

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 4 and 5



Instructor Notes

Dental Health – Instructor Notes – CLB 4–5

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: acid, bacteria, bristles, enamel, filling, gum, hygienist, plaque, tooth decay

Activity 2: 45 degree angle, acid, bristles, circular motion, content, effectively, formula, fray, gum line, health care professional, little, plaque, potentially, properly, rather than, slip, synonym, tautly, technique, twice

Activity 3: adjust, book (verb), clinic, dentures, devoted, during, habits, interfere, reason, re-book, reschedule, schedule, specialize, teething

Activity 4: celebrate, diabetes, emergency contact, gender, marital status, medical condition, middle initial, neighbours, opportunity, patient, registration, worried

Activity 5: community, covers, eligibility, low income, poster

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

Activity 1 – Listening/Speaking/Reading/Writing: Vocabulary

Competency: Comprehending Information / Sharing Information

- Copy and cut out the Activity 1 Vocabulary Cards (one strip per learner).
- Hand out a copy of Activity 1, Worksheet 1 and one vocabulary strip to each learner.
- Ask learners to copy the information from their strip onto their worksheet.
- Ask learners to return the vocabulary strip to the instructor. Each student should have only one definition on their sheet at this point.
- Divide learners into groups of 3 or 4. In each group, students take turns dictating to their group the definition they copied onto their worksheet. The other students must write down the dictation. They cannot show their copy to the other students for clarification. If the students do not understand what the dictator is saying, they can ask for clarification:
 Can you repeat that? How do you spell that word?
- Then, reorganize the learners into new groups. Try to ensure that no two students are in the same group again. Learners again dictate the information they copied from their strip. At the end of this activity, every learner should have their worksheet complete.
- Have learners check their definitions and spelling.

Activity 1, Worksheet 1

Answer Key

Vocabulary	Definition
1. acid	made when bacteria and sugar are combined
2. bacteria	micro-organisms that live in plaque
3. bristles	hair on a toothbrush
4. dental hygienist	a person who teaches how to care for teeth and provides preventive services such as cleaning
5. dentist	a doctor for teeth
6. enamel	the tooth's hard outside layer
7. filling	something used to fill a hole in a tooth
8. gum	the pink tissue around teeth
9. plaque	a soft white deposit that forms on teeth that contains bacteria
10. cavity	a hole in a tooth
11. tongue	a pink muscle in the mouth

Activity 2 – Reading/Writing: General Dental Tips

Competency: Comprehending Information / Reproducing Information / Sharing Information

- Hand out Activity 2, Worksheet 1, which contains some potentially new vocabulary.
- Read the health message from Ottawa Public Health. Alternatively, learners may read the health message individually.
- In partners, have learners complete the activity to help them learn the new vocabulary.
- Hand out Activity 2, Worksheet 2. Ask learners to record the important details from the public health message. Ensure learners include information on why to eat well and clean their teeth, how tooth decay is developed, how to clean teeth, when to change a toothbrush and how to care for children’s teeth.
- Hand out Activity 2, Worksheet 3, which requires that learners know how to write a letter. Individually, have them write a letter to their friend, advising their friend how to keep a baby’s teeth and gums healthy. It would be beneficial to review vocabulary and sentence structure related to giving advice. The letter should include the date, greeting, body and closing. The body should include advice sentence structures.
- Hand out Activity 2, Worksheet 4. Read the health information together as a class, or the learners may read it individually. Ask learners to think of a title for the text. Remind them that a title should give a general idea of what is covered in a reading. Encourage learners to be creative. The learners can share their titles and vote for their favourite.
- Prior to class, cut Activity 2, Worksheet 5 into strips and give one set of strips to each learner, or to each pair of learners. Ask learners to arrange the strips of paper in the correct order. Alternatively, give each learner a strip and have them arrange the strips in the correct order as a group.

Activity 2

Answer Key

Worksheet 1

2
5
7
4
3
1
6

Worksheet 5

1. Put the dental floss between the teeth, moving up and down.
2. Use just a little toothpaste on the brush.
3. Start by putting your toothbrush at the gum line.
4. Move the toothbrush in circles away from the gum line.
5. Don’t forget to brush the back teeth.
6. Remove bacteria from your tongue by brushing it.

Activity 3 – Listening and Speaking: Clinics and Appointments

Competency: Comprehending Information / Interacting With Others

- Prior to beginning the activity, elicit learners’ experiences making phone calls. Ask if they find voice mail messages easier to understand than speaking on the phone and elicit possible reasons. Learners may prefer voice mail messages because the experience is less stressful, and they can listen repeatedly to confirm comprehension.
- Hand out Activity 3, Worksheet 1, which asks learners to complete a chart by listening to and recording information from 3 separate voice mail messages (transcript below).

- It may be beneficial to read the first voice mail message and confirm learners’ comprehension of the activity.
- Review the answers to Activity 3, Worksheet 1 as a class before having learners complete Activity 3, Worksheet 2.
- Hand out Activity 3, Worksheet 2 and have learners answer the questions by looking at their Activity 3, Worksheet 1 answers.
- Ask learners how they would leave a message for a medical clinic and what should be included in the message. It may be beneficial for the instructor to write a sample dialogue on the board or on flip chartpaper.
- Variations of messages are expected and accepted, as long as the learners provide the needed details.
- Activity 3, Worksheet 3 requires the learners to work with a partner. Prior to class, cut out sets of the 6 cards, one set per working pair. The learners will take a card and practice leaving a message.

Transcript: (Activity 3, Worksheet 1)

Message 1: *This message is for Ben. This is ABC Smiles dental clinic, specializing in family dental services, including children’s teeth. We are calling to remind you to schedule an appointment for a cleaning for your son. You can call us at 604-555-8017. We are located at 67 Apple Road. We are open during the week from 8:45 a.m. to 4:00 p.m. On Saturdays, we are open from 9:00 a.m. to 12:00 p.m. Have a good day.*

Message 2: *Maria, this is Toothy Grins Clinic, the dentures specialists, at 1120 Sunny Street. You have an appointment to have your dentures adjusted with Dr. Jamal, J-A-M-A-L. Unfortunately, she needs to reschedule the appointment. Please call us at 514-555-1400 to re-book. Our hours are from 9:00 a.m. to 5:15 p.m.*

Message 3: *Hi Brahim, this is Dr. Baker from Shiny Smiles Here. I received a message that you have a very bad toothache. Yes, we are an emergency dental clinic. To book an appointment, call 416-555-1550. We are open 7 days a week from 8:30 in the morning to 8:30 at night. Thank you for your call and have a good day.*

Activity 3

Answer Key

Worksheet 1

Clinic’s Name	<i>ABC Smiles</i>	<i>Toothy Grins Clinic</i>	<i>Shiny Smiles Here</i>
Address	<i>67 Apple Road</i>	<i>1120 Sunny Street</i>	<i>X</i>
Dentist’s Name	<i>X</i>	<i>Dr. Jamal</i>	<i>Dr. Baker</i>
Phone Number	<i>604-555-8017</i>	<i>514-555-1400</i>	<i>416-555-1550</i>
Time – Weekdays	<i>8:45 a.m. to 4:00 p.m.</i>	<i>9:00 a.m. to 5:15 p.m.</i>	<i>8:30 a.m. to 8:30 p.m.</i>
Time – Weekend	<i>9 a.m. to 12 p.m.</i>	<i>X</i>	<i>8:30 a.m. to 8:30 p.m.</i>
Speciality	<i>family and children</i>	<i>dentures</i>	<i>emergencies</i>

Worksheet 2

1. Shiny Smiles Here – It is an emergency clinic, and it is open on Saturday in the afternoon.
2. 514-555-1400 – Toothy Grins Clinic specializes in dentures.
3. ABC Smiles – It is open on Saturdays in the morning.
4. ABC Smiles – It specializes in children’s teeth.
5. Toothy Grins Clinic and Shiny Smiles Here – The clinics are open after his classes.

Activity 4 – Registration**Competency: Getting Things Done**

- Hand out Activity 4, Worksheet 1, and read the information together as a class.
- Hand out Activity 4, Worksheet 2. This worksheet has learners practise completing a form. Prior to having learners complete the worksheet, inquire about their previous experiences completing registration forms at medical clinics and any difficulties they may have encountered.
- Using the information from Activity 4, Worksheet 1, complete Activity 4, Worksheet 2. Review date format and key vocabulary.

Activity 5 – Reading/Writing/Speaking/Listening**Competency: Comprehending Information / Reproducing Information / Sharing Information / Comprehending Information**

- Elicit from learners what they know about free programs in the city. Possible answers may include LINC or local food banks. Help them to focus their answers on dental services.
- Activity 5, Worksheet 1 asks learners to prepare a poster presentation on a community dental program and to then present it to the class. Ideally, learners will have class time to write, search for images and do research in a computer lab.
- Hand out Activity 5, Worksheet 2 before the presentations begin, so that learners can record key information from each presentation.

Freer Activity

- If learners are comfortable with it, invite the lower-level classes to come and see the posters. Learners walk around the class and ask questions rather than sitting and listening to each group presentation. This is spontaneous and lively.
- Instructors should provide information on local programs.

**** The instructor should inform learners of the dental programs available to low-income individuals and of the FREE dental screenings in the community. More details can be found at www.ottawa.ca/dental or by calling the Ottawa Public Health Information Line at 613-580-6744.***

Assessments 1 & 2 – Reading/Writing**Competency: Comprehending Information**

- Hand out Assessment 1 to CLB 4 learners and Assessment 2 to CLB 5 learners.

- Ask learners to answer the questions and write a sentence to explain their answer.
- Each question is worth 2 points, 1 for the correct True or False, and 1 for a reasonable written sentence.
- 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 or Writing section.

Answer Key

Assessment 1

- | | | |
|----------|----------|----------|
| 1. True | 3. True | 5. False |
| 2. False | 4. False | 6. True |

Assessment 2

- | | | | |
|----------|---------|----------|----------|
| 1. True | 3. True | 5. True | 7. False |
| 2. False | 4. True | 6. False | 8. True |

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/>

Local health care provider

Worksheets

Dental Health – Activity 1 Vocabulary Cards – CLB 4–5

Vocabulary	Definition
acid	made when bacteria and sugar are combined
bacteria	micro-organisms that live in plaque
bristles	hair on a toothbrush
dental hygienist	a person who teaches how to care for teeth and provides preventive services such as cleaning
dentist	a doctor for teeth
enamel	the tooth's hard outside layer
filling	something used to fill a hole in a tooth
gums	the pink tissue around teeth
plaque	a soft white deposit that forms on teeth that contains bacteria
cavity	a hole in a tooth
tongue	a pink muscle in the mouth


Dental Health – Activity 1, Worksheet 1 – CLB 4–5

Using the strips, fill in the table.

Vocabulary	Definition
1. acid	
2. bacteria	
3. bristles	
4. dental hygienist	
5. dentist	
6. enamel	
7. filling	
8. gums	
9. plaque	
10. cavity	
11. tongue	

Dental Health – Activity 2, Worksheet 1 – CLB 4–5

Read the health message from Ottawa Public Health about dental health.



Dental Health

General
 It is important to eat well and clean your teeth so that your teeth and gums are healthy. Plaque forms naturally on teeth. When you eat or drink sweet foods and drinks, the sugar combines with the plaque and creates acid. This acid causes tooth decay. To prevent tooth decay, you should decrease the amount of sweet foods that you consume. Also, flossing once a day and brushing twice a day will assist in the removal of the sugar and acid. Do not use a lot of toothpaste—just a little is best. You should change your toothbrush every 3 months or when the bristles begin to fray. Also, do not forget to use a new toothbrush after an illness.

Children
 From the time babies are born, their mouths should be cleaned using a soft washcloth, finger brush or infant brush. Babies’ bottles should not be filled with pop or juice because of their sugar content. When teeth appear, use a soft toothbrush. Parents should assist children when they brush their teeth until 8 years of age because the back teeth are often missed. Flossing should begin once the teeth are touching.

There is some potentially new vocabulary.

Match the word from the story with its synonym (a different word with the same meaning).

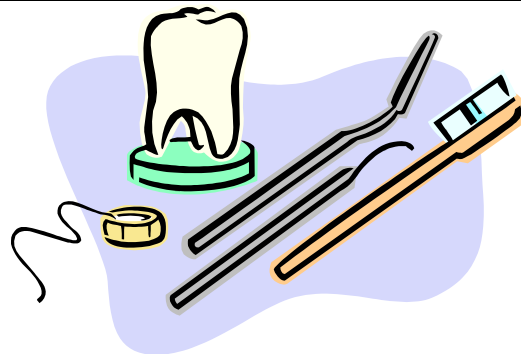
- | | | |
|------------|--|----------------------|
| 1 assist | | _____ mix |
| 2 combine | | _____ worn/damaged |
| 3 consume | | _____ contains sugar |
| 4 decrease | | _____ lessen |
| 5 fray | | _____ eat |
| 6 illness | | _____ <u>1</u> help |
| 7 sweet | | _____ sickness |

Dental Health – Activity 2, Worksheet 4 – CLB 4–5

Read the health information sheet, and then make up a title and write it on the line above.

Do you know how to properly clean your teeth and gums? Many people are brushing and flossing, but not effectively. The first step surprises many people. You start by flossing your teeth. Holding a piece of dental floss tautly between your thumbs, slip the dental floss between each tooth and along the gum line gently once a day. Flossing helps to remove food from places that the toothbrush can't reach. It is also good for your gums and may prevent gum disease. Your gums may bleed a little at first, but that is normal and will soon stop bleeding when you floss every day. However, if your gums continue to bleed, contact a dental health care professional.

You should brush your teeth twice a day. Your toothbrush should have soft bristles, and don't forget to use a little toothpaste. At the gum line, put the toothbrush at a 45 degree angle and move the toothbrush gently in a circular motion away from the gums. Brush every tooth all over. Remember to brush the back teeth. This helps to remove plaque and prevent tooth decay. Brushing your tongue will also remove some bacteria and keep your breath fresh. This process should take at least 2 minutes. Now that you know the technique, your teeth and gums should be healthier. Happy flossing and brushing!



Dental Health – Activity 2, Worksheet 5 – CLB 4–5

Put the dental floss between the teeth, moving up and down.

Use just a little toothpaste on the brush.

Start by putting your toothbrush at the gum line.

Move the toothbrush in circles away from the gum line.

Don't forget to brush the back teeth.

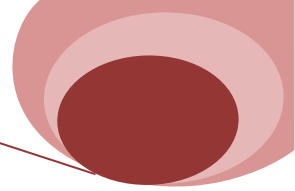
Remove bacteria from your tongue by brushing it.



Dental Health – Activity 3, Worksheet 1 – CLB 4–5

Listen to the 3 voicemail messages and complete the chart.
If you do not hear the information, put an X in the square.

	Message 1	Message 2	Message 3
Clinic's Name			
Address			
Dentist's Name			
Phone Number			
Time – Weekdays			
Time – Weekend			
Speciality			



Dental Health – Activity 3, Worksheet 2 – CLB 4–5

Look at the information from your chart in Activity 3, Worksheet 1.
Answer the questions below, using full sentences.

- 1 Cindy’s daughter is very active, and was playing soccer and broke her tooth at 1 p.m. on a Saturday. What clinic is the best choice for her?

- 2 It has been a very snowy winter, and Jennifer slipped and fell on ice. Unfortunately, she broke her dentures. What phone number should she call to book an appointment?

- 3 Charlotte was brushing her teeth, and her gums started bleeding. Although it is not an emergency, she knows that it is important to talk to a dental professional. She needs to book an appointment that won’t interfere with her full-time, nine-to-five job during the week, and that is before her soccer game on Saturday afternoon. Which clinic is best for her and why?

- 4 Bob is a devoted new father, and his son has started teething. Bob wants to ensure that his son has good dental hygiene. Which dental clinic should Bob contact?

- 5 Doug is a full-time student at a local college. He attends class every day from 9 a.m. to 4 p.m. Which two clinics are good options for him?



Dental Health – Activity 3, Worksheet 3 – CLB 4–5

You need to call Happy Smiles Dental Office to reschedule an appointment. No one answers the phone, and it goes straight to voice mail.

With a partner, practise leaving messages. The caller should state and spell their name and should give their phone number, the reason for the appointment, and the date and time of the original appointment. The caller should also say that they wish to reschedule the appointment.

Scenario 1

Name: Emma Edwards
Phone Number: 403-555-8435
Reason: Toothache
Original Appointment: Next Thursday
Preferred Appointment: Tomorrow



Scenario 4

Name: Hans Huber
Phone Number: 519-555-8523
Reason: Cavity
Original Appointment: This afternoon
Preferred Appointment: Tomorrow



Scenario 2

Name: Jose Fernandez
Phone Number: 709-555-1358
Reason: Bleeding gums
Original Appointment: This Friday
Preferred Appointment: Next week



Scenario 5

Name: Isabel Ingels
Phone Number: 647-555-7585
Reason: Sensitive to cold
Original Appointment: Tomorrow, 9 a.m.
Preferred Appointment: Tomorrow, p.m.



Scenario 3

Name: Greg Grant
Phone Number: 250-555-4568
Reason: Cleaning
Original Appointment: June 3
Preferred Appointment: Same day, but later



Scenario 6

Name: Judy Jenkins
Phone Number: 780-555-3258
Reason: Broken tooth
Original Appointment: November 11
Preferred Appointment: Earlier that day



Dental Health – Activity 4, Worksheet 1 – CLB 4-5

Read about Taylor’s situation.

Taylor Jean Mitchell is new to Old Shop, Newfoundland and Labrador, and she is having a bad day. Yesterday, her husband, Alex, hosted a party. It was a big party to celebrate Canada Day, which was also her birthday. The party was a good opportunity to meet their new neighbours. Lately, when she brushes her teeth, her gums bleed. She is worried because she hasn’t been flossing, and bleeding gums may be a sign of a more serious condition. She decided to make a dental appointment to talk to a dental professional. Dr. Day, her family doctor, recommended the Happy Smiles Dental Clinic during a diabetes checkup. It provides free dental screenings. This is important to her because she does not have any insurance.



Dental Health – Activity 5, Worksheet 1 – CLB 4-5

Dental health is very important.
Many communities have special dental programs for people with low income.
Present a poster on a program.

The poster presentation must have:

- The name of the program
- What the program covers
- Picture(s) (make the poster visually attractive)
- Eligibility information
- Contact information
- Website address

Dental Health – Activity 5, Worksheet 2 – CLB 4–5

Name of Program	What is Covered	Location	Phone Number	Website	Eligibility	Adults	Children

Assessments & Learner Self-Reflection

Dental Health – Assessment 1 – CLB 4**Reading/Writing**

Competency: Comprehending Information

Name: _____ Date: _____

Read the sentence, and circle if the statement is true or false.

Then write a sentence to explain your answer.

1. Babies' gums should be cleaned even if they don't have teeth. True False

2. Bleeding gums are normal. True False

3. Parents should help children brush their teeth until they are 8 years old. True False

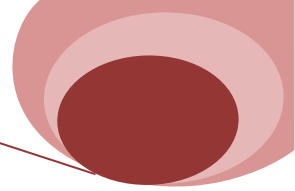
4. Children should not floss their teeth. True False

5. Dental care is only for people with a lot of money. True False

6. Sugar and plaque cause tooth decay. True False

Total: ____ / 12

10/12 = Task achieved: Yes No



Dental Health – Assessment 2 – CLB 5

Reading/Writing

Competency: Comprehending Information

Name: _____ Date: _____

Read the sentence, and circle if the statement is true or false.
Then write a sentence to explain your answer.

1. Babies' gums should be cleaned even if they don't have teeth. True False

2. Bleeding gums are normal. True False

3. Parents should help children brush their teeth until they are 8 years old. True False

4. You should only put a little toothpaste on the brush. True False

5. It is important to use a new toothbrush after an illness. True False

6. Children should not floss their teeth. True False

7. Dental care is only for people with a lot of money. True False

8. Sugar and plaque cause tooth decay. True False

Total: ____ / 16

13/16 = Task achieved: Yes No

Dental Health – Learner Self-Reflection – CLB 4–5

Name: _____ Date: _____

After this lesson I feel ready to...

brush my teeth twice a day.	Yes	No	I already do this
visit a dental clinic.	Yes	No	I already do this
floss my teeth.	Yes	No	I already do this
put a little toothpaste on my toothbrush.	Yes	No	I already do this
change my toothbrush every 3 months or after an illness.	Yes	No	I already do this
limit my intake of sugary food and drinks.	Yes	No	I already do this
remember to clean all over each of my teeth.	Yes	No	I already do this

