



Lesson Plan 21

Repetitive Strain Injuries A: Building Background Knowledge

CLB Level(s): 5-6

CLB Skill(s): Reading, Speaking

Essential Skill(s): Document Use, Oral Communication

| Objective(s) | Audience |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Learners will learn about repetitive strain injuries (common types, symptoms and prevention) from fact sheets | <ul style="list-style-type: none"> Learners working in a job where they are at risk for repetitive strain injuries |
| Grammar/Language Focus | Time Required |
| <ul style="list-style-type: none"> Modals and gerunds | 2 hours |
| Vocabulary | Materials |
| <ul style="list-style-type: none"> Vocabulary from Focus on Facts sheet, such as, repetitive strain injuries, awkward, static, stress, symptoms, swelling, inflammation, numbness, tingling, stiffness | <ul style="list-style-type: none"> Focus on Facts: Repetitive Strain Injury¹ |

Workplace Culture

Workers in many jobs are at risk for RSI. It may be necessary to report RSI or injuries to supervisors, colleagues, WSIB etc.

¹ PDF file available at MFL Occupational Health Centre website, www.mflohc.mb.ca



Learning Activities

Activity 1: Assess Learners' Prior Knowledge of Repetitive Strain Injuries.

1. Explain what Repetitive Strain Injuries (RSI) means. Brainstorm the topic. Has anyone in the class suffered from repetitive strain injuries? What examples come to mind first? In what jobs are people most at risk?
2. If learners are not aware of any cases, suggest the following:
How might a hairdresser be at risk? (*holding a blow dryer at an awkward angle for long periods may cause injury to the wrist.*)
How might a truck driver be at risk? (*sitting in the same position and driving over rough terrain which causes vibration.*)
How about an office worker or IT professional?

Activity 2: Reading about Repetitive Strain Injuries.

1. Grammar: Review modals and gerunds
2. Distribute the handout titled Repetitive Strain Injuries.
3. Review the document with the learners. Have them read it silently without using the dictionary.
*Note-Vocabulary will be reviewed after an initial reading by the learners.
4. Review the vocabulary needed to understand the symptoms of repetitive strain injuries (swelling, inflammation, numbness, tingling, stiffness).
5. Project comments/questions on the overhead to focus their reading.
Think about a job that you know well.
What movements or awkward positions do you think might be dangerous if repeated too often in this job?
What symptoms of RSI might you experience in this job?
What could be done to prevent RSI from developing in this case?
6. Allow time for learners to use their dictionaries to locate accurate words to answer the question.
7. Have learners find a partner and exchange their information orally, using their written answers as a guide.



Learning Activities

Additional and/or Extended Learning Activities

- Write the word 'Ergonomics' on the board and explain the meaning.
- Have learners draw what they guess to be an ergonomic seating posture and then compare it with the picture available in the Appendix for Additional Activities.

Reflective Evaluation

- Learners can understand what is meant by Repetitive Strain Injury and recognize different symptoms relevant to different tasks and/jobs.

Debriefing/Wrap-up

- When might you need to understand and discuss the risks of RSI? (For example, explaining a situation and symptoms to your supervisor or to the Workers' Compensation Board)
- What did you learn from the fact sheet?



| Skill Descriptors | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Canadian Language Benchmarks Skill(s) | Essential Skill(s) |
| <p>Speaking</p> <p>Performance Indicators (Information: Presentations)</p> <ul style="list-style-type: none"> ■ Presents information in a coherent connected discourse. (CLB 5-6) <p>Performance Conditions</p> <ul style="list-style-type: none"> ■ Presentation is informal or semi-formal. Audience is a small familiar group. (CLB 5) <p>(Interaction in a group)</p> <ul style="list-style-type: none"> ■ Topics are familiar, non-personal, concrete. (CLB 5) | <p>Document Use</p> <p>Complexity of the Document</p> <ul style="list-style-type: none"> ■ Document is very simple. Brief text combined with uncomplicated structure. (ES 1) <p>Complexity of Finding Information: Information Search</p> <ul style="list-style-type: none"> ■ Limited search using key words, numbers, icons or other visual characteristics to locate information. (ES 1) |
| <p>Reading</p> <p>Performance Indicators (Business/service texts)</p> <ul style="list-style-type: none"> ■ Identifies key information and locates specific details in verbal text and graphics, including extensive directories, charts and schedules. (CLB 5) <p>Examples of Tasks and Texts (Informational texts)</p> <ul style="list-style-type: none"> ■ Read a report, interview, news item or a story, that includes explanations and examples. Identify 7 or 10 important points. Retell the text in own words. (CLB 6) <p>Global Performance Descriptors</p> <ul style="list-style-type: none"> ■ Can get new information about familiar topics from reading mostly factual texts with clear organization, and within familiar background knowledge and experience. (CLB 6) | <p>Oral communication</p> <p>Information</p> <ul style="list-style-type: none"> ■ Language is factual, literal, concrete; narrow range of content and context specific or technical vocabulary. (ES 1) <p>Context</p> <ul style="list-style-type: none"> ■ Physical context may be used to support verbal communication. (ES 1) |

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Additional Activities

