

# *Language Learning for Health*

***Prepared by the OPH-OCDSB Collaborative Team  
Ottawa, 2015***

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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.

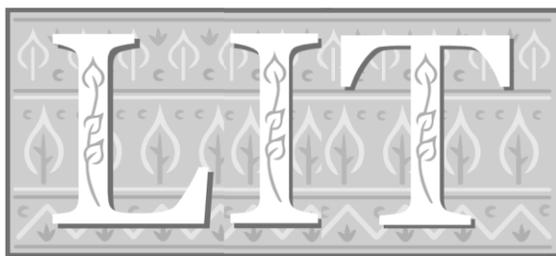
**Source:** Ng E., Wilkins R., Gendron F. and Berthelot J-M. "The Changing Health of Immigrants." Statistics Canada, autumn 2005.

***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](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Dental Health

ESL Literacy and CLB 1



# Instructor Notes

## Dental Health – Instructor Notes – ESL Literacy and CLB 1

### 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 babies' 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, plaque, acid

**Activity 2:** baby, birth, bottle, breast milk, cloth, finger brush, first, floss, fluoride, gums, idea, infant brush, juice, little, never, screening, soft, toddler, toothbrush, washcloth, wipe

**Activity 3:** acid, cavities, plaque, sugar, tooth

**Activity 4:** address, appointments, around, available, circle, clinic, community, copy, cross out, dental, draw, first-come, first-served basis, missing, noon, square, underline, week

**Activity 5:** circle, date, dental, patient, registration, signature, marital status

**Activity 6:** appointment, checkup, cleaning, message, remind

### 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

- Ask learners if they have had a toothache. If so, what did they do? What did they think caused the toothache?
- Ask learners how they keep their teeth clean and healthy. Note that dental cleaning habits may differ across cultures.
- Ask learners if they have had a dental appointment in Canada. If so, was it different than previous appointments they have experienced?
- Record important words and phrases on flip chart paper or on the board.

*\* 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

- Spell the words as a dictation and ask learners to record what they hear.
- Ensure learners record the vocabulary correctly by writing the words on the board or on flip chart paper. The words may be written by a learner instead of the instructor.
- Review pronunciation as a class.
- Prior to class, make copies of Activity 1 Vocabulary Cards, one set for each learner, or for each set of partners. Separate the word and image cards.
- To practice the vocabulary, the instructor could either hold up a word card and ask learners to hold up the corresponding image card, or vice versa.
- Learners may also be asked to match each word with its picture, either individually or with a partner.
- Next, hand out Activity 1, Worksheet 1. Look at the pictures and read the words as a class, then ask learners to write the missing letters in Part A and to write the correct word under each picture in Part B.
- Next, hand out Activity 1, Worksheet 2 and ask learners to complete the sentences.

#### Activity 1

#### **Answer Key**

Worksheet 1 Part A: toothbrush, floss, toothpaste, tooth  
Part B: tooth, floss, toothbrush, toothpaste

#### Worksheet 2

- |            |               |            |
|------------|---------------|------------|
| 1. dentist | 5. toothpaste | 9. cavity  |
| 2. filling | 6. tooth      | 10. tongue |
| 3. floss   | 7. toothache  |            |
| 4. gums    | 8. toothbrush |            |

## Activity 2 – Reading: Dental Hygiene

### Competency: Comprehending Information / Reproducing Information

- Introduce this activity by asking how learners keep their teeth clean.
- Ask about keeping their children’s teeth clean and when they started cleaning their children’s teeth.
- As a class, read the information in the boxes in Activity 2, Worksheets 1–3. The questions can be answered with a partner or as a class.

Activity 2**Answer Key**Worksheet 1

1. Good Idea
2. Bad Idea
3. Bad Idea
4. Bad Idea

Worksheet 2

1. Good Idea
2. Bad Idea
3. Bad Idea
4. Good Idea

Worksheet 3

1. Good Idea
2. Bad Idea
3. Good Idea
4. Good Idea

**Activity 3 – Reading: Cavities****Competency: Comprehending Information / Reproducing Information**

- Ask learners how cavities form. Elicit further information on causes.
- Hand out Activity 3, Worksheets 1 & 2. Using the first sentence of each worksheet as a model, ask learner to write the missing word or words in the subsequent sentences.
- Ensure that learners use capital letters where necessary.

Activity 3**Answer Key**Worksheet 1

1. Plaque
2. sugar
3. acid
4. Plaque, sugar, acid

Worksheet 2

1. tooth
2. cavity
3. Acid
4. Acid, tooth, cavity

**Activity 4 – Reading/Writing: Dental Clinic Schedule****Competency: Getting Things Done / Reproducing Information**

- 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 learners of the dental programs available to low-income individuals and of the FREE dental screenings in the community. (A screening includes a visual check of the mouth without instrumentation.) More details and a PDF copy of an up-to-date calendar can be found at [www.ottawa.ca/dental](http://www.ottawa.ca/dental) or by calling the Ottawa Public Health Information Line at 613-580-6744.
- Hand out Activity 4, Worksheet 1. Ask learners to identify the words they recognize. Explain the term “first-come, first-served basis” and that waiting is sometimes needed.
- Before learners begin to write, remind them to use capital letters when necessary.
- Hand out Activity 4, Worksheet 2. Before starting, review the instructions on the board or on flip chart paper.

Activity 4

Answer Key

Worksheet 1

Worksheet 2

| <u>Monday</u>  | <u>Thursday</u>  |
|--|--|
| <p><b>Lowertown</b> Community Resource Centre<br/>                     40 Cobourg <b>Street</b><br/>                     1 to 4 p.m.<br/>                     613-<b>789</b>-3930<br/>                     * First-<b>come</b>, first-served basis</p> | <p>Sandy Hill Community Health Centre<br/> <del>221 Nelson St.</del><br/>                     9 a.m. to noon<br/>                     * Appointments available.<br/>                     Please call <u>613-789-8458</u></p> |

**Activity 5 – Writing: Dental Clinic Registration Form**

**Competency: 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.
- Before completing the worksheet, review writing the key vocabulary with learners. Remind them of when to use capital letters.

**Activity 6 – Listening: A Dental Clinic Message**

**Competency: Comprehending Information**

- This activity may be more appropriate for CLB 1 learners.
- Hand out Activity 6, Worksheet 1. Elicit learner’s experiences with talking on the phone and any difficulties they may have encountered. Check to see if they have had difficulties listening to phone messages. Review times and dates.
- Review the worksheet as a group before reading the transcript below.
- Read the transcript to learners three times.

Transcript:

*This is a message for Alex. We are calling to remind you that you have an appointment with the Happy Smiles Dental Office. Your appointment is on March 5th at 2:30 p.m. If you need to change the appointment, please call 613-555-1720. Thank you and see you soon.*

Activity 6, Worksheet 1

**Answer Key**

1. b   2. a   3. b   4. b

## Assessment 1 – Writing: Literacy

### Competency: Reproducing Information

- Hand out Assessment 1 to ESL Literacy learners.
- This assessment demonstrates learners' ability to copy information.
- 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.

#### Assessment 1

##### Answer Key

1. toothache    2. dentist    3. gums    4. floss    5. tooth    6. toothpaste

## Assessment 2 – Listening

### Competency: Comprehending Information

- Hand out Assessment 2 to CLB 1 learners.
- This assessment is a voice mail message and demonstrates learners' ability to identify a few obvious factual details, such as numbers, letters, times and dates.
- Repeat the transcript below as often as necessary.
- This can be used as a Portfolio-Based Language Assessment (PBLA) task. When marked, put it in the Language Companion, in the My Portfolio Listening section.

Transcript:

*Hi Inga, You have an appointment with Dr. Jackson on November 18 at 10:15 a.m. If you have a question, please call 250-555-4016. Thank you and see you soon.*

#### Assessment 2

##### Answer Key

1. b    2. a    3. a    4. b

## Learner Self-Reflection

- Hand out the Learner Self-Reflection task, and read it together with the class.
- Learners circle Yes, No or Maybe.
- The Self-Reflection task can be put in the Language Companion, in the My Notes section, and 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/>

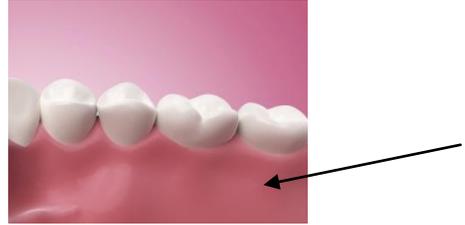
# Worksheets

Dental Health – Activity 1 Vocabulary Cards (page 1 of 2) – ESL Literacy and CLB 1

**tooth**



**gums**



**floss**



**toothbrush**



**toothpaste**

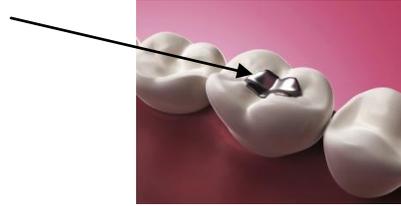


**dentist**



**Dental Health – Activity 1 Vocabulary Cards (page 2 of 2) – ESL Literacy and CLB 1**

**filling**



**toothache**



**plaque**



**acid**



**cavity**



**tongue**



**Dental Health – Activity 1, Worksheet 1 – ESL Literacy and CLB 1**

Look at the pictures and words.



tooth



toothpaste



floss



toothbrush

**Part A**

Now write the missing letters under the correct picture.



t \_ o t \_ b \_ u \_ h



f \_ o \_ s



too \_ h p \_ s \_ e



t \_ o \_ h

**Part B**

Write the word under the correct picture.



\_\_\_\_\_



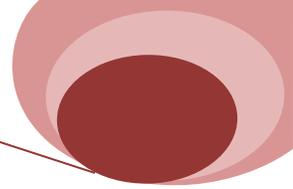
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**Dental Health – Activity 1, Worksheet 2 – ESL Literacy and CLB 1**

Fill in the blanks.



This is a dentist.



This is a \_\_\_\_\_.



This is \_\_\_\_\_.



These are \_\_\_\_\_.



This is \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.

**Dental Health – Activity 2, Worksheet 1 – ESL Literacy and CLB 1**

It is important for babies to have good dental health.

## Babies



If baby sleeps with a bottle, put only water in it.



Pop and juice have too much sugar.



From birth, wipe the gums with a finger brush, clean washcloth or infant brush.

Read the sentence. Circle if it is a good idea or a bad idea.

- |   | <b>Good Idea</b>  | <b>Bad Idea</b>   |
|---|---|---|
| 1 Use a soft cloth to clean a baby's gums.    |  |  |
| 2 Put juice in a baby bottle.                 |  |  |
| 3 Let baby fall asleep with a bottle of milk. |  |  |
| 4 Never clean a baby's mouth.                 |  |  |

**Dental Health – Activity 2, Worksheet 2 – ESL Literacy and CLB 1**

Small children need healthy teeth.

|  |   |
|--|---|
| <h2>Toddlers</h2>  |   |
|                     | Use an infant toothbrush when you see the first tooth.      |
|                     | Use just a little toothpaste from 3 years old.              |
|                    | Help children brush their teeth until they are 8 years old. |
|                   | Floss when the teeth touch.                                 |

Read the sentence. Circle if it is a good idea or a bad idea.

- |  | Good Idea   | Bad Idea  |
|--|---|---|
| 1 Start brushing when you see the first tooth. |  |  |
| 2 Use a lot of toothpaste on a toothbrush.     |  |  |
| 3 Do not floss children's teeth.               |  |  |
| 4 Help children brush their teeth.             |  |  |

**Dental Health – Activity 2, Worksheet 3 – ESL Literacy and CLB 1**

## General Tips



Use toothpaste with fluoride.



Use a new toothbrush every 3 months.



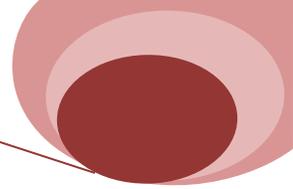
Brush your teeth 2 times every day.



Floss your teeth 1 time every day.

Read the sentence. Circle if it is a good idea or a bad idea.

|  | <b>Good Idea</b>  | <b>Bad Idea</b>   |
|--|---|---|
| 1 Brush your teeth every day.          |  |  |
| 2 Never floss your teeth.              |  |  |
| 3 Get a new toothbrush every 3 months. |  |  |
| 4 Buy toothpaste with fluoride.        |  |  |



**Dental Health – Activity 3, Worksheet 1 – ESL Literacy and CLB 1**



Plaque

+



sugar

=



acid

Write the missing word.

1



\_\_\_\_\_

+



sugar

=



acid

2



Plaque

+



\_\_\_\_\_

=



acid

3



Plaque

+



sugar

=



\_\_\_\_\_

4



\_\_\_\_\_

+



\_\_\_\_\_

=



\_\_\_\_\_

**Dental Health – Activity 3, Worksheet 2 – ESL Literacy and CLB 1**



Acid

+



tooth

=



cavity

Write the missing word.

1



Acid

+

\_\_\_\_\_

=



cavity

2



Acid

+



tooth

=

\_\_\_\_\_



3



\_\_\_\_\_

+



tooth

=



cavity

4



\_\_\_\_\_

+

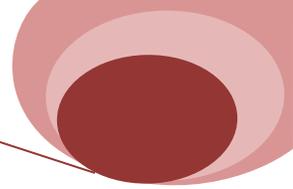


\_\_\_\_\_

=

\_\_\_\_\_





**Dental Health – Activity 4, Worksheet 1 – ESL Literacy and CLB 1**

Read about FREE dental screenings for all ages. A screening is not the same as a check-up at the dentist.

For times and locations, phone the Ottawa Public Health Information Line at 613-580-6744 or go to [www.ottawa.ca/dental](http://www.ottawa.ca/dental).

| Monday  |
|---|
| <b>Lowertown Community Resource Centre</b><br>40 Cobourg Street<br>1 to 4 p.m.<br>613-789-3930<br><b>* First-come, first-served basis</b> |

Copy the missing words.

| _____                                    |
|--|
| _____ <b>Community Resource Centre</b>   |
| 40 Cobourg _____                         |
| 1 to 4 p.m.                              |
| 613-_____-3930                           |
| <b>* First-_____, first-served basis</b> |

**Dental Health – Activity 4, Worksheet 2 – ESL Literacy and CLB 1**

Read about FREE dental screenings for all ages. A screening is not the same as a check-up at the dentist.

For times and locations, phone the Ottawa Public Health Information Line at 613-580-6744 or go to [www.ottawa.ca/dental](http://www.ottawa.ca/dental).

| Thursday  |
|---|
| <p><b>Sandy Hill Community Health Centre</b><br/>           221 Nelson St.<br/>           9 a.m. to noon<br/> <b>* Appointments available.</b><br/> <b>Please call 613-789-8458</b></p> |

English

circle

~~English~~

cross out

English

square

English

underline

Draw a circle around the time.

Cross out the address.

Draw a square around the day of the week.

Underline the phone number.

**Dental Health – Activity 5, Worksheet 1 – ESL Literacy and CLB 1**

You have a dental appointment at the Happy Smiles Dental Office.  
You are a new patient. Fill out the patient registration form.

|   |                                     |                     |  |   |
|---|-------------------------------------|---------------------|--|---|
|    | <h2>Happy Smiles Dental Office</h2> |                     |  |  |
| <b>First Name:</b>  |                                     | <b>Last Name:</b>   |  |   |
| <hr/>   |                                     | <hr/>               |  |   |
| <b>Address:</b>   |                                     |                     |  |   |
| <hr/>   |                                     |                     |  |   |
| <b>City:</b>  | <b>Province:</b>                    | <b>Postal Code:</b> |  |   |
| <hr/>   | <hr/>                               | <hr/>               |  |   |
| <b>Telephone Number:</b>  |                                     |                     |  |   |
| <hr/>   |                                     |                     |  |   |
|  |                                     |                     |  |   |

**Dental Health – Activity 6, Worksheet 1 – ESL Literacy and CLB 1**

Listen to the voice mail message read by the instructor.  
Answer the questions.



- 1 Who has a dental appointment?  
a - Happy Smiles  
b - Alex
  
- 2 When is the appointment?  
a - March 5th  
b - March 25th
  
- 3 What time is the appointment?  
a - 2:00 p.m.  
b - 2:30 p.m.
  
- 4 What is the dental office's phone number?  
a - 613-555-7020  
b - 613-555-1720

# Assessments & Learner Self-Reflection

**Dental Health – Assessment 1 – ESL Literacy**

**Writing**

Competency: Reproducing Information

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

Write next to each picture the correct word from the Word Bank.

**Word Bank**

|         |       |            |
|---------|-------|------------|
| dentist | gums  | toothache  |
| floss   | tooth | toothpaste |

1  \_\_\_\_\_

2  \_\_\_\_\_

3  \_\_\_\_\_

4  \_\_\_\_\_

5  \_\_\_\_\_

6  \_\_\_\_\_

Total: \_\_\_\_/6

5/6 = Task achieved: Yes No

**Dental Health – Assessment 2 – CLB 1**

**Listening**

Competency: Comprehending Information

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

Listen to the voice mail message.

- 1 Who has a dental appointment?  
a - Dr. Jackson  
b - Inga
  
- 2 When is the appointment?  
a - November 18th  
b - November 28th
  
- 3 What time is the appointment?  
a - 10:15 a.m.  
b - 10:50 a.m.
  
- 4 What is the dental office's phone number?  
a - 250-555-1460  
b - 250-555-4016



Total: \_\_\_\_/4

3/4 = Task achieved:    Yes    No

**Dental Health – Learner Self-Reflection – ESL Literacy and CLB 1**

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

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

**Will you...**

brush your teeth twice a day?

Yes No Maybe

avoid giving your baby pop and juice?

Yes No Maybe

visit a dental clinic?

Yes No Maybe

floss your teeth?

Yes No Maybe

put only a little toothpaste on the brush?

Yes No Maybe

change your toothbrush every 3 months?

Yes No Maybe



