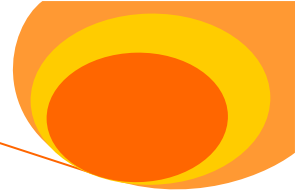




# *Language Learning for Health*

*Prepared by the OPH-OCDSB Collaborative Team  
Ottawa, 2014*





**Suggested citation:**

OPH-OCDSB Collaborative Team. *Language Learning for Health*. City of Ottawa - Ottawa Public Health and Ottawa-Carleton District School Board, Ottawa, 2014.

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## OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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### ACKNOWLEDGEMENTS

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- Abai Coker and Salome Atandi, Ottawa Catholic School Board (OCSB)
- Nadia Youssef, volunteer
- Cecilia Lemus, participation in field-test design
- OPH and OCDSB staff who participated in the field test
- All the ESL/LINC students, especially those who kindly provided feedback for the refinement of the lesson plans.
- Hindia Mohamoud and Hasmik Minasyan and the members of the Language and Health and Wellness tables from the Ottawa Local Immigration Partnership (OLIP)

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## ABOUT THE HEALTHY EATING LESSON PLAN SERIES

### ***How did the lesson plans come about, who developed them, and why?***

Language learning is essential for newcomers' integration and wellbeing. 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 concerns for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa Carleton District School Board (OCDSB) has been 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). As a result, ESL/LINC instructors, in collaboration with OPH staff, have designed a first series of 24 lesson plans on eight healthy eating topics for adult learners. 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 Benchmarks (CLB) which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy-CLB 1, CLB 2-3, and CLB 4-5.

### ***What is included in each lesson plan?***

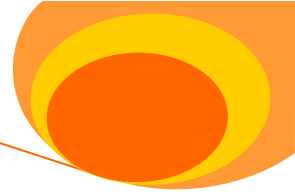
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- The ***Instructor Notes*** at the beginning of the lesson plans provide guidelines and suggestions on how to use them.
- 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 may minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and re-used. 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 a 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.

### **Often healthier than the Canadian-born population when they first arrive in Canada, immigrants' 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 a social support networks can affect their health and overall wellbeing. Immigrants may also adopt unhealthy behaviours that are common in their new country. Also, medical problems arise as they age just like anyone else.

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



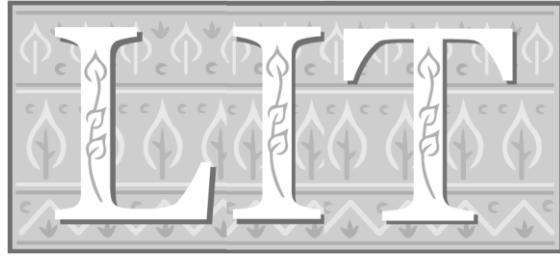
***Who are these lesson plans for, and how can they be used?***

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, they have been designed in a way that they can be adapted to the individual needs of the learners in a classroom.

The lesson plans seek to introduce newcomers to Canadian culinary culture and recommended healthy eating practices, while encouraging learners to maintain the healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it would have been impossible to include preferred foods and practices of all learners in a classroom. However, acknowledging the rich variety of cultures through examples that resonate with learners is essential. For this reason, instructors are encouraged to begin discussions with learners on popular foods, culinary and healthy eating practices from their countries of origin. Public health staff/nutritionists can assist with the adaptation of traditional dishes (e.g., replacing unhealthy with healthy oils) as needed.

***How can I provide my feedback on the lesson plans?***

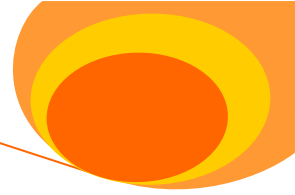
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: [OPH-ESL\\_LessonPlans@ottawa.ca](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Calcium and Vitamin D

ESL Literacy and CLB 1





# Instructor Notes

## Calcium and Vitamin D – Instructor Notes – ESL Literacy and CLB 1

### Core Contents:

Learn about the importance of calcium and vitamin D, where it is found, and how much we need.

### Learning Objectives:

- understand the importance of calcium and vitamin D
- identify the recommended intakes of calcium and vitamin D
- identify food sources of calcium and vitamin D

### Materials Needed:

- flip chart paper
- chalk or whiteboard markers
- scissors
- chart paper
- tape

### Word Bank

**Activity 1:** cow, strong, milk, bone, break, weak, teeth

**Activity 2:** strong, weak, bones, healthy, cause, body/bodies, teeth

**Activity 3:** calcium, have and has, baked beans, yogurt, kale, orange juice, almonds, tofu (firm), soy milk (fortified), cheese

**Activity 4:** chicken, corn, carrot, fries, sun, yolk, soy milk, salmon, milk, yogurt, circle

**Activity 5:** different, amount, mg, male, female, should, every, calcium

**Activity 6:** years old, need, IU, vitamin D, circle, copy

### Prior Knowledge

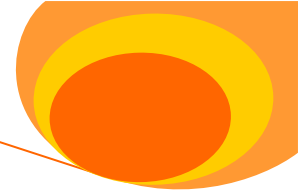
*\* It is essential that the instructor elicit learners' prior knowledge on the topic so the activities can build on what learners already know.*

### Instructor-led discussion to elicit prior knowledge:

- Tell a story about a friend calling to say that she has been told to have more calcium in her diet. Write the important words and phrases from the story on the board.
- Ask if anyone has heard of calcium and vitamin D.
- Ask what foods have calcium and what foods have vitamin D.
- Ask why it is important to have calcium in our diet.
- Ask how we can make sure we get enough calcium and vitamin D.

*\* 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 activities are used.*





### Activity 1 – Reading/Writing: Vocabulary

#### Competencies: Comprehending Information/Reproducing Information

- Prior to class, make copies of the Activity 1 Cards, one for every learner, or one set for partners. Instructor may also make copies for learners to keep in their wallets, purses, etc., for future reference when shopping, cooking, etc.
- Spell the words as a dictation.
- Take up the spelling and review pronunciation.
- Give out a set of word cards and ask learners to hold up the card for the word you say, verify that they understand. Give out the set of cards with the images, and have learners match the word with the picture.
- Next, use Activity 1, Worksheet 1. Have learners look at the pictures and read the words, then copy the words under the correct picture.
- Next, use Activity 1, Worksheet 2. Have learners complete the sentences.

#### Activity 1

#### **Answer Key:**

#### Worksheet 1

Part A: b o n e  
 b r e a k  
 m i l k  
 s t r o n g

---

Part B: Break  
 Milk  
 Bone  
 Strong

#### Worksheet 2

- |    |       |    |        |
|----|-------|----|--------|
| 1. | Milk  | 4. | bone   |
| 2. | Break | 5. | teeth  |
| 3. | Cow   | 6. | strong |

### Activity 2 – Reading/Writing: Calcium and Vitamin D Make Strong Bones

#### Competencies: Comprehending Information/Reproducing information

- Together as a class, read Activity 2, Worksheet 1.
- Explain that not having enough calcium every day can lead to weak bones and teeth.
- Hand out Activity 2, Worksheet 2. Using the first sentence as a model, write the missing word or words for exercises 1 to 4. Ensure that the learners write capital letters when necessary.

#### Activity 2, Worksheet 2

#### **Answer Key:**

1. teeth      2. Calcium      3. vitamin D      4. strong bones

### Activity 3 – Reading/Writing: Where is the Calcium?

#### Competencies: Comprehending Information/Reproducing Information

- Review the vocabulary.

- It is a good idea for the instructor to bring food samples so the learners can both confirm their prior knowledge and/or taste something new.
- Hand out Activity 3, Worksheet 1. Ask learners to copy words from the Word Bank to parts A and B.
- Hand out Activity 3, Worksheet 2. Ask learners to use Activity 3, Worksheet 1 as a reference when completing the cloze exercise.
- Hand out Activity 3, Worksheet 3. Ask learners to use Activity 3, Worksheet 1 as a reference when filling in the blanks.

Activity 3

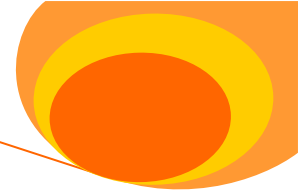
**Answer Key:**

Worksheet 1	Part A:	Tofu (firm) kale	cow's milk yogurt	almonds cheese	soy milk baked beans
	Part B:	soy milk baked beans	cheese almonds	yogurt tofu	cow's milk kale
Worksheet 2	1.	tofu	5.	almonds	
	2.	cheese	6.	baked beans	
	3.	yogurt	7.	soy milk	
	4.	kale	8.	cow's milk	
Worksheet 3	1.	Almonds	5.	Cow's milk	
	2.	Baked beans	6.	Soy milk	
	3.	Cheese	7.	Tofu	
	4.	Kale	8.	Yogurt	

**Activity 4 – Reading/Writing/Speaking/Listening: Where Can I Find Vitamin D?**

**Competencies: Comprehending Information/Reproducing Information/Sharing Information**

- Ask learners if they know what a vitamin is, especially vitamin D. The instructor could bring vitamin supplements to class to further demonstrate. Elicit further information on vitamin D and its sources.
- Hand out Activity 4, Worksheet 1. Together as a class, read the vocabulary and look at the images in the Word Bank, then have learners circle the sources of vitamin D.
- Hand out Activity 4, Worksheet 2. Have learners work individually or with a partner to write the number of a word next to its corresponding picture.
- Instructor will cut Activity 4, Cardsheet 1 (2 pages) for students to review and practice the vocabulary.
- Ask learners: Does it have vitamin D?
- The instructor can show a card and the learners must say a sentence. For example: "Egg yolk has vitamin D."
- Afterward, Activity 4, Cardsheet 2 may be used to repeat the activity in small groups or partners.
- Alternatively, this activity could be used as a running dictation. A running dictation is a partnered activity. One partner runs to text(s) posted around the room and relays the information verbally to the other partner, who in turns records the information.



Activity 4, Worksheet 1

**Answer Key:**

<u>Worksheet 1</u>	1. yogurt, egg yolk
	2. cow's milk, sun
	3. salmon

<u>Worksheet 2</u>	1. C	4. D
	2. F	5. A
	3. B	6. E

**Activity 5 – Reading/Writing: Everyone Needs Calcium**

**Competencies: Comprehending Information/Reproducing Information**

- Review the vocabulary with learners.
- Review the age ranges with learners.
- Hand out Activity 5, Worksheet 1 and ask learners to copy the correct amount of calcium in the blanks.
- Hand out Activity 5, Worksheet 2 and ask learners to find the correct amount of calcium and write it in the blanks.

Activity 5

**Answer Key:**

<u>Worksheet 1</u>	various answers	
<u>Worksheet 2</u>	1. 1200 mg	5. 1300 mg
	2. 1000 mg	6. 1200 mg
	3. 700 mg	7. 1000 mg
	4. 1200 mg	8. 1000 mg

**Activity 6 – Reading/Writing: Required Vitamin D**

**Competencies: Comprehending Information/Reproducing Information**

- Review the vocabulary with learners.
- Read the three sentences at the top of Activity 6, Worksheet 1 together as a class and then learners can take turns reading the sentences.
- Ask learners to use the sentences to answer the questions in Activity 6, Worksheets 1 and 2.
- Remind learners that it is best to get vitamin D from food, but a supplement can ensure that they have enough.
- Review their personal answers on how much vitamin D they need every day.
- Can follow up by chanting, “I need XX of vitamin D.”

Activity 6

**Answer Key:**

<u>Worksheet 1</u>	1. 400	4. 800
	2. 600	5. 600
	3. 800	6. 400
<u>Worksheet 2</u>	1. 800 IU	6. 600 IU
	2. 400 IU	7. yes
	3. 600 IU	8. no
	4. 400 IU	9. yes
	5. 800 IU	10. yes

## Assessments 1 and 2 – Reading/Writing

### Competency: Getting Things Done

- Hand out Assessment 1 to ESL Literacy learners and Assessment 2 to CLB 1 learners.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Reading or Writing section.

#### Answer Key:

<u>Assessment 1</u>	1. bone	4. milk
	2. strong	5. break
	3. teeth	
<u>Assessment 2</u>	1. yes	4. no
	2. no	5. yes
	3. no	6. yes

### Learner Self-Reflection

- Hand out Learner Self-Reflection task and read together with the class.
- Learners circle Yes, No or Maybe.
- 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 are eating more food with calcium and vitamin D.

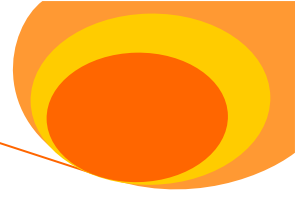
### Resources:

<http://bcdairy.ca/nutritioneducation/calciumcalculator/>

[http://www.eatracker.ca/food\\_search.aspx](http://www.eatracker.ca/food_search.aspx)




<http://www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/index-eng.php>

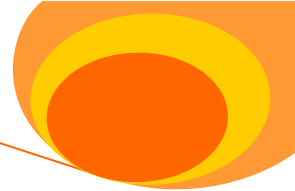
Local health care provider



# Worksheets

Calcium and Vitamin D – Activity 1 Cards – ESL Literacy and CLB 1

<p>COW</p>	
<p>bone</p>	
<p>break</p>	



**Calcium and Vitamin D – Activity 1 Cards – ESL Literacy and CLB 1**

<p>strong</p>	
<p>milk</p>	
<p>teeth</p>	

**Calcium and Vitamin D – Activity 1, Worksheet 1 – ESL Literacy and CLB 1**

Look at the pictures and words.



milk



bone



strong



break

**Part A**

Now write the missing letters under the correct picture:



b \_ n \_



b \_ e \_ k



m \_ i \_



s \_ r \_ n \_

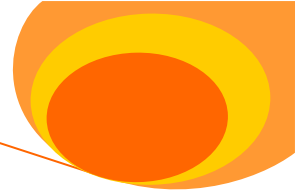
**Part B**

Write the word under the correct picture:



\_\_\_\_\_





**Calcium and Vitamin D – Activity 1, Worksheet 2 – ESL Literacy and CLB 1**

Write the names of pictures on the lines below.

1.



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

2.



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

3.



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

4.



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

5.



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

6.



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

Calcium and Vitamin D – Activity 2, Worksheet 1 – ESL Literacy and CLB 1

**Calcium and Vitamin D Make Strong Bones**



Strong bones

make



healthy bodies.

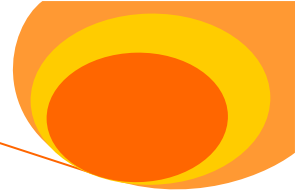


Weak bones

can lead to



broken bones.



**Calcium and Vitamin D – Activity 2, Worksheet 2 – ESL Literacy and CLB 1**



Calcium and vitamin D make strong bones and teeth.

Write the missing word

1.



Calcium and vitamin D make strong bones and \_\_\_\_\_.

2.



\_\_\_\_\_ and vitamin D make strong bones and teeth.

3.



Calcium and \_\_\_\_\_ make strong bones and teeth.

4.










Calcium and vitamin D make \_\_\_\_\_ and teeth.









**Calcium and Vitamin D – Activity 3, Worksheet 1 – ESL Literacy and CLB 1**

**Where Can I Find Calcium?**









**Word Bank**

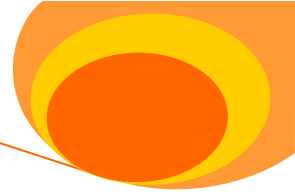
			
cheese	yogurt	soy milk (fortified)	kale
			
baked beans	tofu (firm)	almonds	cow's milk

**Part A:** Write the correct word under the picture.

			
t_____ (f_____)	c_____ m_____	a_____	s_____ m_____
			
k_____	y_____	c_____	b_____ b_____

**Part B:** Write the correct word under the picture.

			
_____	_____	_____	_____
			
_____	_____	_____	_____



**Calcium and Vitamin D – Activity 3, Worksheet 2 – ESL Literacy and CLB 1**

Look at the picture. What is it? Circle the correct word.

1.       tofu      kale      almonds
2.       baked beans      cheese      cow's milk
3.       soy milk      tofu      yogurt
4.       tofu      kale      soy milk
5.       almonds      yogurt      cheese
6.       cheese      baked beans      cow's milk
7.       yogurt      almonds      soy milk
8.       baked beans      cow's milk      kale

**Calcium and Vitamin D – Activity 3, Worksheet 3 – ESL Literacy and CLB 1**



**Almonds** have calcium.



\_\_\_\_\_ have calcium.



\_\_\_\_\_ has calcium.



\_\_\_\_\_ has calcium.



\_\_\_\_\_ has calcium.



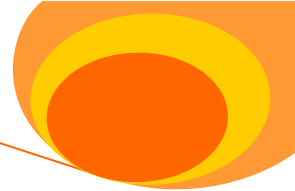
\_\_\_\_\_ has calcium.



\_\_\_\_\_ has calcium.









\_\_\_\_\_ has calcium.



**Calcium and Vitamin D – Activity 4, Worksheet 1 – ESL Literacy and CLB 1**

**Where Can I Find Vitamin D?**

**Word Bank**

		
sun	egg yolk	cow's milk
		
salmon	soy milk (fortified)	yogurt

Circle the sources of vitamin D.

1.			
2.			
3.			

**Calcium and Vitamin D – Activity 4, Worksheet 2 – ESL Literacy and CLB 1**

Look at Activity 4, Worksheet 1.

Write the correct letter next to the picture.

1.



\_\_\_\_\_

**A. cow's milk**

2.



\_\_\_\_\_

**B. salmon**

3.



\_\_\_\_\_

**C. soy milk**

4.



\_\_\_\_\_

**D. sun**

5.



\_\_\_\_\_

**E. egg yolk**

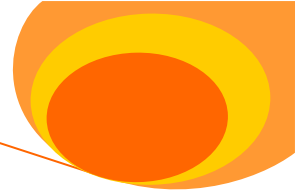
6.



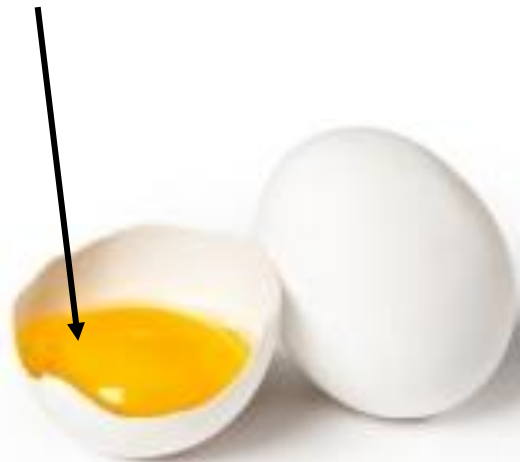
\_\_\_\_\_

**F. yogurt**



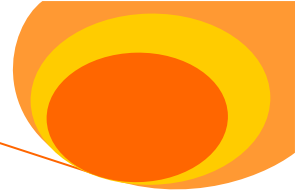


**Calcium and Vitamin D – Activity 4, Card Sheet 1 – ESL Literacy and CLB 1**

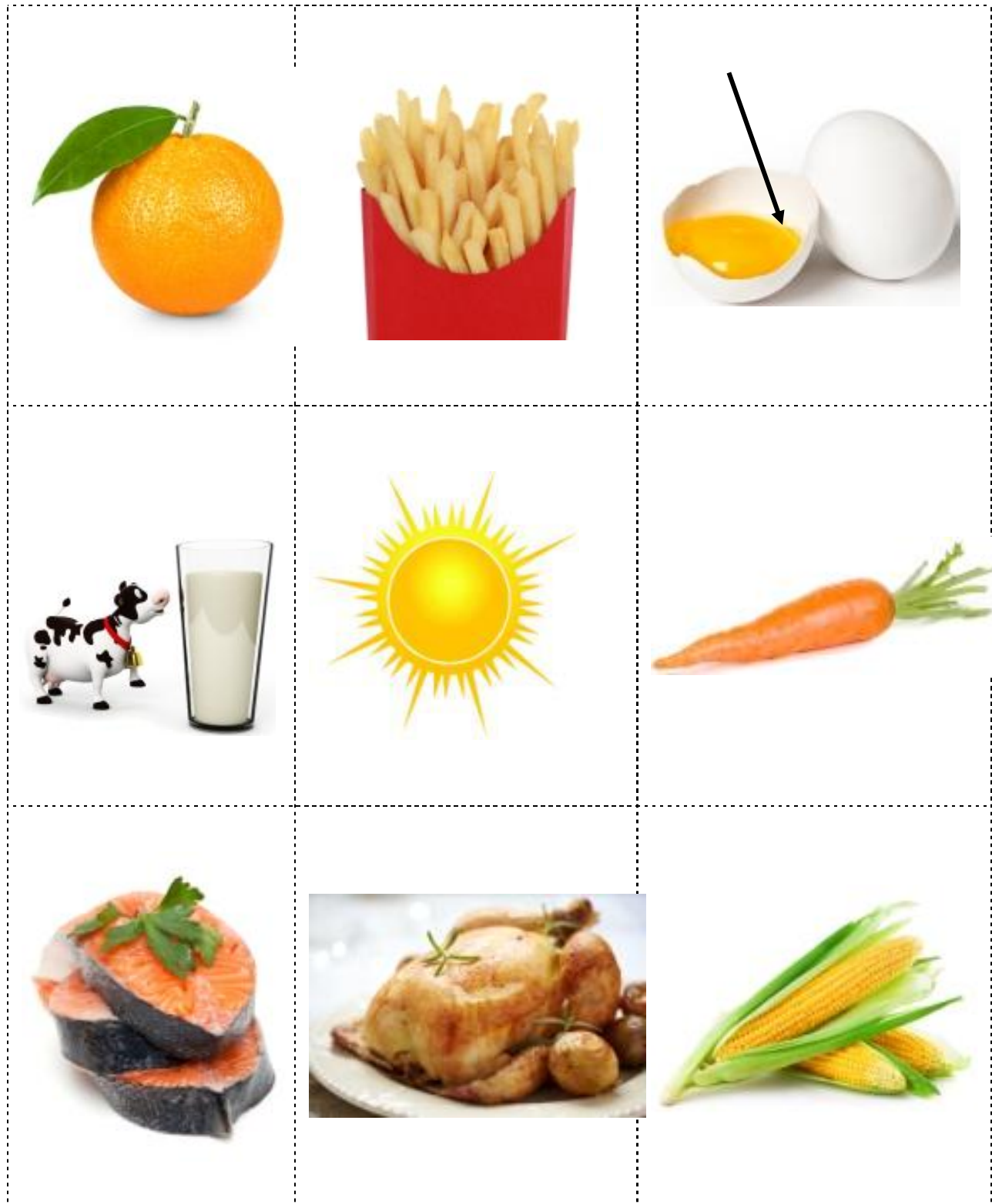


**Calcium and Vitamin D – Activity 4, Card Sheet 1 – ESL Literacy and CLB 1**





**Calcium and Vitamin D – Activity 4, Card Sheet 2 – ESL Literacy and CLB 1**



**Calcium and Vitamin D – Activity 5, Worksheet 1 – ESL Literacy and CLB 1**

**Everyone Needs Calcium**



1-3 year olds need 700 mg



4-8 year olds need 1000 mg



9-18 year olds need 1300 mg



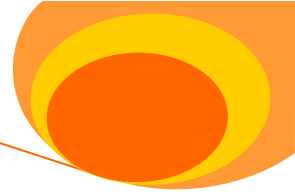
19-70 year olds need 1000 mg



71 years and older need 1200 mg

How old are you? \_\_\_\_\_

How much calcium do you need? \_\_\_\_\_



**Calcium and Vitamin D – Activity 5, Worksheet 2 – ESL Literacy and CLB 1**

**Everyone Needs Calcium**



1. 71 years and older need \_\_\_\_\_ mg.



2. 19-70-year-old males need \_\_\_\_\_ mg.



3. 1-3 year olds need \_\_\_\_\_ mg.



4. 71 years and older need \_\_\_\_\_ mg.



5. 9-18 year olds need \_\_\_\_\_ mg.



6. 71 years and older need \_\_\_\_\_ mg.



7. 4-8 year olds need \_\_\_\_\_ mg.



8. 19-70-year-old males need \_\_\_\_\_ mg.

**Calcium and Vitamin D – Activity 6, Worksheet 1 – ESL Literacy and CLB 1**

Read with your class.



0-1 year olds need 400 IU of vitamin D every day.









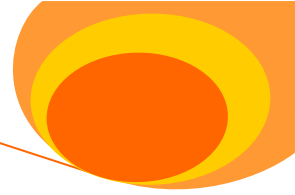
1-70 year olds need 600 IU of vitamin D every day.



71 years and older need 800 IU of vitamin D every day.







Copy the correct number in the blank.

1.  0-1 year olds need \_\_\_\_\_ IU of vitamin D every day.
2.  1-70 year olds need \_\_\_\_\_ IU of vitamin D every day.
3.  71 years and older need \_\_\_\_\_ IU of vitamin D every day.
4.  71 years and older need \_\_\_\_\_ IU of vitamin D every day.
5.  1-70 year olds need \_\_\_\_\_ IU of vitamin D every day.
6.  0-1 year olds need \_\_\_\_\_ IU of vitamin D every day.







**Calcium and Vitamin D – Activity 6, Worksheet 2 – ESL Literacy and CLB 1**

Circle the correct number.

- |    |  |                      |        |        |        |
|----|--|----------------------|--------|--------|--------|
| 1. |   | 71+ year olds need   | 400 IU | 600 IU | 800 IU |
| 2. |   | 0-1 year olds need   | 400 IU | 600 IU | 800 IU |
| 3. |   | 1-70 year olds need  | 400 IU | 600 IU | 800 IU |
| 4. |   | 0-1 year olds need   | 400 IU | 600 IU | 800 IU |
| 5. |   | 71+ year olds need   | 400 IU | 600 IU | 800 IU |
| 6. |  | 1-70 year olds needs | 400 IU | 600 IU | 800 IU |

Circle the correct answer.

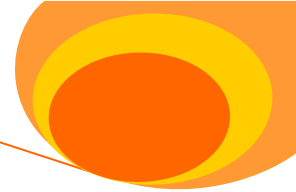
- |     |   |  |     |    |
|-----|---|--|-----|----|
| 7.  |  | 0-1 year olds need 400 IU of vitamin D.  | yes | no |
| 8.  |  | 1-70 year olds need 800 IU of vitamin D. | yes | no |
| 9.  |  | 71+ year olds need 800 IU of vitamin D.  | yes | no |
| 10. |  | 1-70 year olds need 600 IU of vitamin D. | yes | no |

How old are you? \_\_\_\_\_

How much vitamin D do you need every day? \_\_\_\_\_

# Assessments & Learner Self-Reflection





**Calcium and Vitamin D – Assessment 1 – ESL Literacy**

**Writing**

Competency: Reproducing Information

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

Write the correct word under the picture.



milk



bone



break



strong



teeth



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

Total: \_\_\_\_\_ /5

4/5 = Task achieved: Yes No

**Calcium and Vitamin D – Assessment 2 – CLB 1**

**Reading**

Competency: Getting Things Done

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

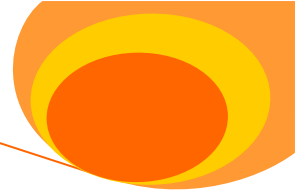
Circle the correct answer.

- |  |     |    |
|--|-----|----|
| 1. Calcium is good for you.                        | yes | no |
| 2. Calcium and vitamin D make your body unhealthy. | yes | no |
| 3. Everyone needs the same amount of calcium.      | yes | no |
| 4. Vitamin D is unhealthy.                         | yes | no |
| 5. Weak bones can break easily.                    | yes | no |
| 6. Calcium and vitamin D make strong bones.        | yes | no |



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

5/6 = Task achieved: Yes No



**Calcium and Vitamin D – Learner Self-Reflection – ESL Literacy and CLB 1**

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

**Will you...**

eat more food with calcium?	yes	no	maybe
eat more food with vitamin D?	yes	no	maybe
take supplements if needed?	yes	no	maybe
try to make your body healthy and strong?	yes	no	maybe

