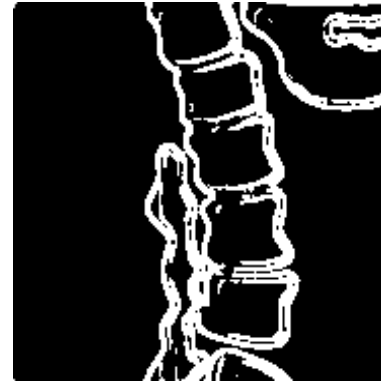


Interacting in communities: Unit 1 **BODY & MIND**



ELSA 6
CLB 7

Introduction

In this unit, learners examine the services covered by the BC Health Care System and compare the BC health care system with that of their home country. In addition, learners will explore some health topics and their social effects.

The **Core Curriculum** focuses on the BC health care system. Learners familiarize themselves with the BC health care system by searching online and printed information. In the process, learners learn about the services that are covered or not covered by MSP and the coverage outside BC and Canada.

The **Project** focuses on health issues and their social effects. Learners participate in a collaborative inquiry project on a selected relevant health topic in BC to create and deliver a presentation. The goal of this project is to give learners a better understanding of health systems and policies in British Columbia and Canada. This project requires group brainstorming sessions and group decision making sessions.





Teaching Suggestions

- Invite a public health nurse, first aid trainer, or other health care expert to come and speak to the class.
- Record presentations to use for self-reflection and feedback.
- Encourage learners to access as independently as possible authentic sources for their research by carefully previewing the sources used, pre-teaching the vocabulary, scaffolding the tasks using such tools as graphic organizers, and giving clear expectations.
- Model the academic attitudes of inquiry, critical thinking, and collaboration by demonstrating these through respectful interaction with the learners, asking for clarification, listening to understand the others' perspectives, thinking through issues, and seeking understanding.
- Encourage learners to use thesauri, dictionaries and glossaries to build list-reading and scanning skills.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-II:	Understand moderately complex directions and instructions for technical or non-technical tasks. (FATK)
Speaking	
 CLB 7-IV:	Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures. (FATK)
Reading	
 CLB 7-IV:	Access, locate and integrate information from online reference sources.
Writing	
 CLB 7-III:	Complete extended forms requiring detailed personal information. (FATK)

Content and Other Outcomes

Learners will

- develop their health literacy
- understand how BC manages its health care system to provide for its citizens
- build health related vocabulary and apply it in conversation, writing, and presentations
- refine their critical reading abilities through comparing and contrasting articles on similar topics
- develop the ability to manage and synthesize information from various sources to produce and present a coherent report
- build team-working skills through collaborating exercises geared towards creating a group presentation

POSSIBLE TOPICS

Topic

This unit explores health issues as they impact both the bodies and the minds of individuals, communities, or large populations. Possible topics could include specific information on accessing BC Medical Services for newcomers and extend to consider broad personal and public health issues. Instructors might include any of the following:

- symptoms, diagnostics, diseases, and treatments
- conventional, preventative, traditional, complementary, and alternative medicine
- health indicators (e.g., life expectancy, infant mortality, obesity, disease) –see WHO glossary
- public health, health promotion (see the WHO glossary), environmental health
- epidemics, disease control, disease prevention
- mental health issues and drug addiction
- health as a social issue (e.g., Aboriginal health; elder or dependent child homecare vs. institutional care; impact of mental health and alcohol/drug addiction on homelessness)

Cross-cultural Perspectives

Cultures have distinctive perspectives and practices concerning both traditional and modern medicine. Instructors could explore any of the following differences with learners:

- modern and traditional approaches to medicine
- mind-body relationship, well-being and stress managements across cultures, happiness & health
- health as a personal, family, community, religious, or nation-state responsibility

Systems and Practices in BC and Canada

The following are one or more possible topics instructors could explore with learners:

- MSP and extended health care
- jurisdiction (various government levels) over medical and health care services in Canada
- specific Canadian health issues (e.g., Aboriginal health, homelessness, poverty and health, children’s health, the implications of an aging population)
- health promotion and Canada’s contribution to the international health promotion agenda
- physical fitness and healthy lifestyle learning opportunities through community centres

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- phrases indicating problems in comprehension
- phrases for comprehension checks

I am sorry I didn't get what you meant. Could you please slow down?

Do you mean ...? Is it ...?

Grammar

- verb tenses to describe changes in data
- prepositions used to describe changes in data over time
- transitional words and phrases
- comparison/contrast
- cause and effect

*decrease, decreased, may/will decrease, has been decreasing
increased by 10% over two years, from 1998 to 2000*

My first point is...

likewise, similarly, in contrast

consequently, hence, therefore

Pronunciation

- non-verbal communication to indicate politeness and deference
- contrastive stress to indicate which of several options is preferred
- chunking at the phrase level to make information easier to process

appropriate head tilting, nodding gestures

Yuri/, would you like to sit here/or over there?

The first order of business/ is to elect/ new officials

RESOURCES

Health

[The Brain from Top to Bottom: Beginners – CINMHA \(Canadian Institute of Neurosciences, Mental Health, and Addiction\)](#)

Learners may need support to access these informational modules, but they provide a good way to develop their AWL vocabulary. Diagrams and simple definitions are provided. Topics include the following: a basic description of brain physiology, memory, evolution and the brain, thought and language in the brain, and sleeping and dreaming.

Uses: Build vocabulary scaffold to tackle more complex texts/videos.

[The Brain that Changes Itself \(Nov. 28, 2008, 43:38\) – The Nature of Things](#)

This CBC *Nature of Things* documentary complements the CINMHA page above. The story is told through several case studies that support the current research on neuroplasticity.

Uses: Learners analyse individual cases. They provide excellent listening samples for note-taking and summary skills practice.

[Canada’s Food Guide](#)

This page is suitable for ELSA 5 – 8.

Uses: Learners research one food group and present their findings to the class. This is well suited to making tables and charts.

[Diabetes Resources – AMSSA](#)

This webpage has many CLB – aligned health resources.

Uses: This is a great pairing with Best of the Reader links above, and builds on information about diabetes and cancer.

[Health Canada](#)

This website has excellent links to many topics including the following: About Health Canada, Consumer Product Safety, Drugs & Health Products, Environmental & Workplace Health, Food & Nutrition, Canada’s Health Care System, Healthy Living, and more.

Uses: Copy and paste this resource from Health Canada to build jig-saws, short presentations, reading activities, or to practice note-taking skills.

[HealthLink BC – Government of BC](#)

This website has a variety of resources including a great online symptom checker that is excellent for vocabulary and topic development.

Uses: This is excellent for online navigation skill exercises, research, and note-taking /vocabulary skills exercises.

[Healthy Living Page – Health Canada](#)

This page is very user friendly and well suited to lab work.

Uses: These are excellent for online navigation skills exercises, research, and note-taking. They provide a good lead into the Canada Food Guide, and many other relevant topics such as: Travel Health, Healthy Babies, Sun Safety, Mental Health, and more.

[Homelessness in Vancouver – Social Development Department House Policy](#)

This pdf document has excellent charts, graphs, and graphic representations.

Uses: Learners research one stage of social development to present to classmates, also well suited to document use exercises and reading comprehension.

[Housing Plan for the Downtown Eastside – City of Vancouver](#)

This pdf document is the City’s Downtown Eastside Plan with charts, graphs, a portrait of the residents, and eight sub-area sections.

Uses: Learners summarize material suitable for jigsaws and presentations.

[Literacy and Health](#)

This fact sheet explains how literacy and health are related and includes useful links.

Uses: There is a five-part jigsaw about the effects of literacy on health.

[My Food Guide – Canada’s Food Guide](#)

Uses: Learners can use the guide to find information suitable for their age and gender and can follow online instructional prompts to complete a personalized food guide and then share their findings in short presentations or discussions.

RESOURCES

Health (cont.)

[Symptom Checker – Health Link BC](#)

This engaging page has an interactive online symptom checker from HealthLinkBC.

Uses: Learners point and click to choose a body part or area, describe the symptoms, and finally receive instructions. This is excellent for vocabulary building or topic research for presentations.

[Take the Guided Tour – Canada’s Food Guide](#)

This tour is a great introduction to the website.

Uses: This provides navigation skills practice available in HTML or Flash is recommended. Learners can access online material for presentations, readings, or role-plays.

[Vancouver Homeless Count 2011 \(Mar. 17, 2011, 3:06\) – The Province Online Youtube Video](#)

This video features Mayor Gregor Robertson and others standing on the street in the Downtown Eastside talking about their experiences during the homeless count.

Uses: Learners listen and take notes about the homeless count of 2011.

Health System and Services

[BC Services Card – Government of BC](#)

This page has essential information and links to other resources about the new BC Services Card that became effective February 15, 2013.

Uses: Learners access information online about the process and forms required for the new card.

[Four-part video debate on Canadian Health Care – The Globe and Mail](#)

Follow the links in this video debate series to see discussions about various topics: a two-tiered system, queue jumpers, brain drain, and patient input.

Uses: Learners listen for points of the debate as well as the role of the moderator. This is well suited to discussions, note-taking, and role-plays.

[WHO Health Promotion Glossary](#)

This document defines technical terms in health promotion (e.g., health indicators, health expectancy, community, population health). This is a WHO publication from the Ottawa Charter for Health Promotion.

Uses: This is useful for making a facsimile reading exit task.

[Your Health \(mixed levels, including advanced\) by Joan Acosta – Westcoast Reader](#)

This resource includes activities for ELSA 6 or 7 including sections on exercise, colds and flu, cancer, and diabetes.

Uses: These resources suitable to start the class, to review or introduce material, or to begin a larger project.

[Healthy Living Resources – AMSSA \(Affiliation of Multicultural Societies and Services Agencies of BC\)](#)

This page has an excellent selection of resources.

Uses: This is a page of useful links to ready-to-use material, audio clips, transcripts, and videos.

[PharmaCare – Ministry of Health](#)

This site has links to excellent topics such as: Fair PharmaCare Plan, All PharmaCare Plans, Benefits Information, Drug Coverage, Hot Topics, Smoking Cessation Program, Your Voice – Public Input to Drug Reviews, and many more.

Uses: Learners are assigned a section and take notes to report on, or learners determine who needs which form.

RESOURCES

Health System and Services (cont.)

[PharmaCare forms – Ministry of Health](#)

This page has Fair PharmaCare Forms and links to many other health related forms including MSP.

Uses: Learners complete extended forms requiring personal information, or learners use the forms to practice question formation and fill out the forms for a partner through questioning.

[Province of British Columbia Youtube Channel](#)

This Youtube channel has the latest and archived videos from the provincial government.

Uses: Learners access current news items, watch videos, and summarize the main points from their notes.

[Public vs. Private Health Care – CBC News In Depth: Health Care](#)

This article is well organized with headings in question format.

Uses: This complements the *Globe and Mail* video debate series, and has a good menu for online navigation skills that is suitable for presentations or debate research.

Skill Building Resources

[Assessing a PowerPoint Presentation – TeacherVision](#)

This pdf form is a ready-made assessment tool that is well suited to the classroom.

Uses: Learners access the document, print it, and use it to focus on skills before presenting and then to offer constructive feedback to other learners after presenting.

[Giving Constructive Feedback on Presentations – Duke University Centre for Instructional Technology](#)

This two-page summary provides a concise list of steps with examples.

Uses: Learners use the list to plan their presentations and to give feedback to others.

[Talking with Your Doctor: A Guide for Older People – NIA](#)

This US National Institute on Aging resource is suitable for ELSA 5-8.

Although some information is American focused, there are very useful sections about how to talk to your doctor.

Uses: It includes ready-made worksheets for doctor visits, medication, and information suitable for presentations/role-plays.

[Toll-Free Information Lines – BC Ministry of Health Services](#)

This page has a list of toll-free information lines and links for health related topics.

Uses: This is an excellent resource for individual or pair research, online navigation, and telephone skills.

[Welcome BC – Health Care](#)

This page has links and summaries for MSP, Pharmacare, Emergencies, Finding a Doctor, and much more.

Uses: Learners access, locate, and integrate information from the website and by navigating the links.

[Presentation Skills – The Training Professional’s Gateway. Collins, M. J.](#)

This training resource available for download includes a presentation feedback sheet, an evaluating presentations document, and a step-by-step guide with samples on how to design a PowerPoint presentation.

Uses: Learners use online navigation and locating skills to access documents for use in class or to prepare and evaluate presentations.

[Problem-solving and Decision-making: Simple Processes for Problem-solving and Decision-making – Chapman, A.](#)

This resource has a useful article, along with graphic organizers, templates, and links to other models like Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Social and Technological (PEST) analysis.

Uses: Learners discuss the pros and cons of the different graphic organizers, choose one and apply it to a given problem or decision.

RESOURCES

Skill Building Resources (cont.)

[Writing a Topic Outline – WISC-ONLINE: Mastricola, R.M.](#)

This site gives an audio presentation with complimentary text onscreen about the purpose of an outline and how to prepare one.

Uses: Learners take notes and follow instructions to help them prepare a topic outline.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready-to-use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 5, Volume 2: Managing Information

Chapter 7, Volume 2: Telephone Calls

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

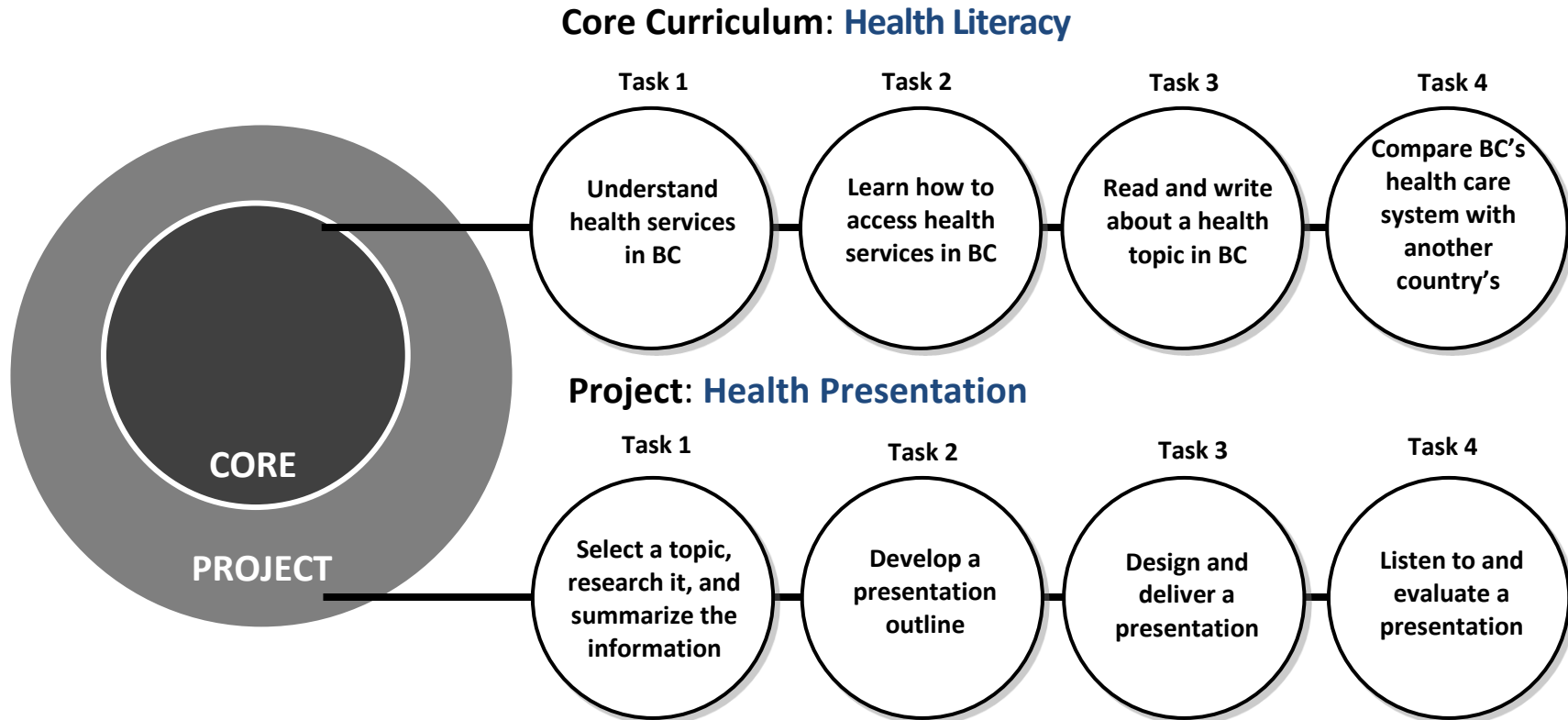
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

[Chapter 7, Volume 2: Telephone Calls](#)

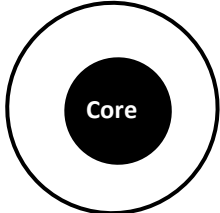
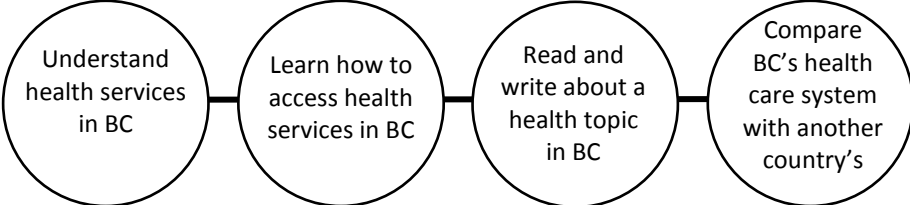






At a glance: BODY & MIND



SCOPE & SEQUENCE

of Sample Tasks

ELSA 6


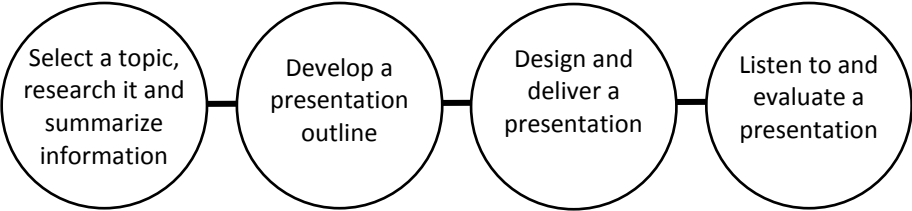

Unit 1: Body and Mind	CORE CURRICULUM: Health Literacy PROJECT: Health Presentation	
		
CLB OUTCOME   	SAMPLE TASK	RESOURCES
 CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 1: Understand health services in BC <ul style="list-style-type: none"> locate and identify services covered by MSP inside and outside BC and Canada create a list of what is <i>not</i> covered by MSP, include the average cost, and discuss private and public health care systems identify different types of supplemental coverage: workplace plans, and private plans 	Welcome BC – Health Care PharmaCare – Ministry of Health Public vs. Private Health Care – CBC News In Depth: Health Care Four-part video debate on Canadian Health Care – The Globe and Mail
 CLB 7-III: Complete extended forms requiring detailed personal information. (FATK)  CLB 7-II: Understand moderately complex directions and instructions for technical or non-technical tasks. (FATK)	Task 2: Learn how to access health services in BC <ul style="list-style-type: none"> complete an online or print MSP application form; identify the purpose of the form and complete it with all the required information; use correct spelling, punctuation, capitalization, dates, and number format listen to recorded messages about what to do when reporting a lost Care Card, following sequence markers or other linguistic clues to infer the order of steps role-play, responding appropriately to health care practitioners' advice and suggestions 	Formative Assessment Toolkit (CLB 7) Welcome BC – Health Care PharmaCare forms – Ministry of Health BC Services Card – Government of BC PharmaCare – Ministry of Health Talking with Your Doctor: A Guide for Older People – National Institute on Aging

Unit 1: Body and Mind	CORE CURRICULUM: Health Literacy (cont.) PROJECT: Health Presentation	
CLB OUTCOME 🗣️🧠📖✍️	SAMPLE TASK	RESOURCES
🗣️ CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 3: Read and write about a health topic in BC This component can be used as a stand-alone task, or as a lead-in to the project work. Learners can work independently, in pairs or groups. <ul style="list-style-type: none"> • select a health topic of interest and social relevance (e.g., mental health, refugee health care, obesity) • research the topic, take notes, and summarize the results • share findings with class 	Health Canada Diabetes Resources – AMSSA Literacy and Health Canada’s Food Guide
🗣️ CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures. (FATK)	Task 4: Compare BC’s health care system with another country’s <ul style="list-style-type: none"> • reflect on learning about the BC health care system; make notes about how BC’s system compares with home country’s • present a short informal report, providing accurate and detailed descriptions and comparisons; include opinion and evidence of critical thinking 	Formative Assessment Toolkit (CLB 7) Presentation Skills – The Training Professional’s Gateway. Collins, M. J.

SCOPE & SEQUENCE

ELSA 6

of Sample Tasks

UNIT 1: Body and Mind	CORE CURRICULUM: Health Literacy PROJECT: Health Presentation	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
CLB 7-IV: Access, locate and integrate information from online reference sources.	Task 1: Select a topic, research it, and summarize information <ul style="list-style-type: none"> • select a topic by participating in a group meeting in which a formal decision making process (e.g., consensus, voting) is used to make decisions • strategize to divide research tasks • research, take notes by reducing information to key points with accurate detail, and summarize information 	Problem-solving and Decision-making: Simple Processes for Problem-solving and Decision-making – Chapman, A.
Various non-target CLB outcomes	Task 2: Develop a presentation outline <ul style="list-style-type: none"> • select a presentation format: <ul style="list-style-type: none"> ○ a presentation and poster that conveys important information about the health topic ○ a 10-minute lesson plan that conveys essential information accompanied by teaching handouts or visuals ○ a 10-minute PowerPoint presentation • write an outline for the presentation, dividing the presentation tasks and roles 	Writing a Topic Outline – WISC-ONLINE: Masticola, R.M.

UNIT 1: Body and Mind	CORE CURRICULUM: Health Literacy PROJECT: Health Presentation (cont.)	
CLB OUTCOME 🧠💡📊✍️	SAMPLE TASK	RESOURCES
🧠 CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios) or to describe, compare and contrast in detail 2 events, jobs or procedures. (FATK)	Task 3: Design and deliver a presentation <ul style="list-style-type: none"> • use the outline to plan the presentation, scripting a role for each group member • create visuals (posters, handouts or slides) • identify and write a list of criteria for evaluating presentations (e.g. topic interest, voice, body language, use of visuals) • deliver the presentation as a group 	Assessing a PowerPoint Presentation – TeacherVision
Various non-target CLB outcomes	Task 4: Listen to and evaluate a presentation <ul style="list-style-type: none"> • evaluate your own and others’ presentations based on the criteria selected by the group • give constructive feedback on presentations • set goals for the next presentation 	Giving Constructive Feedback on Presentations – Duke University Centre for Instructional Technology