



Module 2

Symptoms and Injuries

C I W A

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Reader's Notes

The module 'Symptoms and Injuries', stresses the need to recognize symptoms and get treatment before problems worsen. It provides guidance about the appropriate places to seek diagnosis and treatment. An overview of the material covered in the module is provided in the introduction. This covers the salient features of the module and serves as a useful source of information for the facilitators. We recommend that the facilitators read the introduction so that they have complete information before going to the class. The introduction is written in plain language so that it can be incorporated into effective lesson delivery.

Activity sheets that support the learning objectives are included in the module to reinforce the key health concepts being explored. A sample lesson plan which includes the targeted Canadian Language Benchmark (CLB) level of the learners, time estimation, and additional information about the topic has been provided with all activities. A visual glossary has been provided to assist the facilitator in explaining the new vocabulary. It is up to the facilitator to include, omit or adapt the activities according to the needs and level of the learners.

Keeping in mind the limited literacy level of the learners, the preferred method for teaching the curriculum envisages the following stages:

1. Introduce the subject and prompt a discussion, through brainstorm questions provided in the facilitator's notes. This reveals the existing knowledge the learners possess on the topic. Guide learners to relate their experiences and opinions about the topic. These discussions kindle interest and gain the attention of the learners, while providing an assessment to the teacher.
2. Introduce vocabulary by writing the key words on the board and teaching their meanings by showing pictures. When feasible, use of transparencies/ PowerPoint/ realia (real life objects)/ models/ charts can be made to augment the learning.
3. Actively maintain learner participation by miming, choral repetition, role play, questioning, inviting opinions etc.
4. Review the activity sheet thoroughly and address learners' questions. This is achieved by active questioning, hinting at answers, allowing the learners come to a conclusive solution and then revealing the correct answer.
5. Ask the learners to attempt the activity and clarify as much as possible, without giving the answers.

Facilitators should use their discretion to select the activity sheets that best align with the level of their learners. Recapitulation and repetition is important at all stages.

During facilitation, handouts and activities should be distributed to the learners. They should be prompted to seek clarifications about the handout contents.

Learners should be encouraged and motivated to obtain more information about health through reading, internet, suitable television/radio news and documentary programs in their first language and discussions with their family members and friends.

Focus Questions

Facilitators should review the effectiveness of learning by focusing on some key questions and adapting the lessons according to the specific need of the learners. Focus questions include:

- Is the lesson appropriate for the learners' literacy level?
- Will the learners find the lesson interesting and useful?
- Does the lesson connect to the learning goals of the learners?
- Are the lessons being tailored to meet the needs of the learners?
- Is feedback being used to assess the effectiveness of learning by the class?
- Are the learners able to do what is expected of them at the end of instruction?
- Have the needs of the low literacy level learners been catered for to enable them to keep abreast with the rest of the class?
- Are lessons being recapitulated and reviewed regularly in the class?
- Are the learners acquiring adequate vocabulary about items related to health care?
- Can the learners describe problems related to health, hygiene, illness, sickness, injuries and symptoms orally and in writing?
- Have the learners been provided sufficient practice on what they will be assessed on?

Introduction

Body Parts

Body parts are external or internal. External body parts are outside parts of your body such as an arm, eye, ear or nose. Internal body parts are inside of you such as heart, lungs or kidneys. All parts of the body play a special role in how our body works.

Hearts pump blood through our body. Vessels (tubes, veins) are connected to the heart. These tubes take the blood to all parts of body.

Our lungs help us breathe. Lungs take oxygen from the air into the blood and carbon dioxide from the blood into the air.

Muscles contract and relax to help us move.

Bones are hard parts of our body. They help hold our body up. Bones protect the internal parts (organs) of our body.

Kidneys take out bad things from our blood and change them into urine (pee).

Our brain controls all parts of our body. It helps us think. Our brain is in our heads.

The stomach is where our food goes. It breaks our food into small pieces so that our blood can take nutrients (good parts of the food) from the food. Food gives us energy and keeps us strong.

A joint is where two bones meet. Joints have cartilage (a soft material) in them so that the hard bones can move easily.

Senses

We have five basic senses; sight, hearing, taste, smell and touch. Our senses help us know and experience our world.

- Sight: how we see things through our eyes
- Hearing: how we hear different sounds through our ears
- Taste: how we know if what we eat is sweet, salty, sour or bitter
- Smell: how we know if something has a good or bad smell
- Touch: how we feel things (smooth, rough, wet, dry, etc.)

Symptoms

Symptoms are the way our bodies tell us that there are health problems. Symptoms can help tell us what is wrong in our body. Symptoms tell you that there are changes in how your body is working. When you visit a doctor, you should tell your doctor how you feel. If you do not feel good, this could mean that something is wrong with your health.

There are different types of symptoms. Symptoms can be:

- Vomiting (to throw-up)
- Swelling (puffed up)
- Bleeding (loss of blood)
- Fever (high body temperature)
- Earache (pain in the ear)
- Toothache (pain in the teeth)
- Headache (pain in the head)
- Rash (irritation of the skin)
- Numbness (to not feel)
- Drowsiness (sleepy)
- Diarrhea (watery poop/stool)
- Trouble breathing (cannot breath well; shortness of breath)
- Tingling (feeling pins and needles in your body or skin)
- Passing gas (bad smelling air from bowels)
- Congestion (your nose is full. It is hard to breathe from your nose)
- Itching (you want to rub or scratch your skin)
- Fatigue (you feel tired/weak)
- Constipation (your stool (poo) is too hard. It does not come out)
- Sneezing (a quick push of air out of your nose and mouth)
- Stomach ache (pain in your stomach)
- Backache (pain in your back)
- Runny nose (nose dripping watery)
- Cough (quick noisy push of air from mouth)
- Dizziness (feeling wobbly/faint; to loose balance; not steady)
- Nausea (to feel like throwing up; feeling sick in the stomach)

Symptoms can be a sign that you have different diseases or illnesses like:

- Malaria (fever caused by infected mosquitoes)
- Tuberculosis/TB (infectious disease that affects your lungs and other parts of your body)
- Cancer (cells that grow uncontrollably; cells are what our bodies are made up of)
- Heart problems
- Kidney problems
- Digestive problems (problems with how the body deals with food and uses it for energy/ power)
- Flu (an illness that affects breathing or the stomach)
- Colds (illness which affects the nose and throat)

- Liver problems (illnesses such as cirrhosis: liver cells get hurt and replaced by scar tissue)
- Hearing problems
- Eye problems

If symptoms continue for many days go to a doctor. If you do not go to a doctor, it may cause more problems. Symptoms help you understand what is wrong with your body.

Symptoms help you find diseases such as:

- Cancer (group of cells that grow uncontrollably)
- Tuberculosis/ TB (infectious disease that affects your lungs and other parts of your body)
- Cirrhosis (disease of the liver; cells get hurt and replaced by scar tissue)

Injuries

An injury is when you hurt your body. As injury can be on the outside of your body like:

- A burn (when touch something very hot; your skin gets red and sore)
- A cut (to break the skin with a sharp object such as knife, scissors, scalpel)
- A fracture (break e.g. to break a bone)
- Swelling (puffed up; like skin or a joint)
- Bruises (when you are hurt and your skin turns black or blue)

An Injury can be inside your body like:

- Blood clotting (a lump of blood that blocks your veins/ blood vessels)
- Muscle tear (rip)

Getting Help

There are different types of health care for people who live in Alberta. These are:

- Health Link Alberta
- Walk-in clinics
- Family doctors
- Urgent care centres
- Hospital emergency departments

If you are hurt, you should get help. Injuries inside your body can be more serious than how you may feel. You should get help if your symptoms are very bad. You should go to an emergency department or urgent care centre. If the symptoms are not serious, you can go to your family doctor or walk-in clinic. You can call Health Link Alberta if you are not sure about where you should go. You can call Health Link Alberta 24 hours a day, 7 days a week.

- Calgary phone 403-943-5465
- Edmonton phone 780-408-5465
- Province wide phone 1-866-408-5465 (toll free)

You can go to any of these places based on how sick you are. For example; you will not go to an emergency for a common cold (an illness which affects the nose and throat), flu (an illness that affects breathing or stomach) or fever (high body temperature).

You can go to a family doctor or a walk-in clinic when you have symptoms. It is important to be able to tell symptoms. It will make it easier for your doctor to tell what your problem is.

Some symptoms that you can have are:

- An earache (pain in the ear)
- Sore throat (pain in the throat) and cough
- Fever (high body temperature)
- Muscle and joint pain
- Flu (an illness that affects breathing or stomach)
- Rash (irritation of the skin, causes redness of the skin)
- Vomiting that doesn't stop (throw-up)
- Diarrhea (watery poop/stool)
- Stomach pain

If your life is not in danger, but you are so sick that you need to see a doctor, you should go to an urgent care centre. Some examples are:

- Difficulty breathing (cannot breathe well; shortness of breath)
- Bad sore throat
- Bad headaches
- Sprains (muscle injury; like when you twist your ankle) and broken bones
- Deep cut that needs stitches
- High fever (high body temperature). Call Health Link Alberta they can help you decide, through an interpreter if necessary, what is a dangerous fever.
- Shortness of breath (you cannot get enough air and it is hard to breathe)
- Wheezing (making a whistling sound when you breathe)
- Fracture/break (to break a bone)

You do not need an appointment at urgent care centres. An appointment is the time and date you agree to meet or see someone. Go to the emergency department of the nearest hospital if someone is so sick or hurt that they may die. You should go to the emergency department if a person is:

- Unconscious (person is not awake but not asleep and will not wake up; does not respond)
- Giving birth/ labour; pregnancy (baby is growing inside a woman for 9 months)
- Heart attack (the heart gets damaged/ hurt)
- Stroke (sudden loss of brain function caused when the supply of blood to the brain stops)
- Asthma (disease that makes it hard for people to breathe)
- Seizure (a sudden short attack of shaking and unconsciousness)

External Parts of the Body 1

Facilitator's Notes

Level: Pre-benchmark

Time: 20 – 30 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to identify and name different parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Pictures cut out from activity sheet to make picture cards or pictures from visual glossary.

Vocabulary: feet, teeth, elbows, wrists, shoulders, thumbs

Brainstorm: Ask learners:

- What are some different body parts?
- Name the body parts, point to them and then point to their pictures on the activity sheets
- Explain their functions, miming where possible


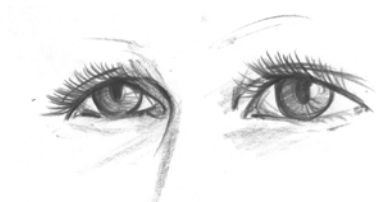






Instructions:

1. Explain the difference between external and internal body parts with the help of pictures.
2. Write down the new vocabulary on the board and teach their pronunciations and meanings by showing picture cards.
3. Explain all words one by one, relating them to the pictures on the activity sheet and pointing to your body.
4. Distribute activity sheet, 'External Parts of the Body 1'.
5. For each picture tell the learners to say the word and point to it on their activity sheets and then on their bodies.
6. Demonstrate how to write in the blanks beside the picture and ask the learners to do the same on their activity sheets.
7. Tell the learners to complete the remaining questions by copying the words beside each picture.
8. Circulate and help, where needed.

Extension: Show the learners different clothes or jewellery and ask on which part of body they wear them e.g. socks, mittens, earrings, necklace etc.

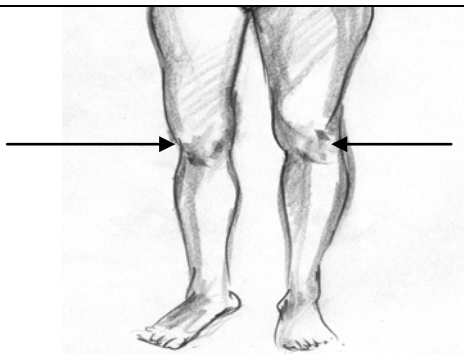

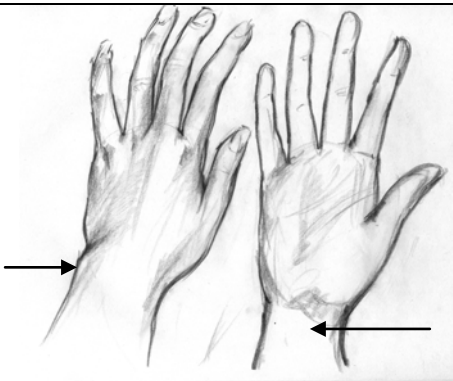
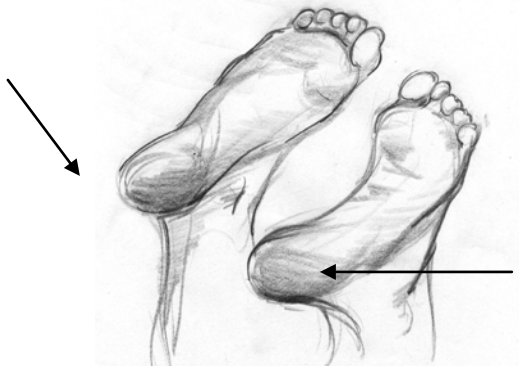
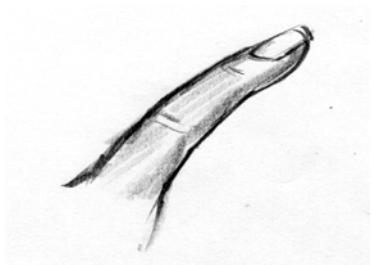
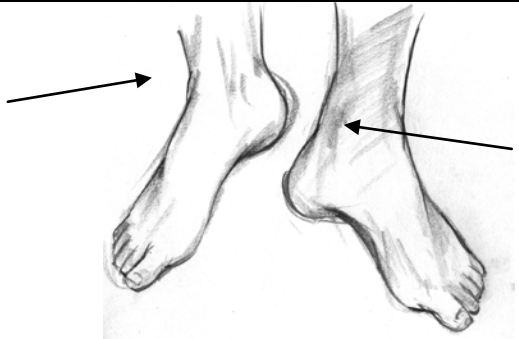
Activity: External Parts of the Body 1

Copy the words.

| | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  <p>Hands _____</p> |  <p>Eyes _____</p> |
|  <p>Teeth _____</p> |  <p>Feet _____</p> |
|  <p>Legs _____</p> |  <p>Arm _____</p> |
|  <p>Tongue _____</p> |  <p>Nose _____</p> |

Activity: External Parts of the Body 1

Copy the words.

| | |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|  <p>Knees _____</p> |  <p>Shoulders _____</p> |
|  <p>Wrists _____</p> |  <p>Heels _____</p> |
|  <p>Finger _____</p> |  <p>Ankles _____</p> |

External Parts of the Body 2

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 20 – 30 minutes

Targeted Language Skills: listening, writing

Objective: To enable the learners to identify and name different parts of body

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Pictures cut out from activity sheet to make picture cards or pictures from visual glossary.

Vocabulary: stomach, toes, finger, buttocks, waist

Brainstorm: Ask learners:

- What are some different body parts?
- Name the body parts, point to them and then point to their pictures on the activity sheets.
- Explain their functions, miming where possible.

Instructions:

1. Distribute activity sheet, 'External Parts of the Body 2'.
2. Write down new vocabulary on the board and teach their pronunciations and meanings. Use pictures or definitions.
3. Ask the learners to read them aloud several times while pointing to their bodies.
4. Demonstrate how to label a body part on the activity sheet and ask the learners to do the same on their activity sheets, while using the word bank at the bottom.
5. Circulate and help, where needed.

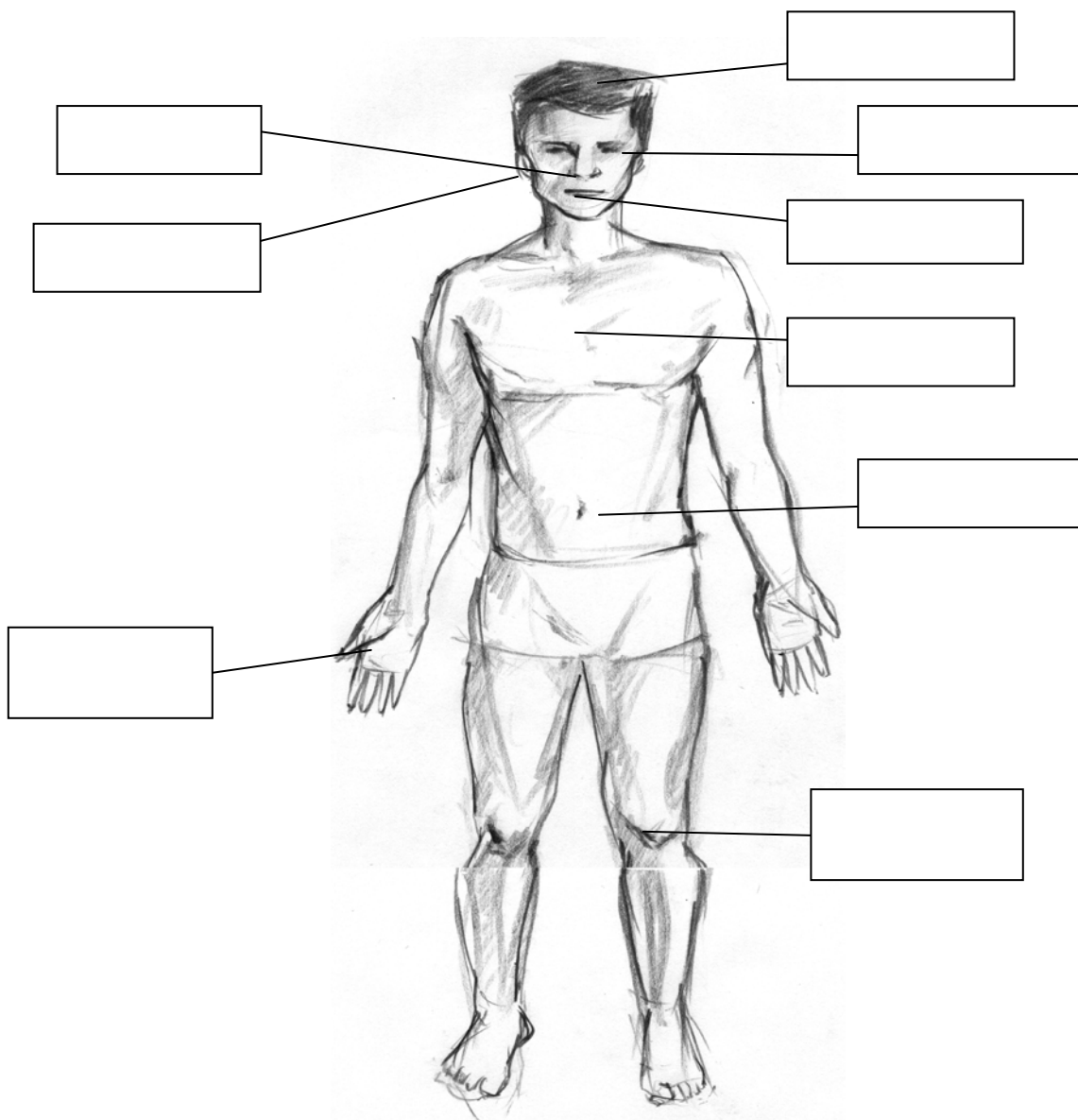
Extension: Body Map:

- Ask one learner to draw around an outline of the body.
- Ask learners to add in the physical features of the body, such as facial features.
- Ask learners to label different parts of the body using their collective knowledge.
- Assist the learners as needed.

Activity: External Parts of the Body 2

Label the body parts.

eye nose mouth ear hair
chest hand stomach knee

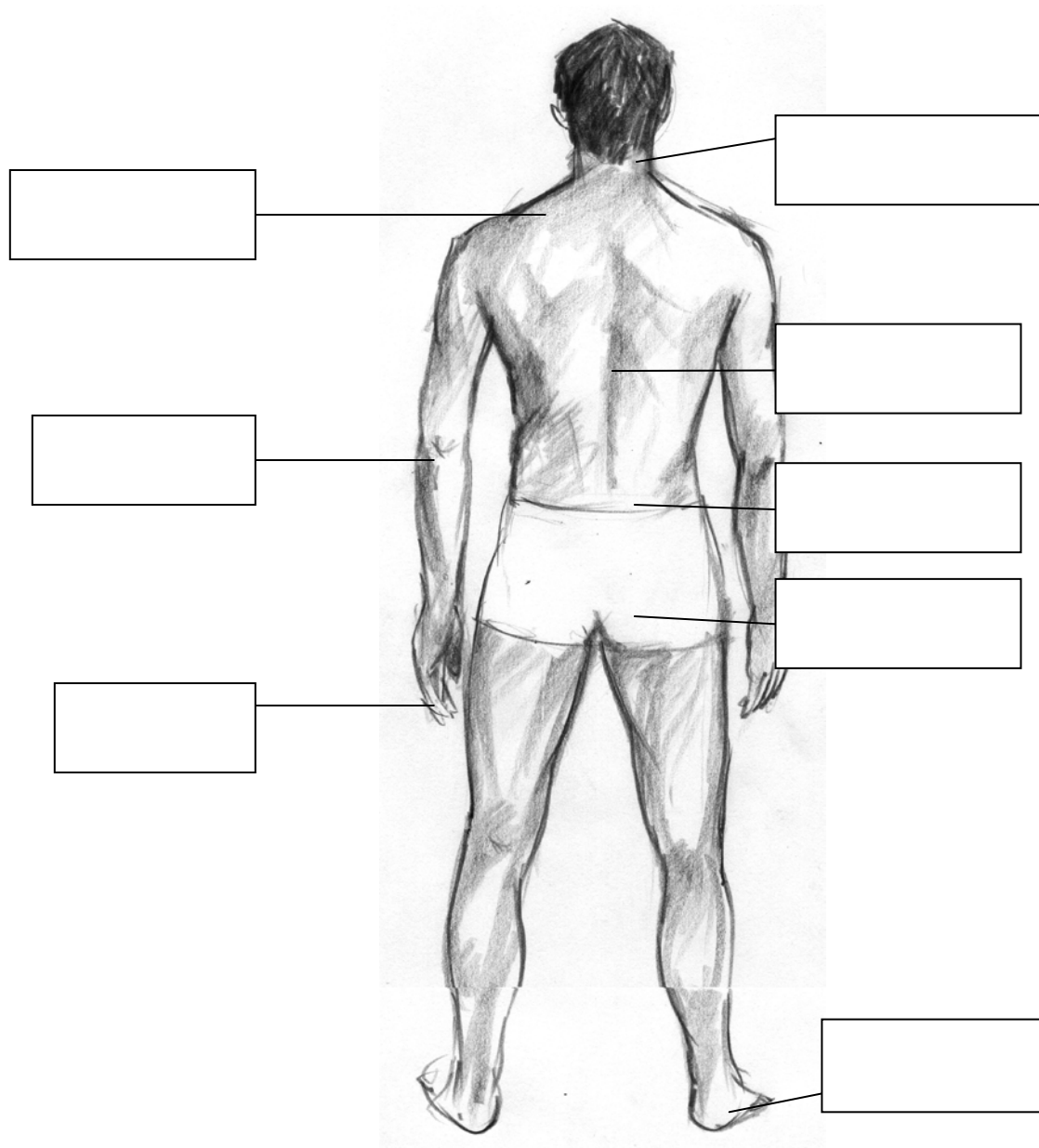


Activity: External Parts of the Body 2

Label the body parts.

neck back elbow buttocks waist

foot finger shoulder



External Parts of the Body 3

Facilitator's Notes

Level: Pre-benchmark, CLB 1

Time: 15 – 25 minutes

Targeted Language Skills: listening, speaking, reading, writing

Objective: To enable learners to identify and name different parts of body.

Materials:

- Activity sheets (one per learner)
- Pencils and erasers
- Pictures cut out from activity sheet to make picture cards or pictures from visual glossary

Vocabulary: arm, ear, teeth, eye, finger, foot, hand, nose, head, lips

Brainstorm: Ask learners:

- What are some different body parts?
- Name the body parts, point to them and then point to their pictures on the activity sheets
- Explain their functions, miming where possible

Instructions:

1. Write down the new vocabulary on the board and teach their pronunciations and meanings. Use pictures, illustrations or definitions.
2. Ask the learners to read the words aloud several times while pointing to the different part of their own bodies corresponding with the words.
3. Distribute activity sheet, 'External Parts of the Body 3'.
4. Have the learners write down the names of the body parts while hearing the spoken words.
5. Use an example on the board to explain the task to the learners. Assure them that they will have many opportunities to hear the words.
6. Read the vocabulary words to them very slowly.
7. Check the learners' answers

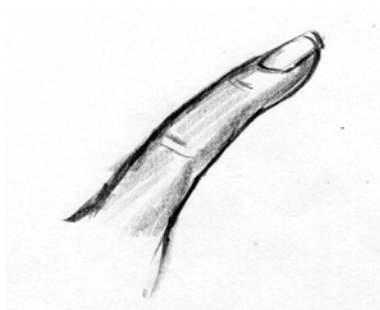
Extension: Cut out a big body figure. Cut all the body parts separate. Divide class into groups and ask them to join the body parts to make a figure. Give them sample questions that they can ask each other: Who has the legs? Do you have one leg only? Where is the arm? What do you have?

Activity: External Parts of Body 3

Write the names of the body parts:











Arm

Eye

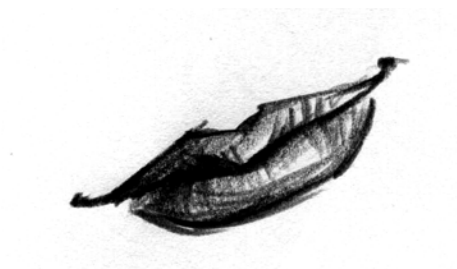
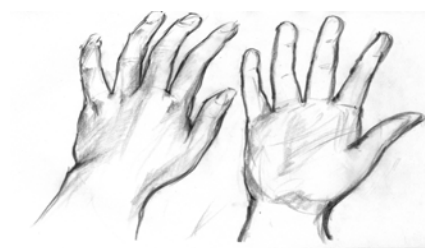
Ear

Finger

Teeth

Activity: External Parts of Body 3

Listen and write the names of the body parts:



head

hand

foot

lips

nose

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