness to research that is relevant, fairly common, and specific (e.g., choosing a specific type of cancer instead of cancer in general). Inform learners that they cannot choose sun stroke or stroke as these topics are used in assessment tasks.

## Set Up:

1. Inform learners about the purpose of this activity. Engage them in a class discussion about how to find reputable sources of information online. For example, by using information from hospitals, specific health associations, or government websites, rather than blogs or commercial sites where the purpose is to express an opinion or promote a product.
2. Before the learners begin their research, confirm that the illness they have chosen is appropriate for the task. Alternatively, you can create a list of specific illnesses that learners can choose from.
3. Have learners complete the handout that follows with their findings.

## Assessment:

Assess learners based on their ability to identify and use credible sources. Check to ensure that the information they include in their chart is appropriate for the heading.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Research online about a particular illness and complete the sections below. This will help prepare you for a speaking activity on giving a presentation.

Name of illness: \_\_\_\_\_

Resources used: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Causes</b>	
<b>Symptoms</b>	
<b>Possible treatments</b>	
<b>Possible preventions</b>	
<b>Other important information</b>	

## Writing: Skill-Building and Skill-Using Activities

Giving Quick Advice on a Health Issue .....	48
Ensuring Coherence in Writing.....	50
Providing an Update on a Health Issue .....	52



**Teaching Notes:** In this activity, learners practise giving each other advice about a health issue.

### Set Up:

1. Engage learners in a discussion about how they resolve minor health issues like a cold, the flu, nausea, etc. (e.g., over-the-counter medication, home remedies).
2. Have learners brainstorm a list of expressions that can be used to give advice (e.g., *you should*, *you ought to*, *you need to*, *you'd better*, *it's best to*, *you have to*, *you could try*) and write them on the board. Review conditionals, such as: *It's best to see a doctor in case it's something serious; I would \_\_\_\_\_, if I were you.*
3. Distribute the handout on the next page, and have learners complete it individually or in pairs. Encourage them to use a range of expressions to give advice. After they have completed the activity, have learners discuss their advice with a partner or take up their answers in a class discussion.

### Additional Practice Suggestion:

Have learners write their own set of questions about a health issue and exchange with a partner to get advice. To make it more authentic, have them text or email each other if appropriate.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Write a response to each message from a friend asking you for advice.

1. A: I have a really bad headache and Advil isn't helping. Any advice?

B:

2. A: My daughter got stung by a bee and it is really red and itchy. What should I do?

B:

3. B: How is your ankle? I heard that you hurt it?

A: I thought it was fine yesterday, but now it is really red and swollen. I'm not sure what to do.

B:

4. A: My teacher told me that she thinks my son may have ADHD. I don't really understand what that means. Any advice?

B:

5. A: Ever since winter started, I have been feeling really tired. The same thing happened last winter. I don't really understand why, and I'm not sure what I can do.

B:

6. A: I have a really bad pain in my chest. I thought it was heartburn, but it feels worse. I'm home alone. Do you think I should call an ambulance?

B:

**Teaching Notes:** This activity focuses on using accurate pronoun references in writing to help ensure coherence. There are also a number of other ways to ensure that writing is coherent and comprehensible for the reader including:

- Using parallel structures
- Using appropriate transitional words and phrases
- Using accurate pronoun references
- Repetition of key terms to help prevent confusion
- Combining sentences

It is recommended that learners have other opportunities to learn and practise these cohesive devices as well.

### Set Up:

1. Begin with a discussion about growing pains. Discuss what they are and how they can be treated.
2. Review vocabulary in the text that may be unfamiliar (e.g., *heating pad, massage, ibuprofen, acetaminophen, swelling, rash*).
3. Introduce the activity by engaging learners in a discussion about different ways to make their writing clear and coherent. Inform them that this activity will focus on using accurate pronoun references.
4. Distribute the handout on the next page, and have learners work in pairs or small groups to read the text and fill in the blanks with the correct pronoun. Explain the importance of making sure the pronouns they select reference the correct noun (antecedent) to avoid confusion for the reader.
5. Once learners are finished, have them compare their answers with their partner. More than one answer may be correct, so ensure that the learners discuss the answers they give and why they chose them. Review the answers as a class.

### Additional Practice Suggestion:

Have learners create their own paragraphs and leave out the pronouns and transitions.

#### Answer Key: (more than one answer may be correct)

Hi Petra. I have a question for you. My son has been having pains in his legs at night lately. They seem to go away in the morning but he has trouble sleeping because of them. Someone said that they were growing pains, but I am not sure. I remember that something similar happened to your daughter last year and you talked to a doctor. What advice did you get?

Hi Sahid,

It sounds like growing pains to me. My daughter had them last year. She would wake up with bad pains in her legs, but they would go away after a while. I took her to the doctor, and he told me to massage the area, stretch, and use a heating pad. However, if it was really bad, he recommended using ibuprofen or acetaminophen. He also told me that if there were any other symptoms such as swelling, a rash, or a fever that I should probably take her to the hospital because it might be something else. Hopefully it is just growing pains. Good luck and let me know how you make out.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Situation:** A friend has sent you a message asking for advice. Fill in the missing pronouns.

Hi Petra,

\_\_\_\_ have a question for \_\_\_\_\_. \_\_\_\_\_ son has been having pains in \_\_\_\_\_ legs at night lately. \_\_\_\_\_ seem to go away in the morning but \_\_\_\_\_ has trouble sleeping because of \_\_\_\_\_. Someone said that \_\_\_\_\_ were growing pains, but \_\_\_\_\_ am not sure. \_\_\_\_\_ remember that something similar happened to \_\_\_\_\_ daughter last year and \_\_\_\_\_ talked to a doctor. What advice did \_\_\_\_\_ get?

Hi Sahid,

\_\_\_\_\_ sounds like growing pains to \_\_\_\_\_. \_\_\_\_\_ daughter had \_\_\_\_\_ last year. \_\_\_\_\_ would wake up with bad pains in \_\_\_\_\_ legs, but \_\_\_\_\_ would go away after a while. \_\_\_\_\_ took \_\_\_\_\_ to the doctor, and he told \_\_\_\_\_ to massage the area, stretch, and use a heating pad. However, if it was really bad, \_\_\_\_\_ recommended using ibuprofen or acetaminophen. \_\_\_\_\_ also told \_\_\_\_\_ that if there were any other symptoms such as swelling, a rash, or a fever that \_\_\_\_\_ should probably take \_\_\_\_\_ to the hospital because \_\_\_\_\_ might be something else. Hopefully \_\_\_\_\_ is just growing pains. Good luck and let \_\_\_\_\_ know how \_\_\_\_\_ make out.

**Competency Area:** Interacting with Others

**Indicators of Ability:** Gives clear descriptions of symptoms and treatment, has good control of simple structures including pronoun references

**Teaching Notes:** If desired, learners can do this task on a digital device (e.g., phone, tablet, computer) by sending email or text messages to each other.

### Set Up:

1. Review the task instructions and peer feedback tools on the handouts that follow so that learners are clear about expectations.
2. Consider having learners email their messages to each other rather than writing on paper.

### Assessment:

Choose the approach that best suits the needs of learners. For example:

1. When learners have completed the writing activity, have them exchange their work with a partner for peer feedback using the feedback form.
2. Have learners assess themselves using the same form.
3. Review their writing sample and the peer feedback they received and provide additional feedback as needed.
4. In a class discussion, have learners identify specific language elements they feel they need more practice with. Repeat this task with a different topic for additional practice.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Choose scenario 1 or scenario 2 below. Write a message to a friend updating them about your injury. You can use the information in the card and add your own details.

Remember to:

- Tell your friend why you are writing
- Clearly explain how you got the injury, the treatment you received and how you are feeling now
- Use accurate pronoun references

### Scenario 1

**Problem:** Injured knee 2 weeks ago

**Background:** *Give a description of how it happened*

**Treatment received:** *Give information about what you did after it happened*

**Current condition:** *Give an update about how your knee is now*

### Scenario 2

**Problem:** broken arm a week ago

**Background:** *Give a description of how it happened*

**Treatment received:** *Give information about what you did after it happened*

**Current condition:** *Give an update about how your arm is now*



## Providing an Update About a Health Issue, *continued*

FEEDBACK FORM: Writing about a health issue			SU
Name of writer: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Gave a clear description of how the injury happened	<input type="checkbox"/>	<input type="checkbox"/>	
Gave a clear explanation of what they did after it happened	<input type="checkbox"/>	<input type="checkbox"/>	
Gave a clear description of how their (knee or arm) is now	<input type="checkbox"/>	<input type="checkbox"/>	
Used good grammar, including appropriate pronoun references	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing about a health issue			SU
Name of writer: _____		Date: _____	
Select all that apply: <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Gave a clear description of how the injury happened	<input type="checkbox"/>	<input type="checkbox"/>	
Gave a clear explanation of what they did after it happened	<input type="checkbox"/>	<input type="checkbox"/>	
Gave a clear description of how their (knee or arm) is now	<input type="checkbox"/>	<input type="checkbox"/>	
Used good grammar, including appropriate pronoun references	<input type="checkbox"/>	<input type="checkbox"/>	

# Assessment Tasks: Listening, Speaking, Reading and Writing

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Reading Assessment Task .....	61
Writing Assessment Task .....	65

Each assessment task is the culmination of the SB (skill-building) activities and SU (skill-using) tasks in the module. They are to be completed by learners independently.

### Set Up:

Review the task instructions and criteria for success when introducing any of the assessment tasks to learners. Ensure that throughout the module, learners have had sufficient instruction and practice with the task as well as the language elements in the criteria.

- *Listening Assessment:*

The listening assessment task requires learners to watch a video. Ideally, learners watch the video as a class on a large screen. If this is not feasible, and you have internet access, have learners use a provided device or their phones to access it. If there is no internet connectivity, consider pre-recording and playing the audio for the class, or reading from the transcript.

To prepare learners for listening, encourage active listening by having them look at the title and spending a moment thinking about what type of text they will be listening to and predicting what the content may include. During the first viewing of the video, have learners listen holistically and perhaps jot down some thoughts or key words. During the second viewing, have them answer the questions. Show the video a third time if needed so that learners can check their answers.

Note that the comprehension questions for CLB 5 only relate to the content noted in the transcript; however, having CLB 5 learners watch the entire video is recommended.

- *Speaking Assessment:*

The speaking assessment task requires learners to give a presentation about a researched topic. Be sure to provide class time for them to research a topic, prepare an outline, prepare speaking notes and possibly a PowerPoint presentation prior to the assessment.

### Feedback:

- *Productive Tasks:*

Provide feedback that is clear and direct, and that focuses on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate, observe learner work, and provide individual support as needed. If a common issue arises, consider giving a mini lesson to provide clarification on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (not yet / meets expectations) beside each criterion or write “not sure” if appropriate.

- *Receptive Tasks:*

In addition to the formal assessment provided on the assessment task, provide feedback on any error patterns you notice. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to allow learners to review their answers individually or in small groups. If they are reviewing answers in groups, learners could discuss the strategies they used to find the answer. This activates learners as instructional resources for each other.

## Preparation for Assessment Tasks, *continued*

### Answer Key: Listening Assessment Task

1. c
2. a
3. a
4. b
5. shade, drink water, cool shower
6. c
7. a
8. b.
9. d.
10. a.
11. b.
12. c.

### Answer Key: Reading Assessment Task

1. b
2. c
3. How do you recognize a TIA?
4. a
5. c
6. *(answers will vary)*
7. Medication you're taking and your lifestyle habits
8. *(answers will vary)*
9. *(answers will vary)*

### Transcript: Listening Assessment

#### How Extreme Heat Affects Your Body (2:01)

Retrieved July 2019 from: <https://www.cbc.ca/player/play/1573829187740>

**News Reporter:** This sticky, sweltering heat can be overwhelming and dangerous.

**Person 1:** I've definitely been tired, I've felt um, really drained, felt uh, not even sweating anymore because I'm overheated um, felt dizzy.

**News Reporter:** Our body starts shutting down when our core temperature rises above 37 degrees Celsius. During the day, the key is to chill out. But even if you're healthy and fit, nighttime heat can affect whether your body's core temperature actually drops.

**Nick Czernkovich:** On muggy nights, the issue is not just the temperature, but it's the humidity, and that affects our body's ability to evaporate our sweat off of our body and so we retain that heat as we're lying there overnight. In fact, that's the reason why a lot of heat related deaths take place through the overnight.

**News Reporter:** When heat and humidity spike at night, it's important to spot the signs of heat stress.

**Dr. Tasleem Nimjee:** It's the symptom progression that we're really looking at, along with the body temperature.

**News Reporter:** Heat emergencies can have three stages, starting with heat cramps: headache, dizziness and nausea; heat exhaustion piles on heavy sweating, muscle cramps and fainting. These symptoms can all be treated with shade, water and a cool shower, but left unchecked, the body's temperature can hit 40 degrees. That's heat stroke: no more sweating, behavioral changes or confusion sets in, along with spasms or seizures. This is an emergency. **(Comprehension Questions for CLB 5 end here)**

**Dr. Tasleem Nimjee:** Our lungs can have fluid on them, what we call pulmonary edema. The ability for our blood to clot normally is affected, so really there's multiple organs that are affected when temperature rises so high.

**News Reporter:** Young children and the elderly need extra care; their bodies have a harder time sweating and regulating their core temperature. Recognizing heat sickness and acting quickly can be life saving. Christine Birak, CBC News, Toronto.

**News Reporter #2:** There have already been deaths linked to heat over the past week, two in Manitoba. A reminder that those heat warnings are really about saving lives.

## CLB 5, 6: Dealing with Common Health Issues

CLB 5 ☐

**Competency Areas:** Comprehending Information

CLB 6 ☐

**Criteria:** Identify main idea (#1); Identify key details (# 6, 8-12); identify and interpret information (# 3, 4, 5); make inferences (#2, 7).

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** You will watch a video clip about a common health problem. Listen carefully and answer the questions. The video will be shown two times. You do not need to use complete sentences in your answer. Spelling and grammar will not be marked.

### Part 1: for CLB 5 and 6

1. What is the main purpose of the news clip?
  - a. To warn people about the dangers of exercising on hot days.
  - b. To encourage people to visit cooler places in the summer.
  - c. To tell people about the signs and symptoms of heat-related illness.
  
2. The news reporter talks about *sweltering heat*. What does *sweltering* mean?
  - a. uncomfortably warm
  - b. bright and sunny
  - c. overcast and rainy
  
3. The first person interviewed talked about her heat-related symptoms. What is one symptom that shows she is starting to have heat stroke?
  - a. not sweating anymore
  - b. dizziness
  - c. tiredness
  
4. You and a friend are enjoying the hot weather at the park when your friend suddenly feels unwell. In which of the following situations should you call 911?
  - a. Your friend is sweating a lot and feels faint.
  - b. Your friend stops sweating and seems confused.
  - c. Your friend has a headache and an upset stomach.
  
5. What are three things from the video that you can do to avoid heat stroke? **(3 points)**
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_



### Part 2: for CLB 6

6. Why are high temperatures and humidity dangerous for our body?
- They make it difficult to breathe.
  - They make it difficult to stay healthy and fit.
  - They make it difficult for some internal organs to function properly.
7. The news reporter says, “When heat and humidity **spike** at night, it’s important to spot the signs of heat stress.” What does **spike** mean?
- increase quickly
  - increase slowly
  - disappear completely

**For questions 8-10, the video mentions 3 stages of heat emergencies. Circle ONE symptom for each stage. (3 points)**

8. Stage 1: Heat Cramps
- no sweating
  - dizziness
  - chest pain
  - fainting
9. Stage 2: Heat Exhaustion
- no sweating
  - dizziness
  - chest pain
  - fainting
10. Stage 3: Heat Stroke
- no sweating
  - dizziness
  - chest pain
  - fainting
11. Young children and the elderly have a higher risk of heat stroke because they have a harder time \_\_\_\_\_.
- breathing
  - sweating
  - acting quickly
12. Why do more heat-related deaths happen overnight?
- Our bodies don’t sweat at night.
  - Our bodies don’t feel heat and humidity at night.
  - Our bodies can’t cool down easily at night.

TASK SUCCESS		Your Score
CLB 5	5 out of 7 in Part 1.	/7
CLB 6	5 out of 7 in Part 1 and 5 out of 7 in Part 2.	/7 /7

# Giving a Presentation

AT

**Module Topic:** Dealing with Common Health Issues

**Competency Area:** Sharing Information

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Give a presentation about a health problem you have researched.

**CLB 5:** Presentation is up to 5 minutes

**CLB 6:** Presentation is up to 7 minutes long

SPEAKING: CLB 5 or CLB 6		Meets Expectations	Not yet
<b>*Format:</b>	<b>CLB 5/6:</b> Uses an introduction, development, and conclusion.	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Sufficient level of detail:</b>	<b>CLB 5:</b> Provides adequate details about the cause of the problem, symptoms/ warning signs, prevention or cure [up to 5 minutes]  <b>CLB 6:</b> Provides detailed description of the cause of the problem, symptoms/ warning signs, prevention or cure [up to 7 minutes]	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b>	<b>CLB 5/6:</b> uses a range of topic-specific vocabulary and may include an appropriate idiom or cultural reference	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sentence Structure:</b>	<b>CLB 5:</b> uses a variety of grammatical structures with initial control of some more complex structures  <b>CLB 6:</b> uses a variety of grammatical structures with developing control of more complex structures	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fluency:</b>	<b>CLB 5:</b> Speaks at a slow to normal rate with some pauses and hesitations  <b>CLB 6:</b> Speaks at a slow to normal rate with a few hesitations	<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> <b>CLB 5, 6:</b> Meets 4 out of 5 criteria. Must include starred (*) items.			
<b>Doing well:</b>		<b>Next time:</b>	

## CLB 5, 6: Dealing with Common Health Issues

CLB 5 ☐

**Competency Areas:** Comprehending Instructions; Comprehending Information

CLB 6 ☐

**Criteria:** Identify main idea (#1); identify key details (#2, 7); make inferences (#4); identify layout & organization to find information (#3); find and use information (#5, 6, 8, 9)

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Read about a common health problem and answer the questions. You do not need to use complete sentences in your answers. Spelling and grammar will not be marked.

**CLB 5:** Read the first page of the text. **CLB 6:** Read both pages of the text.

### Part 1: for CLB 5 and 6

1. What is the main purpose of the text?
  - a. to educate people about healthy habits
  - b. to educate people about TIA and stroke
  - c. to educate people about the Heart and Stroke Foundation
2. Which organ of the body is directly affected by a TIA or stroke?
  - a. the heart
  - b. the liver
  - c. the brain
3. In which section of the text can you find the symptoms of a TIA or stroke?  
\_\_\_\_\_
4. What does the term *risk factor* mean?
  - a. something that increases the chances of having an illness
  - b. something that decreases the chances of having an illness
  - c. something that prevents an illness
5. You are visiting an elderly neighbour when you notice that she suddenly has trouble speaking, and she can't raise her left arm to drink her tea. What should you do?
  - a. Call her doctor.
  - b. Call her family.
  - c. Call 9-1-1.
6. What can you personally do to prevent a stroke? Name at least two things (2 points)  
\_\_\_\_\_  
\_\_\_\_\_





## Part 2: for CLB 6

7. What are two things you should consider in a stroke prevention plan? **(2 points)**

---



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8. The text describes five everyday choices you can make to lower your risk of stroke: be more active, make healthy food choices, manage stress, quit smoking, and limit alcohol. Which change would be the most difficult for you? Why? **(2 points)**

---



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9. Give one example of how you manage stress in your day-to-day life.

---

TASK SUCCESS		Your Score
CLB 5:	5 out of 7 in Part 1.	/7
CLB 6:	5 out of 7 in Part 1 and 4 out of 5 in Part 2.	/7 /5



## TIA: Transient ischemic attack

### What is a TIA?

A TIA (transient ischemic attack) is when there is a temporary blockage of the blood supply to the brain. TIA is often called a mini-stroke.

TIA is a serious warning that you are at higher risk of stroke.

### How do you recognize a TIA?

The symptoms are similar to a stroke. They last only a few minutes and less than an hour.

**F**ACE is it drooping?

**A** RMS can you raise both?

**S** PEECH is it slurred or jumbled?

**T**IME to call 9-1-1 right away or your local emergency number.

**If you think you are having a TIA or stroke, call 9-1-1. If you are not admitted to a hospital, ask when you will be seen at a stroke prevention clinic and how that is arranged.**

### What causes a TIA?

The most common causes of a TIA are:

- A blood clot
- The buildup of plaque in your arteries.

Both reduce blood flow to your brain.

### What are the risk factors?

Risk factors include:

- Some things that you cannot control, like age and family history.
- Many things that you can control, including medical conditions and everyday lifestyle habits.

The good news is that healthy lifestyle habits can protect your health and lower your risk of stroke. These habits will help you to keep a healthy weight, prevent or manage high blood pressure, manage stress and much more.

### What can you do?

**Talk to your doctor** about a stroke prevention plan. You should discuss:

- Treatment of any medical conditions that may affect your risk. This may include medication, in addition to your lifestyle habits.
- Most common conditions related to TIA are:
  - High blood pressure,
  - Atrial fibrillation (Afib) – a condition involving an irregular heart rhythm,
  - Diabetes,
  - High cholesterol.

**Know the signs.** Call 9-1-1 if you experience them.

**Learn** about the everyday choices that you can make to reduce your risk factors.

**Have the big picture in mind** when you make your prevention plan. What is important to you? To be able to travel? To be able to play with your grandchildren?



**HEART &  
STROKE  
FOUNDATION**

## Everyday choices to lower your risk:

- **Be more active** – aim for 30 minutes or more of physical activity (in 10 minute bouts or more) most days of the week. Look for chances to be more active in your daily routine, such as brisk walking or taking the stairs instead of escalator.
- **Make healthy food choices** – eat more fruits, vegetables and whole grains. Eat mostly homemade meals using whole, natural foods. Limit processed food (like canned soup, cold cuts, frozen meals).
- **Manage stress** – understand what causes your stress. Are there ways to reduce or eliminate your stressors? Do things that relax you, like listening to music. When talking to your doctor about your health, include your mental health in the discussion.
- **Quit smoking** – this is one of the best things you can do to lower your risk. Quitting is hard. Ask for help if you need it, 1-866-366-3667.
- **Limit the alcohol you drink**

By changing your lifestyle habits, you are reducing your risk of TIA and stroke.



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[heartandstroke.ca](http://heartandstroke.ca)

F16 V1

Reading ends here for CLB 6.

Text retrieved August 2019 from: <https://www.heartandstroke.ca/-/media/pdf-files/canada/health-information-catalogue/tia-factsheet-final-en.ashx>

# Writing an E-mail to a Friend - CLB 5, 6

AT

**Module Topic:** Dealing with Common Health Issues

**Competency Area:** Interacting with Others

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Your friend would like some advice about how to deal with a migraine.

**CLB 5:** Write a one-paragraph response to your friend to give advice or suggestions.

**CLB 6:** Write a 1- to 2-paragraph response to your friend to give 2 to 3 suggestions.

WRITING: CLB 5 or CLB 6		Meets Expectations	Not Yet
<b>Overall:</b>	<b>CLB 5/6:</b> The message is clear and conveys the intended meaning	<input type="checkbox"/>	<input type="checkbox"/>
<b>Paragraph structure:</b>	<b>CLB 5:</b> Expresses a suggestion and some supporting details <b>CLB 6:</b> Expresses 2 to 3 suggestions and some supporting details	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b>	<b>CLB 5:</b> Uses an adequate range of vocabulary including topic-specific vocabulary <b>CLB 6:</b> Uses a good range of vocabulary including topic-specific vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar:</b>	<b>CLB 5:</b> Demonstrates adequate control of connective words and phrases and tries to use some complex structures. <b>CLB 6:</b> Demonstrates appropriate use of connective words and phrases; uses some complex structures.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Doing well:</b>		<b>Next time:</b>	

## TASK SUCCESS:

<b>CLB 5 and 6:</b> Meets expectations on 3/4 criteria Must include expressions of advice, necessity	<b>Your score:</b> /4  Includes required expressions      Yes      No
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**Instructions:** Ideally, this assessment should be done during class time on a digital device (computer, phone, tablet). The instructor can email the message below to each individual learner or post the message on a learning management system; learners respond with a return email or message. However, this assessment can also be done as an in-class writing assessment.

Hi \_\_\_\_\_,

How was English class today? I missed our class today because I have a bad migraine. I have been resting at home all day, but the pain is still bad. I don't know what else to do. Can you give me any suggestions? I don't want to miss class tomorrow.

Thanks for your help.  
Sholeh