

Language Learning for Health

***Prepared by the OPH-OCDSB Collaborative Team
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OPH-OCDSB Collaborative Team: Dental Health Lesson Plans

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ABOUT THE DENTAL HEALTH LESSON PLANS

How did the lesson plans come about, who developed them, and why?

Language learning is essential for newcomers' integration and well-being. Proficiency in an official language has been associated with immigrants' employment rates, self-reported health and health outcomes. To address language as a key determinant of health while tackling priority health issues for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa-Carleton District School Board (OCDSB) was established to develop and implement lesson plans on various health topics.

This collaborative work has enabled the integration of health content into language instruction through two programs: English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC). ESL/LINC instructors, in collaboration with OPH staff, have designed several lesson plans on public health topics, including a series of 24 lesson plans focusing on eight healthy eating topics for adult learners. The Dental Health lesson plans are the newest addition to this collaboration.

Field tested in a variety of ESL/LINC settings and reviewed by a multidisciplinary team, the lesson plans are not only relevant, accurate and easy to follow but appropriate for learners from diverse cultural backgrounds and at different levels of language proficiency. The lessons are based on the Canadian Language Benchmark (CLB) standards, which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy and CLB 1, CLB 2–3, and CLB 4–5.

What is included in each lesson plan?

Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy-to-use activities, assessment tasks and a self-reflection task.

- The **Instructor Notes** at the beginning of the lesson plans provide guidelines and suggestions on how to use the lesson plans.
- Each **activity** has been designed to focus on a particular skill area of listening, speaking, reading or writing and on certain competency areas. The activities are ready to use, which helps minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and reused. The activities are interactive and encourage learning through participation and dialogue.
- The **assessments** have been designed as a way to gauge learning from the lesson plan and may be used as Portfolio-Based Language Assessment (PLBA) tasks.
- The **learner self-reflection** task captures a learner's intention to adopt a desirable practice as a result of the knowledge acquired.

When they first arrive in Canada, immigrants are often healthier than the Canadian-born population, but their health deteriorates over time.

Known as the "healthy immigrant effect," this phenomenon has been observed particularly among non-European immigrants. The reasons for this deterioration are complex. The process of immigration itself is stressful and may impact immigrants' health. Financial constraints, employment problems or the lack of social support networks can affect immigrants' health and overall well-being. Immigrants may also adopt unhealthy behaviours that are common in their new country. In addition, medical problems arise as they age, just like for everyone else.

Source: Ng E., Wilkins R., Gendron F. and Berthelot J-M. "The Changing Health of Immigrants." Statistics Canada, autumn 2005.

Who are these lesson plans for, and how can they be used?

These lesson plans have been designed for anyone who teaches ESL/LINC and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, the plans have been designed to be adapted to the individual needs of the learners in the classroom.

How can I provide my feedback on the lesson plans?

Geared toward continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to OPH-ESL_LessonPlans@ottawa.ca.



Dental Health

CLB 2 and 3



Instructor Notes

Dental Health – Instructor Notes –CLB 2–3

Core Content

Learn about the importance of dental health, how to care for teeth and how to access affordable dental health care services.

Learning Objectives

- understand the importance of brushing and flossing
- learn how to care for children's and adult teeth to prevent future problems
- learn how and where to access affordable dental health care

Materials Needed

- chalk or whiteboard markers
- scissors
- flipchart paper
- tape

Word Bank

Activity 1: cavity, dentist, filling, floss, gum, tongue, tooth, toothache, toothbrush, toothpaste

Activity 2: advice, away, back, birth, bottle, clean, dear, finger brush, first, formula, front, gum line, gums, illness, infant brush, limit, little, plaque, sweep, tooth, touch, washcloth

Activity 3: address, clinic, community, dental, first-come, first-served basis, screening, week of the month

Activity 4: appointment, bold, broke a tooth, checkup, cleaning, message, office hours, reason, remind, schedule, spell

Activity 5: bleeding, cavity, checkup, circle, cleaning, dental, emergency contact, gender, gums, marital status, reside, signature, toothache

Activity 6: adjusted income, checkup, declare, dental coverage, eligible, filling, financial hardship, household, identified, kid, low income, program, stand for, urgent

Prior Knowledge

**** It is essential that the warm-up allows the instructor to elicit learners' prior knowledge on the topic, so the activities can build on what learners already know.***

Instructor-led discussion to elicit prior knowledge

- Share a story of having a toothache.
- Ask learners if they have ever had a toothache. What do they think caused the toothache? What could they have done to prevent the toothache? Do they know what to do if they have a toothache?
- Additional questions may include the following: How often should people change their toothbrush? What type of toothpaste should we use?

- Record important vocabulary words on the board or on flipchart paper.

** The instructor may choose or adapt any of the following activities depending on the needs of the learners. However, please note that assessments/self-reflections are often based on using all the activities in a lesson plan and might have to be changed accordingly if not all the activities are used.*

Activity 1 – Reading/Writing: Vocabulary

Competency: Comprehending Information / Reproducing Information

- Hand out Activity 1, Worksheet 1. Have learners work with a partner to match as many words as possible with the correct definition.
- Once learners have finished, review the answers, and provide examples to the class to further clarify any questions.
- Have learners complete Activity 1, Worksheet 2 using the vocabulary learned from Activity 1, Worksheet 1.

Activity 1

Answer Key

Worksheet 1

- dentist, a
- filling, j
- floss, h
- gums, g
- tongue, e
- tooth, f
- toothache, d
- toothbrush, c
- toothpaste, i
- plaque, l
- acid, k

Worksheet 2

- cavity
- gums
- dentist
- floss
- toothpaste
- tongue
- toothbrush
- toothache
- teeth
- filling

Activity 2 – Reading: General Dental Care Information

Competency: Comprehending Information

- Begin this activity by asking learners how they keep their teeth clean, how they keep their children's teeth clean and how often people should change their toothbrush.
- Hand out Activity 2, Worksheet 1. Together with the class, read the letter at the top of the page.
- Use this opportunity to review letter format and associated vocabulary. The instructor could bring to class examples of sugary foods to further emphasize healthy snacks. It would be beneficial to explain that sugar may be disguised as fructose, glucose, molasses or maple syrup.
- Make copies of Activity 2, Worksheet 2 and cut the sheets in half. This activity introduces information on how to keep children's teeth clean and healthy.

- Divide the class into partners. Give each partner one of the charts. Each chart is an incomplete list of “do” and “don’t” actions. Partners must ask each other questions to complete their chart. For example, What can I do to keep a child’s teeth clean and healthy? The responding partner will give the answer and, if necessary, spell it out.
- Hand out Activity 2, Worksheet 3. If learners are not familiar with sequencing, please introduce this concept beforehand.

Activity 2

Answer Key

Worksheet 1

1. today
2. twice a day
3. once a day
4. every 3 months or after we are sick
5. sugary food and drinks
6. sugar and plaque

Worksheet 3

- 4
- 6
- 5
- 1
- 3
- 2

Worksheet 2

Do

- From birth, wipe the gums with a finger brush, clean washcloth or infant brush.
- Use an infant tooth brush when you see the first tooth.
- Use a very small amount of toothpaste.
- Help children brush their teeth until they are 8.
- Floss where the teeth touch.

Don’t

- Put pop or juice in baby bottles.
- Forget to clean the back teeth.
- Put a lot of toothpaste on the brush.
- Use the same toothbrush after you are sick.

Activity 3 – Reading/Writing: Dental Clinic Schedule

Competency: Getting Things Done / Reproducing Information

- Hand out Activity 3, Worksheets 1 & 2. Begin this activity by asking learners if they have a dentist. For those who do not, elicit reasons why not, with the aim of discovering if it is because going to the dentist is too expensive.
- Ask learners if they know how people with low income can receive dental care. Inform them of the dental programs available to low-income individuals and of the FREE dental screenings in the community. More details and a PDF copy of an up-to-date calendar can be found at www.ottawa.ca/dental or by calling the Ottawa Public Health Information Line at 613-580-6744.
- Have learners fill in the blanks on both worksheets, and review together as a class.

Activity 3**Answer Key**Worksheet 1

1. Thursday
2. Tuesday
3. Monday
4. Wednesday
5. Friday

Worksheet 2

- b
- d
- c
- a
- e

Activity 4 – Listening/Speaking: Dental Appointments**Competency: Comprehending Information / Getting Things Done**

- Hand out Activity 4, Worksheet 1. Introduce the topic by inquiring about learners' experiences talking on the phone. Review the vocabulary before reading the transcript below. Read the transcript at a normal pace the first time, and at a slower pace the second time. Learners may find it beneficial to read the dialogue when reviewing their answers.
- Hand out Activity 4, Worksheet 2, which is a speaking activity. Review the vocabulary and model pronunciation. Learners may take turns practising the demonstration dialogue as a class or with a partner.

Transcript (for Activity 4, Worksheet 1)

This is a message for Ben Brown. This is the Happy Smiles Dental Office. We are calling to remind you that it is time for a cleaning and checkup. Please call us at 613-555-1720 to schedule an appointment. Our office hours are Monday to Friday, 8:30 a.m. to 4:30 p.m. We are also open on Saturdays, from 9 a.m. to 12 p.m. Have a good day.

Activity 4, Worksheet 1**Answer Key**

1. c
2. b
3. a
4. 613-555-1720
5. c
6. b

Activity 5 – Reading/Writing: Registration**Competency: Getting Things Done / Getting Things Done**

- Hand out Activity 5, Worksheet 1. Ask learners if they have had to complete a registration form at a medical clinic before, and if they encountered any difficulties.
- Hand out Activity 5, Worksheet 2. Review writing the date format and key vocabulary with learners. Remind them of when to use capital letters. Have learners answer the questions using the information found in Activity 5, Worksheet 1.
- Hand out Activity 5, Worksheet 3. Have learners complete a patient registration form using their own information.

Activity 5, Worksheet 2

Answer Key

- | | |
|--------------|-------------------------------|
| 1. female | 5. Happy Smiles Dental Clinic |
| 2. Kim | 6. Ben Lee |
| 3. K1K 3P3 | 7. 613-555-5852 |
| 4. toothache | 8. no |

Assessment 1 – Reading

Competency: Getting Things Done

- Hand out Assessment 1 to CLB 2 learners.
- This assessment demonstrates a learner’s ability to identify specific information and key details.
- This can be used as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Reading section.

Assessment 1

Answer Key

1. Wednesday
2. Friday
3. Thursday
4. Tuesday
5. Monday

Assessment 2 – Writing

Competency: Getting Things Done

- Hand out Assessment 2 to CLB 3 learners.
- This assessment demonstrates a learner’s ability to complete a form.
- This assessment is accompanied by a rubric.
- This can be used as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Writing section.

Learner Self-Reflection

- Hand out the Learner Self-Reflection task, and read it together with the class.
- Learners circle Yes, No or I already do this.
- The Self-Reflection task can be put in the Language Companion, in the My Notes section, to be revisited at a later date to see if learners have improved their dental health.

Resources

<http://ottawa.ca/dental>

<http://www.health.gov.on.ca/en/public/programs/dental/>

<http://www.oaphd.on.ca/>

Worksheets

Dental Health – Activity 1, Worksheet 1 – CLB 2–3

Vocabulary

Match the word with its definition by writing the letter of the definition next to the word.

<u>Word</u>	<u>Definition</u>
<u> b </u> cavity	a a doctor for teeth
1. _____ dentist	b a hole in a tooth made from acid
2. _____ filling	c a small brush used to clean teeth
3. _____ floss	d pain from a tooth
4. _____ gums	e a pink muscle in the mouth
5. _____ tongue	f most adults have 32 of these hard white objects in their mouth
6. _____ teeth	g pink tissue around the teeth
7. _____ toothache	h a string used to clean between the teeth
8. _____ toothbrush	i something used on a brush to clean teeth
9. _____ toothpaste	j something used to fill a hole in a tooth
10. _____ plaque	k a combination of sugar, which is found in food, and bacteria, which is found in plaque, that damages teeth
11. _____ acid	l a white film on teeth that contains germs (bacteria)

Dental Health – Activity 1, Worksheet 2 – CLB 2–3

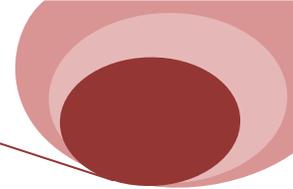
With a partner, fill in the blanks with a word from the Word Bank.
Use Activity 1, Worksheet 1 to help you.

Word Bank

cavity	dentist	filling	floss	gums
tongue	teeth	toothbrush	toothache	toothpaste

1. A _____ is a hole in a tooth.
2. Your teeth are surrounded by pink _____.
3. A doctor for your teeth is a _____.
4. _____ is a special string used to clean between your teeth.
5. You put _____ on your toothbrush.
6. The pink muscle in your mouth is a _____.
7. You use a _____ to clean your teeth, not your hair.
8. A pain in your tooth is called a _____.
9. Most adults have 32 _____.
10. A dentist puts a _____ in a hole in the tooth.





Dental Health – Activity 2, Worksheet 1 – CLB 2–3

Read the letter.

July 27, 2014
Dear Susanne,
<p>I went to the dentist today. I learned a lot. There are many simple ways we can keep our teeth and gums healthy:</p> <ul style="list-style-type: none">• Brush our teeth at least twice a day.• Floss once a day.• Visit the dentist regularly.• Change our toothbrush every 3 months or after we are sick.• Limit sugary foods and drinks.• Sugar and plaque may cause cavities.
I hope to see you soon.
From, Tim

Answer the questions with a short answer.

- 1 When did Tim go to the dentist?

- 2 How often should you brush your teeth?

- 3 How often should you floss your teeth?

- 4 How often should we change our toothbrush?

- 5 What should you limit?

- 6 What causes cavities?

Dental Health – Activity 2, Worksheet 2 – CLB 2–3

Partners A and B work together to help complete each other's chart.

Partner A

Do

- From birth, wipe the gums with a finger brush, clean washcloth or infant brush.
-
- Use a very small amount of toothpaste.
-
- Floss where the teeth touch.

Don't

-
- Forget to clean the back teeth.
-
- Use the same toothbrush after you are sick.



Partner B

Do

-
- Use an infant tooth brush when you see the first tooth.
-
- Help children brush their teeth until they are 8.
-

Don't

- Put pop or juice in baby bottles.
-
- Put a lot of toothpaste on the brush.
-

Dental Health – Activity 2, Worksheet 3 – CLB 2–3

Healthy gums and teeth are important.

Read about how to keep your teeth and gums healthy and clean.

First, floss your teeth.

Second, put a very small amount of toothpaste on the brush.

Third, put your toothbrush where the gums and teeth meet; this is called the gum line.

Fourth, gently brush in small circles and sweep the brush away from the gum line.

Next, repeat for all your teeth.

Finally, don't forget to brush your tongue.

The statements below are similar to the instructions above.

Put them in order by writing the number next to it in sequence.

- ___ Gently brush in circles and sweep the brush away from the gums.
- ___ Brush your tongue.
- ___ Clean all of your teeth.
- 1 Floss.
- ___ Put the toothbrush at the gum line.
- ___ Use a very small amount of toothpaste on the toothbrush.

Dental Health – Activity 3, Worksheet 1 – CLB 2–3

Ottawa has free dental screenings for people of all ages.

A dental screening does not replace a complete examination at the dentist.

Updated times and locations for free dental screenings can be found at www.ottawa.ca/dental or by calling the Ottawa Public Health Information Line at 613-580-6744.

Look at the schedule for the first week of the month.

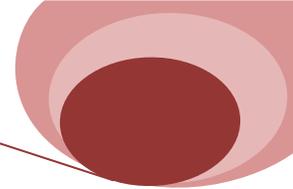
* “CHC” stands for Community Health Centre. “CRC” stands for Community Resource Centre.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st week of the month	<p>Lowertown CRC 40 Cobourg St. 1 to 4 p.m. 613-580-9633</p> <p>* First-come, first-served basis</p>	<p>Centretown CHC 420 Cooper St. 9:30 to 12:30 p.m. 1:30 to 4 p.m. 613-233-4443</p> <p>* First-come, first-served basis</p>	<p>Pinecrest Queensway CHC 1365 Richmond Rd. (2nd floor) 1:30 to 6 p.m. 613-820-4922</p> <p>* First-come, first-served basis</p>	<p>Carlington CHC 900 Merivale Rd. 3 to 5 p.m. 613-722-4000</p> <p>* First-come, first-served basis</p>	<p>South-East Ottawa CHC 600–1355 Bank St. 9 a.m. to noon, 1 to 4 p.m.</p> <p>*Appointments available. Please call 613-737-4809.</p>

When is each clinic open?

Write the day of the week next to the clinic’s name.

1. Carlington CHC Thursday
2. Centretown CHC _____
3. Lowertown CRC _____
4. Pinecrest Queensway CHC _____
5. South-East Ottawa CHC _____



Dental Health – Activity 3, Worksheet 2 – CLB 2–3

Look at the schedule for the second week of the month.

* “CHC” stands for Community Health Centre. “CRC” stands for Community Resource Centre.

	Monday	Tuesday	Wednesday	Thursday	Friday
2nd week of the month	<p>South Nepean CHC 4100 Strandherd Dr. (2nd floor) 1 to 4:30 p.m. 613-288-2820</p> <p>* First-come, first-served basis</p>	<p>Eastern Ottawa CRC 215-1980 Ogilvie Rd. 1:30 to 4:30 p.m. 613-741-6025</p> <p>* First-come, first-served basis</p>	<p>Rideau-Rockcliffe CRC 120–225 Donald St. 1 to 3 p.m. 613-745-0073</p> <p>* First-come, first-served basis</p>	<p>Sandy Hill CHC 221 Nelson St. 9 a.m. to noon</p> <p>* Appointments available. Please call 613-789-8458.</p>	<p>Somerset West CHC 55 Eccles St. 9 a.m. to noon, 1 to 4 p.m.</p> <p>* Appointments available. Please call 613-238-1220.</p>

Where is each clinic located?
Write the letter next to its address.

<u>Clinic</u>	<u>Address</u>
A Eastern Ottawa CRC	_____ 120–225 Donald Street
B Rideau-Rockcliffe CRC	_____ 55 Eccles Street
C Sandy Hill CHC	_____ 221 Nelson Street
D Somerset West CHC	_____ A 215-1980 Ogilvie Road
E South Nepean CHC	_____ 4100 Strandherd Drive

Dental Health – Activity 4, Worksheet 1 – CLB 2–3

Listen to the voice mail message, and circle the correct answer or fill in the blank.

- 1 Who needs to schedule a dental appointment?
 - a - Happy Smiles Dental Office
 - b - Alex's mother
 - c - Ben Brown

- 2 Who left the message?
 - a - Ben Brown
 - b - Happy Smiles Dental Office
 - c - A cleaning and checkup

- 3 What is the appointment for?
 - a - a cleaning and check up
 - b - a cavity
 - c - toothpaste

- 4 What is the office's phone number?

- 5 When is the office open during the week?
 - a - 8:00 a.m. to 4:00 p.m.
 - b - 9:00 a.m. to 12:00 p.m.
 - c - 8:30 a.m. to 4:30 p.m.

- 6 When is the office open on Saturdays?
 - a - 9:30 a.m. to 12:30 p.m.
 - b - 9:00 a.m. to 12:00 p.m.
 - c - 8:30 a.m. to 4:30 p.m.



Dental Health – Activity 4, Worksheet 2 – CLB 2–3

Read the dialogue below.



- A: Happy Smiles Dental Clinic. How may I help you?
 B: I want to make an appointment.
 A: What is your name?
 B: My name is **Mark Martin**.
 A: Please spell it.
 B: **M-A-R-K M-A-R-T-I-N**
 A: What is the reason for the appointment?
 B: **My gums are bleeding**.
 A: What is your phone number?
 B: My phone number is **780-555-7318**.
 A: The appointment is on **January 21 at 9:30**.
 B: That is good for me.
 A: See you then.
 B: Goodbye.

Practise the dialogue with a partner. Replace the words in bold with new words.



Oliver Guma May 11
 I have a toothache. 2:45
 867-555-9866



Tasha Robins April 5
 I need a checkup. 11:10
 514-555-2574



Brian Gibson March 3
 I broke my tooth. 12:00
 416-555-5830



Your name July 20
 My gums are bleeding. 1:00
 Your phone number

Dental Health – Activity 4, Worksheet 3 – CLB 2–3

Using the scenarios from Activity 4, Worksheet 2, complete the dialogue below.

A: Happy Smiles Dental Clinic. How may I help you?
B: I want to make an appointment.
A: What is your name?
B: My name is _____ .
A: Please spell it.
B: _____
A: What is the reason for the appointment?
B: _____ .
A: What is your phone number?
B: My phone number is _____ - _____ - _____ .
A: The appointment is on _____ at _____ .
B: That is good for me.
A: See you then.
B: Goodbye.

A: Happy Smiles Dental Clinic. How may I help you?
B: I want to make an appointment.
A: What is your name?
B: My name is _____ .
A: Please spell it.
B: _____
A: What is the reason for the appointment?
B: _____ .
A: What is your phone number?
B: My phone number is _____ - _____ - _____ .
A: The appointment is on _____ at _____ .
B: That is good for me.
A: See you then.
B: Goodbye.

Dental Health – Activity 5, Worksheet 1 – CLB 2–3

Read the patient registration form.



Happy Smiles Dental Office

Date: 13 / 04 / 08
YY MM DD

Marital Status: Mr. Mrs. Ms. Miss

Last Name: George First Name: Kim

Address: 706 Maple Street
(street address)

Ottawa ON K1K 3P3
City Province Postal code

Telephone Number: 613-555-5852

Email Address: n/a

Emergency Contact: Ben Lee

Emergency Contact's Phone Number: 613-555-9240

Reason for Appointment: bleeding gums cavity checkup cleaning toothache

Signature Kim George



Dental Health – Activity 5, Worksheet 2 – CLB 2–3

Answer the following questions using Activity 5, Worksheet 1.

Example: Where does the patient reside? (province)

Ontario

1 Is the patient male or female?

2 What is the patient's first name?

3 What is the patient's postal code?

4 What is the reason for the appointment?

5 What is the name of the clinic?

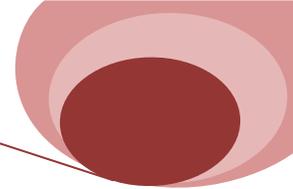
6 What is the name of the emergency contact?

7 What is the patient's phone number?

8 Does the patient have an email address?



Assessments & Learner Self-Reflection



Dental Health – Assessment 1 – CLB 2

Reading

Competency: Getting Things Done

Name: _____ Date: _____

Read the schedule for the third week of the month.

* “CHC” stands for Community Health Centre. “CRC” stands for Community Recreation Centre. “CSC” stands for Centre de services communautaires.

	Monday	Tuesday	Wednesday	Thursday	Friday
3rd week of the month	<p style="text-align: center;">South-East Ottawa CHC 600–1355 Bank St. 9 a.m. to noon, 1 to 4 p.m.</p> <p>*Appointments available. Please call 613-737-4809</p>	<p style="text-align: center;">Western Ottawa CRC 2 MacNeil St. 9 a.m. to noon 613-591-3686</p> <p>* First-come, first-served basis</p>	<p style="text-align: center;">Nepean, Rideau and Osgoode CRC 240–1547 Merivale Rd. (Emerald Plaza) 1 to 4 p.m. 613-596-5626</p> <p>* First-come, first-served basis</p>	<p style="text-align: center;">Vanier CSC 290 Dupuis St. 12:30 to 2:30 p.m. 613-744-2892</p> <p>* First-come, first-served basis</p>	<p style="text-align: center;">Orléans-Cumberland CRC 105–240 Centrum Blvd. 9 a.m. to noon 613-830-4357</p> <p>* First-come, first-served basis</p>

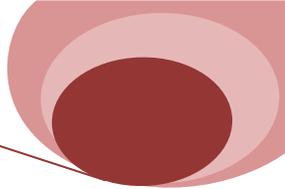
When is each clinic open?

Write the day of the week next to the clinic’s name.

1. Nepean, Rideau and Osgoode CRC _____
2. Orléans-Cumberland CRC _____
3. Vanier CSC _____
4. Western Ottawa CRC _____
5. South-East Ottawa CHC _____

Total: _____ / 4

3/4 = Task achieved: Yes No



Dental Health – Assessment 2 Rubric – CLB 3

Writing

Competency: Getting Things Done

Name: _____ Date: _____

	Yes 2 points	Sometimes 1 point	No 0 points
Used upper and lower case letters correctly			
Included the correct date and date format			
Wrote legibly			
Included a signature			
Completed all parts of the form			
Included the reason for the appointment			
Used the correct postal code format		n/a	
Used the correct phone number format		n/a	

Total: _____ / 16

13/16 = Task achieved: Yes No

Comments:

Dental Health – Learner Self-Reflection – CLB 2–3

Name: _____ Date: _____

Will you...

brush your teeth twice a day? Yes No I already do this

visit a dental clinic? Yes No I already do this

floss your teeth? Yes No I already do this

put a little toothpaste on the brush? Yes No I already do this

change your toothbrush every 3 months or after
an illness? Yes No I already do this

limit your sugary food and drinks? Yes No I already do this

remember to clean all over the tooth? Yes No I already do this

