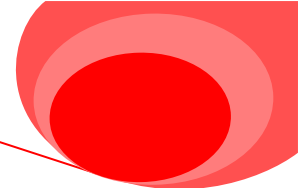


Language Learning for Health

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



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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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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.



Diabetes Prevention

CLB 4-5



Instructor Notes

Diabetes Prevention – Instructor Notes – CLB 4-5

Core Contents:

Learn how eating healthy food and being physically active can reduce the risk of developing diabetes.

Objectives:

- choose healthy foods
- use hand gestures to measure food portions
- identify the food groups in Canada's Food Guide
- track food in a journal to think about eating habits
- exercise anytime, anywhere and keep track of activities for a week
- understand the risk factors for developing diabetes
- recognize some of the signs and symptoms of diabetes

Materials Needed:

- pencils
- flipchart paper and markers
- tape
- copies of Canada's Food Guide

Word Bank

Warm-up: fruits and vegetables, grains, starches, milk products, meat and meat alternatives

Activity 1: food journal, tracking

Activity 2: portion, names of parts of the hand: palm, fist, thumb, finger tip, thickness

Activity 3: physical activity, moderate/vigorous-intensity

Activity 4: benefits, accumulate, aerobic, bouts, strengthening, stroke, osteoporosis, obesity

Activity 5: physical activity journal, duration, SAVE acronym

Supplemental Activity: pedometer, flexibility, balance

Activity 6: BMI, waist circumference, high blood pressure, blood sugar, diagnosed, biological parents, low/moderate/high risk, lifestyle

Activity 8: signs, symptoms, urination, energy, vision, balanced, maintain

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:

- What is diabetes? Have you heard about it?
- Who knows someone with diabetes?
- What do you know about it? What are some of the warning signs of diabetes?
- What are some healthy foods?
- What have you eaten so far today? What have you had to drink?

- Instructor can model what (s)he has eaten. For example: “So far today, I have eaten one fruit and cereal with milk. I also have a bottle of tap water with me.”
- What are some unhealthy foods, snacks or drinks?
- What can happen if we eat too many unhealthy foods, snacks or drinks?
- Did you know that being physically active helps keep us healthy?
- Did you know that if you walk for 10 minutes, three times a day, it could help prevent diabetes and other illnesses? Why do you think we are talking about diabetes today?
- Have you heard of a small device called a pedometer? It measures how many steps we walk in a day. Experts say we should walk 10,000 steps every day.

Note to Instructor:

- There are two types of diabetes: type 1 and type 2.
- The warning signs of the disease are the same for type 1 and type 2 diabetes. However, there are major differences between the two:
 - Type 1 diabetes develops in children and youth and **cannot be prevented**.
 - Type 2 diabetes usually occurs in adults over 40 years of age and **can be prevented**.
- Since 90 to 95% of people with diabetes have type 2 diabetes, prevention is essential in the fight against this disease. Eating healthy food and being physically active are beneficial for everyone. The Diabetes lesson plans recommend the adoption of those healthy practices because they also help prevent type 2 diabetes. These practices, along with the creation of physical and social environments that promote health, are the keys to keeping healthy and reducing the risk of developing diabetes.

*** 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.**

Warm-up

- In pairs, ask learners to write on flipchart paper what foods they have eaten so far in the day. Include beverages and snacks. Post the papers to talk about the foods.
- Review the four food groups with the class.
- Hand out copies of Canada’s Food Guide.
- Beside each food listed by the learners, prompt them to say the name of the food group it belongs to and write the name of the food group.
- Circle any pop or sugar sweetened fruit juices. Discuss why city tap water is better. It’s free, safe to drink in Canada, and is tested daily in every city throughout this country.

Activity 1 – Writing: Create a Food Journal

Competency: Getting Things Done

- Introduce [Activity 1, Worksheet 1](#) so learners can create their personal daily food journals to help track the foods they eat from each group every day for a week.
- Continue to use Canada’s Food Guide handouts to help categorize foods.

- Explain how tracking foods will help them plan their meals to stay healthy.
- Instructor writes on board what (s)he had for breakfast, snack, and lunch.
- Ask learners to count the food groups used. Are there any missing?
- Instructor might use an example, such as: “Two are missing — milk and grains. So, for dinner I will cook spaghetti (grain product) and have a glass of milk with it and yogurt or a smoothie for dessert. Now I will have eaten from all four food groups.”
- Hand out the first food tracking sheet and ask learners to fill out what they have consumed so far that day. They determine if a food group is missing and decide how they can cover it with their next meal and/or snack.
- Learners and instructor continue their journals for the rest of the day and discuss in class the following day.
- Learners write a couple of sentences or a short paragraph, analyzing their food choices from their food journal.
- Instructor can model with some examples, such as: “I ate enough....” or “I didn’t eat enough...” and explain why they ate what they did.

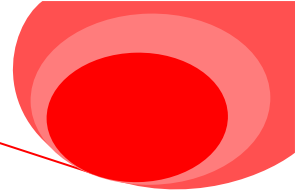
Activity 2 – Listening/Writing: Food Portion Guide – Grammar Dictation

Competency: Comprehending Information/Sharing Information

- Before starting the activity, brainstorm words for parts of the hand (palm, fist, etc.)
- If the words are new for some learners, you could put a diagram on the blackboard or flipchart paper and leave it there as an aid while learners listen to the dictation.
- Read the transcript below once. Learners listen only.
- Hand out [Activity 2, Worksheet 1](#) with the unnamed hand pictures.
- Read the paragraph again. Learners can take notes as they listen.
- Learners use their notes and the pictures to reconstruct the main ideas of the passage in their own words, using full sentences and good grammar.
- This could be used as an assessment task for Portfolio-Based Language Assessment. See [Activity 2, Worksheet 1 Rubric](#) for marking.
- As a follow up discussion, ask some questions. For example: Where could we use this idea? (When eating out, especially a buffet-style restaurant, celebrations, potluck parties, and even daily at home.) Do you think this would be a reasonable amount of food? Would you use this system? Why or why not?

Transcript:

Eating healthy food is important for everyone, and controlling how much we eat is essential to a healthy lifestyle. A fast, easy and fun way to estimate portion size can be done by using your hands. Here are some guidelines everyone can use. For example, when measuring a correct amount of fruit or grain products for a meal, use your fist. For vegetables, choose as much as you can hold in both hands. A good portion size for meat and alternatives at a meal is the size of the palm of your hand and the thickness of your little finger. It is a good idea to limit fat to an amount the size of the tip of your thumb. Portion control helps our weight stay at a healthy level and helps prevent health problems, such as diabetes. The best part is that our hands are always with us!



Activity 3 – Speaking: Talking about Physical Activity and Being Physically Active

Competency: Sharing Information

- As a group, discuss ways to exercise and be physically active every day to prevent many illnesses, especially diabetes.
- Make sure to include ideas such as walking up the stairs and playing in the park, as well as sports in the initial discussion.
- In partners or groups of three, learners make a list of activities on flipchart paper of as many ideas as they can come up with in five minutes.
- Groups present their lists to the class.
- To make it more competitive, groups can get a point for each idea or each original idea that no other group has come up with.
- Learners work again in groups to discuss which activities they would do themselves. Why or why not?
- With the whole group, introduce the difference between a physical activity that is of a moderate-intensity and one of a vigorous-intensity. These definitions come directly from the *Canadian Physical Activity Guidelines for Adults 18-64* used in [Activity 4](#).
 - *Moderate-intensity physical activities will cause adults to sweat a little and to breathe harder. Activities like: brisk walking or bike riding*
 - *Vigorous-intensity physical activities will cause adults to sweat and be “out of breath.” Activities like: jogging or cross-country skiing*
- Give some examples of each. For example: walking vs. running. Find some examples in student lists to categorize as moderate, vigorous (or maybe low) intensity activities.
- This vocabulary leads into Activity 4, where learners will read more about this topic.

Activity 4 – Reading: Canadian Physical Activity Guidelines

Competency: Getting Things Done

- Hand out copies of *Canadian Physical Activity Guidelines for Adults 18-64*, which can be found as Appendix 1 to this lesson plan.
- The different sections can be read aloud by different learners in the class, either with a partner or alone.
- Stress that any activity done at a moderate or vigorous intensity for a minimum of 10 minutes at a time counts as physical activity.
- Discuss new vocabulary, if needed.
- [Activity 4, Worksheet 1](#) is a True or False activity to do alone or with a partner.

Activity 4, Worksheet 1

Answer Key:

- | | | |
|----------|----------|----------|
| 1. False | 2. True | 3. False |
| 4. True | 5. False | 6. True |

Activity 5 – Reading/Writing: Being Physically Active Everyday

Competency: Getting Things Done

- Hand out [Activity 5, Worksheet 1A](#) and [Activity 5, Worksheet 1B](#) to learners.

- Have them answer the questions on Activity 5, Worksheet 1B using the information found on Activity 5, Worksheet 1A.
- Instructor can correct learners' answers.
- Stress that any activity done at a moderate or vigorous intensity for a minimum of 10 minutes at a time counts as physical activity.
- Hand out Activity 5, Worksheet 2 for learners to record their own activities.
- Teach learners the **S-A-V-E** method: **Stay Active, Vary Exercise**. Most people get bored doing the same thing and gradually stop exercising.
- At the end of the week, learners can share the activities they recorded in their journal to give other learners fresh ideas.

Supplemental Activity – Listening: Being Physically Active

Competency: Interacting with Others/Comprehending Information

- Introduce learners to the pedometer program at the Ottawa Public Library.
 - At time of writing, all branches of the Ottawa Public Library have these to loan out for a three-week period. Ask at the Circulation Desk and show your library card to get one.
- * It is recommended to call ahead to make sure your branch has some on hand when you want to get them.**
- Instructor can wear a pedometer to class to show learners.
 - Explain how it clips on and counts every step the person takes. The goal is to work up to 10,000 steps every day.
 - This activity can be recorded in their physical activity journal.

Activity 6 – Reading: Filling in a Questionnaire – CANRISK: The Canadian Diabetes Risk Questionnaire

Competency: Getting Things Done

- This questionnaire is produced by and available from the Public Health Agency of Canada, and is a helpful tool for people to assess their own risks related to many factors.
 - It is available online at: <http://healthy Canadians.gc.ca/diseases-conditions-maladies-affections/disease-maladie/diabetes-diabete/canrisk/index-eng.php>
 - The online page is interactive and gives good information as people fill in each section.
 - It is also available to print from the Canadian Diabetes Association website: http://guidelines.diabetes.ca/CDACPG_resources/CANRISK_eng.pdf
- * Note: When possible, it is best to do this activity with the support of an Ottawa Public Health staff member. Please make sure it is emphasized to learners that it is NOT a diagnostic tool. The website states: "These risk scores are in no way a substitute for actual clinical diagnosis. If you have any concerns, please consider discussing your results with a health care practitioner."**
- Learners can work through this questionnaire alone and then instructors can review all questions for general vocabulary and answer any questions.

- The BMI chart may be difficult to understand, so use a few examples on the blackboard for people to check if they understand how it works. For example: Mary weighs 130 lbs. (59 kg) and is 5' 7" (170 cm) tall. What would her BMI be? Answer: 20
- You will need a tape measure in class for measuring waist circumference. This is a range, so it doesn't need to be exact but will give a good idea of risk.
- This is a personal questionnaire, so it is important that learners complete it individually. Instructors can explain results in general terms without asking anyone for their scores. For examples: Mary's score is 22, so she has a moderate risk of developing diabetes.
- Read and explain the different risk levels and strategies suggested for each level.
- Read together or have learners read the sentences on page two after the risks have been explained. It provides very good, practical information, and reinforces what has been discussed throughout this unit.

Activity 7 – Listening/Writing: Recognize Signs and Symptoms of Diabetes and Review Prevention Strategies

Competency: Comprehending/Sharing Information

- Hand out Activity 7, Worksheet 1.
- Ask learners to read and predict what some of the answers might be without writing them on the worksheet.
- Once learners have had a chance to guess some of the answers, read aloud the answers while learners listen and fill in the blanks.
- Encourage learners to suggest possible answers as you read together.
- This information is based on the Ottawa Public Health PowerPoint Presentation: "Diabetes and You" – revised January 2012.

Activity 7, Worksheet 1

Answer key:

1. unusual thirst
2. frequent urination
3. sudden loss of weight (over 2-3 months)
4. extremely tired, or lack of energy
5. blurred vision
6. cuts that are slow to heal
7. Eat a healthy, balanced diet.
8. Maintain a healthy weight.
9. Get active.
10. Stop smoking.
11. Have regular medical checkups.

- For groups or individual learners who have more vocabulary or would like more detailed, challenging reading on the subject, refer to the brochure from Ottawa Public Health: *Type 2 Diabetes, Are you at risk?* (Appendix 2) or the two-page information sheet from the Canadian Diabetes Association called: *Are you at risk?* This is available online at diabetes.ca.

Activity 8 – Reading/Speaking: Scrambled Word Puzzle for Partners

Competency: Comprehending/Sharing Information

- This puzzle is done in pairs.

- One learner has Activity 8, Worksheet 1A and the other has Activity 8, Worksheet 1B so that one learner has the puzzle part and the other has the clues.
- Learners work together to solve the puzzle.

Activity 8

Answer key:

- | | | | |
|-----------------|----------------------|-----------------|-------------|
| 1. RISK FACTORS | 2. GENDER | 3. HEALTHY FOOD | 4. DIABETES |
| 5. VEGETABLES | 6. PHYSICAL ACTIVITY | 7. MINUTES | 8. STRENGTH |
| 9. BLOOD SUGAR | 10. RUNNING | 11. EXERCISE | 12. WEIGHT |

Secret word: PREVENTION

Activity 9 – Word Search Puzzle

- This can be used as a supplemental activity to review vocabulary.
- It can be used if learners finish early and they can work on the puzzle until all learners have completed the assessment.

Assessment – Reading/Writing

Competency: Comprehending Information

- The diabetes assessment focuses on symptom recognition and diabetes prevention.
- Marking information for each CLB level is at the bottom of page 2.
- When marking sentences, look for clearly expressed ideas and grammar features you have been practising in your class.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, place in the Language Companion in the My Portfolio Reading or Writing section.

Answer Key (for True/False):

1. True
2. True
3. False
4. True
5. False
6. True
7. True

Learner Self-Reflection:

- Self-Reflection task can be put in the Language Companion in the My Notes section and revisited at a later date as a way to check on healthy lifestyle changes.

Resources:

www.healthcanada.gc.ca/foodguide

www.diabetes.ca

www.ottawapubliclibrary.ca

Worksheets

Diabetes Prevention – Activity 1, Worksheet 1 – CLB 4-5

Daily Food Journal

Food	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Oils/Fats
Breakfast					
Snack					
Lunch					
Snack					
Dinner					
Total					

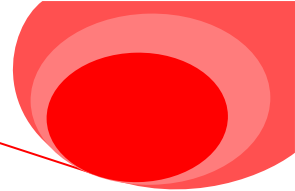
Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Sex			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.



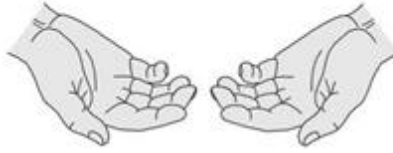
Diabetes Prevention – Activity 2, Worksheet 1 – CLB 4-5

Food Portion Guide – Grammar Dictation

Handy portion guide



FRUITS*/GRAINS & STARCHES*:



VEGETABLES*:



MEAT & ALTERNATIVES*:



FATS*:

MILK & ALTERNATIVES*:

** Food group names taken from Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management © Canadian Diabetes Association, 2005. Please refer to this resource for more details on meal planning.*

Diabetes Prevention – Activity 2, Worksheet 1 Rubric – CLB 4-5

Write what you heard on the topic of the Food Portion Guide.

Write enough sentences to explain what you heard your instructor read
(about 5-8 sentences.)

Competency: Sharing Information

Criteria:	Very Good 3	Good 2	Not Yet 1
Write 5-8 sentences.			
Use capital letters and punctuation properly.			
Explain the main idea of the paragraph you heard.			
Provide some details to explain more.			
Connect your sentences to provide a clear explanation.			

CLB 4

Total: ____/15

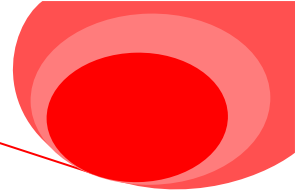
10/15 = Benchmark achieved: Yes No

CLB 5

Total: ____/15

12/15 = Benchmark achieved: Yes No

Comments:



Diabetes Prevention – Activity 4, Worksheet 1– CLB 4-5

Read the Handout: *Canadian Physical Activity Guidelines for Adults – 18-64 years*

Answer True or False.

	True or False?
1. Adults should exercise at least 150 minutes every day.	
2. Everyone should do exercises to strengthen muscles at least twice a week.	
3. An example of a moderate-intensity activity is jogging.	
4. Physical activity for 150 minutes per week can reduce the risk of developing type 2 diabetes.	
5. People must exercise in a gym to get any benefit from the exercise.	
6. Chores around the house that take lots of physical strength are a good way to stay active every day.	



Diabetes Prevention – Activity 5, Worksheet 1A – CLB 4-5

Meena's Activity Journal

FOR ADULTS - 18 – 64 YEARS

Guidelines



To achieve health benefits, adults aged 18-64 years should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.



It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.



More physical activity provides greater health benefits.



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Name of activity	walked to the bus stop	walked up the stairs in my apartment building	played soccer in the park with my kids	walked home from the grocery store carrying two bags of groceries	went swimming at the YMCA	danced at my friend's birthday party	slept late, relaxed all day
Duration	30 minutes	5 minutes	20 minutes	40 minutes	30 minutes	1 hour	
How did I feel?	fit and healthy	out of breath	out of breath, happy	exhausted, sore arms	refreshed, energized	happy, tired	

Diabetes Prevention – Activity 5,
Worksheet 1B– CLB 4-5

Use Meena’s Activity Journal from Activity 5, Worksheet 1A to answer the following questions.

Use full sentences to practise grammar.

1. What were the different types of activities that Meena did last week?
2. Which ones were moderate-intensity and which ones were vigorous-intensity, based on the Canadian Physical Activity Guidelines?
3. Were any of the activities strengthening activities? If so, which one/ones?
4. Did Meena accumulate 150 minutes of physical activity last week?
5. What other activities can you suggest to Meena?

Diabetes Prevention – Activity 5, Worksheet 2 – CLB 4-5

Activity Journal

Name: _____ Date: _____ to _____

FOR ADULTS - 18 – 64 YEARS

Guidelines



To achieve health benefits, adults aged 18-64 years should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.



It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.



More physical activity provides greater health benefits.

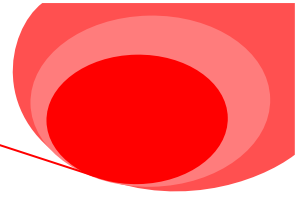


Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Name of activity							
Duration							
How did I feel?							

Remember:

SAVE:

STAY ACTIVE VARY EXERCISE



Diabetes Prevention – Activity 7, Worksheet 1 – CLB 4-5

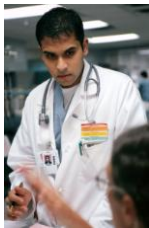
Signs, Symptoms and Prevention

Listen and fill in the blanks. Then check spelling with a classmate.

It's important to recognize the signs and symptoms of diabetes.
Some of these include:

1. unusual _____
2. _____ urination
3. sudden loss of _____ (over 2-3 months)
4. extremely _____ or lack of _____
5. blurred _____
6. cuts that are _____ to _____

If you are experiencing some of these symptoms, it is a good idea to visit your family doctor to get checked for diabetes.



The good news is we can do some things to help prevent diabetes:

7. Eat a _____, _____ diet.
8. _____ a healthy weight.
9. Get _____.
10. Stop _____.
11. Have _____ medical _____.

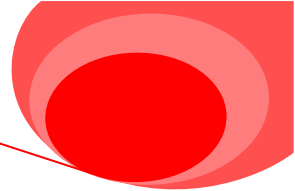
Diabetes Prevention – Activity 8, Worksheet 1A – CLB 4-5

Work with your partner to solve the puzzle. Listen to the clues your partner reads from Activity 8, Worksheet 1B and unscramble the words together. Then put the letters from the numbered squares into the boxes at the bottom of the page to find the secret word.



1. SIKR TCFASOR □ □ □ □ □ □ □ □ □ □ □ □ □ □
9
2. GENEDR □ □ □ □ □ □ □
10
3. TYHALHE FODO □ □ □ □ □ □ □ □ □ □ □ □ □ □ □
4. SIETAEDB □ □ □ □ □ □ □ □ □ □
8
5. VEESEAGLTB □ □ □ □ □ □ □ □ □ □ □ □ □ □
4
6. CASHYILP TYCTIAVI □
1
7. MENSUOT □ □ □ □ □ □ □ □ □ □
3
8. RSHETNTG □ □ □ □ □ □ □ □ □ □
2
9. BODLO RAGSU □ □ □ □ □ □ □ □ □ □ □ □ □ □
10. UNINGRN □ □ □ □ □ □ □ □ □ □ □ □
6
11. CISXEERE □ □ □ □ □ □ □ □ □ □ □ □
5
12. WIHEGT □ □ □ □ □ □ □ □ □ □
7

□	□	□	□	□	□	□	□	□	□	□
1	2	3	4	5	6	7	8	9	10	



Diabetes Prevention – Activity 8, Worksheet 1B – CLB 4-5

Work with your partner to solve the puzzle from Activity 8, Worksheet 1A. Read the clues aloud and unscramble the words with your partner. Then help your partner put the letters from the numbered squares into the boxes at the bottom of the page to find the secret word.

Clues:

1. *Unhealthy eating* and *no physical activity* are _____ in developing type 2 diabetes.
2. Male or female is your _____.
3. what to eat to stay strong and not get sick
4. the disease we are talking about in this unit
5. good food to eat (plural)
6. It is what you need to do to stay healthy. An example is running or walking.
7. You should exercise 150 _____ every week to stay healthy.
8. The noun of strong. You should exercise to improve your _____.
9. Nurses and doctors measure your _____ to check if you have diabetes.
10. a vigorous physical activity
11. Playing in the park and walking to the bus stop are examples of _____.
12. A healthy body _____ means we are not overweight or obese.



1	2	3	4	5	6	7	8	9	10

Diabetes Prevention – Activity 9, Worksheet 1 – CLB 4-5**Word Search**

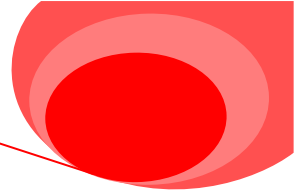
P L E B R E C B D V A V S R Q
 C R E Z C T E S P Q C S N H L
 E E E N I V I R I O T U M B S
 F S A V O V E R W E I G H T B
 P D I J E S N Y E B V A U E L
 S O V C S N H R K D I R R Y R
 T U R U R T T Y J L T R K T V
 I T R T L E W I H S I F L S C
 U E B A I H X U O E E M A R A
 R W E G P O V E S N S E W I R
 F H D R N H N S N I A R G H R
 C H I C K E N L I I E C K T O
 X D L Y W O S E T E B A I D T
 J Y V B A S L W S H Z Q U L S
 B L O O D Y A B J B D M F O S

ACTIVITIES
 CARROTS
 EXERCISE
 HEALTHY
 PRESSURE
 TIRED

BEEF
 CHICKEN
 FISH
 MILK
 PREVENTION
 WALK

BERRIES
 DANCE
 FRUITS
 OVERWEIGHT
 SUGAR

BLOOD
 DIABETES
 GRAINS
 PORTION
 THIRSTY



Assessments & Learner Self-Reflection



Diabetes Prevention – Assessment (page 1 of 2) – CLB 4-5

List 5 healthy foods that we should eat regularly:

1. _____
2. _____
3. _____
4. _____
5. _____



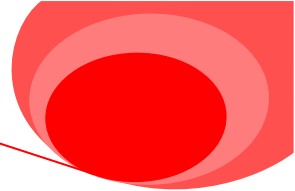
List 5 ways to be physically active to help prevent diabetes:

1. _____
2. _____
3. _____
4. _____
5. _____



List 3 signs and symptoms of diabetes:

1. _____
2. _____
3. _____



Diabetes Prevention – Assessment (page 2 of 2) – CLB 4-5

Answer True or False:

1. Being physically active will reduce my chances of getting diabetes. _____
2. It is important to eat healthy food from all food groups every day. _____
3. I have to eat meat more than food from other food groups in order to stay healthy. _____
4. If I dance salsa for at least ten minutes it counts as a physical activity. _____
5. If I have many of the symptoms of diabetes, it means I have diabetes. _____
6. If I am older than 40 years old, I have a greater chance of getting diabetes. _____
7. Feeling very thirsty and urinating frequently are possible symptoms of diabetes. _____

CLB 4: Write 3-5 sentences about new things you learned in this unit. (5 marks).

CLB 5: Write 5-7 sentences about new things you learned in this unit. (10 marks).

CLB 4

Total: ____/25

20/25 = Task achieved: Yes No

CLB 5

Total: ____/30

24/30 = Task achieved: Yes No

Diabetes Prevention – Learner Self-Reflection – CLB 4-5

Name: _____

Date: _____

1. What are three things you plan to do to stay healthy this week?

2. Which activities will you do this week to stay physically active?

3. What are some healthy foods you will buy for you and your family?

4. What are some foods you will stop buying this week?



