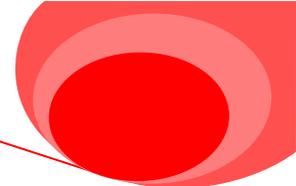


A large, abstract graphic composed of overlapping, semi-transparent red polygons of various shapes and sizes, creating a complex, layered effect. The colors range from a deep red to a lighter, almost white red.

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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- OPH and OCDSB staff who participated in the field test
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- 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.

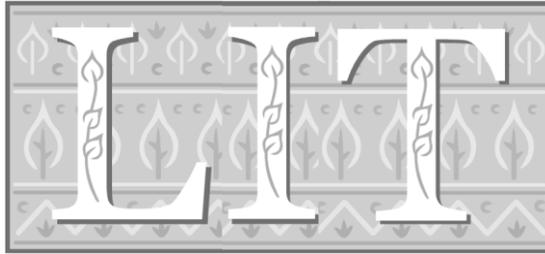
Who are these lesson plans for, and how can they be used?

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.



Diabetes Prevention

ESL Literacy and CLB 1



Instructor Notes

Diabetes Prevention – Instructor Notes – ESL Literacy and CLB 1

Core Contents:

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

Learning Objectives:

- choose healthy foods
- use hand gestures to measure food portions
- learn new strategies to increase daily physical activity
- do physical activities anytime, anywhere
- identify warning signs of diabetes

Materials Needed:

- scissors
- picture dictionaries or instructor-made food cards with names of food
- flipchart paper
- tape
- markers

Word Bank

Warm-up: apples, butter, carrots, chicken, orange, potatoes, rice, tofu, walk

Activity 1: alternatives, butter, chicken, circle, copy, fats, fish, fruit, grain, meat, olive oil, rice, tofu, vegetable

Activity 2: alternatives, butter, chicken, circle, copy, fats, fish, fruit, grain, hand gestures, heading, line, match, meat, olive oil, rice, tofu, vegetable

Activity 3: bike, check mark, circle, computer, dance, drive, garden, like, run, soccer, stairs, stores, swim, TV, walk, walk up, yoga

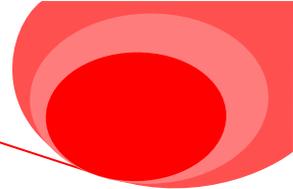
Activity 4: blurry vision, cut, heal, often, thirsty, tired, urinate, warning sign, weight

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:

- Has anyone heard the word diabetes?
- Why are we talking about diabetes?
- Who knows a person who has diabetes?
- Who knows any warning signs of diabetes?
- Who sees their doctor every year? Instructor can model behaviour by saying “I see my doctor every year to stay healthy.”



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

- Use Warm-up Worksheet: Do you eat...? Place a ✓ in the YES or NO column.
- Write the two headings, *Yes* and *No*, on a board or flipchart paper. Learners will walk up and write their responses under the appropriate heading. The activity may be continued using the sentences *I eat* and *I don't eat*.

Activity 1 – Reading/Writing: Food Groups

Competency: Comprehending Information/Reproducing Information

- Review the vocabulary with learners.
- Hand out Activity 1, Worksheet 1. Ask learners to read the worksheet together. Ensure the learners understand the vocabulary.
- Hand out Activity 1, Worksheet 2. Ask learners to copy the missing words from Worksheet 1.
- Hand out Activity 1, Worksheet 3. Ask learners to circle the word that is the same.

Activity 1, Worksheet 2

Answer Key:

- | | | | | |
|-----------|--------------|---------|---------|----------|
| 1. fruit | 3. vegetable | 5. fat | 7. fish | 9. grain |
| 2. carrot | 4. apple | 6. meat | 8. fat | 10. tofu |

Activity 2 – Reading/Writing: Hand Gestures

Competency: Comprehending Information/Reproducing Information

*** This exercise complements the Ottawa Public Health unit on Canada’s Food Guide.**

- It is a good idea to bring food samples so learners can see how the hand gestures work with real food.

- Hand out Activity 2, Worksheet 1. Learners match a picture with its corresponding word.
- Hand out Activity 2, Worksheet 2. Learners look at the example of the hand gesture words and copy the missing letters.
- Hand out Activity 2, Worksheet 3. Ask learners to write words from the word bank under the correct heading using Activity 1, Worksheet 1 as a reference.

Activity 2, Worksheet 2

Answer Key:

Fruits and Grains Meat and Alternatives
Vegetables Fats

Activity 2, Worksheet 3

Answer Key:

<u>Fruits and Grains</u>	<u>Vegetables</u>	<u>Meat and Alternatives</u>	<u>Fats</u>
apple	carrot	chicken	butter
banana	potato	fish	olive oil
rice		tofu	

Activity 3 – Speaking: Staying Active

Competency: Sharing Information

- Introduce the idea of staying active by eliciting physical activities from the learners and writing their responses on the board. It is important that learners understand that being active can be as simple as getting off the bus one stop early, or walking up the stairs instead of taking the elevator. The instructor should clarify that the computer includes computer games, surfing the net, and checking email.
- Together, the class will read Activity 3, Worksheet 1. Ensure learners understand the vocabulary. Learners will circle the physical activities.
- Hand out Activity 3, Worksheet 2. Learners will put a ✓ next to activities they like. Next, they will ask a partner what activities they like to do. It may be beneficial to model asking questions by writing “Do you like...?” on the board and having learners repeat it with the various activities and appropriate responses.

Activity 3, Worksheet 1

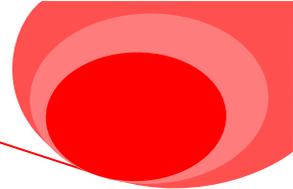
Answer Key:

play soccer, swim, go for a walk, garden, walk up stairs, dance, do yoga, ride a bike, run

Activity 4 – Listening: Warning Signs

Competency: Comprehending Information

- It is important that learners are aware of some possible warning signs of diabetes. The instructor should stress that these warning signs are an indication that they should consult a health professional, not that they have diabetes.
- Begin the activity by writing the vocabulary words on flipchart paper or on the board and asking if the learners know what the words mean.



- Hand out Activity 4, Worksheet 1. The class will read the vocabulary together. The instructor should ensure learners understand the vocabulary.
- Hand out Activity 4, Worksheet 2. Review the vocabulary and the instructions with learners. Read the following transcript, which lists warning signs of diabetes. Ask the learners to write a number next to the warning sign in the order it is spoken.

Transcript:

Diabetes has warning signs. Today you will hear 6 warning signs.

Sign #1: is tired a lot

Sign #2: has blurry vision

Sign #3: needs to urinate often

Sign #4: has cuts that heal slowly

Sign #5: has sudden weight loss

Sign #6: is always thirsty

If you have any of these warning signs, or any questions, please talk to a health professional.

Activity 4, Worksheet 2

Answer Key:

4, 3, 5, 1, 6, 2

Assessments 1 and 2 – Writing

Competency: Reproducing Information

- Assessment 1 is for ESL Literacy and Assessment 2 is for CLB 1.
- Marking is included at the bottom of each assessment.
- These can be used as Portfolio-Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Answer Key:

<u>Assessment 1</u>	1. Fruits and Grains	4. Meat and Alternatives
	2. Vegetables	5. Fats

<u>Assessment 2</u>	dance	play soccer	run
	garden	swim	walk

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 of the My Notes section and revisited at a later date as a way to check on healthy lifestyle changes.

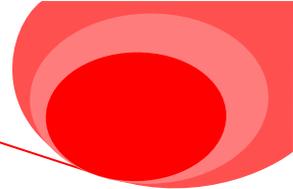
Resources:

www.healthcanada.gc.ca/foodguide

www.diabetes.ca

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

Worksheets



Diabetes Prevention – Warm-up Worksheet – ESL Literacy and CLB 1

Do you...?

Put an ✓ under Yes or No

	Yes	No
 1. Do you eat apples?	_____	_____
 2. Do you eat rice?	_____	_____
 3. Do you eat oranges?	_____	_____
 4. Do you eat potatoes?	_____	_____
 5. Do you eat tofu?	_____	_____
 6. Do you eat carrots?	_____	_____
 7. Do you eat butter?	_____	_____
 8. Do you eat chicken?	_____	_____
 9. Do you eat fish?	_____	_____

Diabetes Prevention – Activity 1, Worksheet 1 – ESL Literacy and CLB 1

Food Groups

Read the sentences.

1.



A banana is a fruit.

2.



A carrot is a vegetable.

3.



A potato is a vegetable.

4.



An apple is a fruit

5.



Butter is a fat.

6.



Chicken is a meat.

7.



Fish is a meat.

8.



Olive oil is a fat.

9.

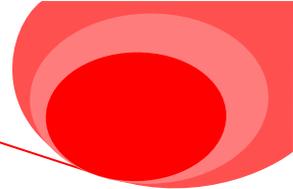


Rice is a grain.

10.



Tofu is a meat alternative.



Diabetes Prevention – Activity 1, Worksheet 2 – ESL Literacy and CLB 1

Fill in the Blank

Look at Activity 1, Worksheet 1.

Copy the missing words.

1.  A banana is a _____.

2.  A _____ is a vegetable.

3.  A potato is a _____.

4.  An _____ is a fruit.

5.  Butter is a _____.

6.  Chicken is a _____.

7.  _____ is a meat.

8.  Olive oil is a _____.

9.  Rice is a _____.

10.



_____ is a meat alternative.

Diabetes Prevention – Activity 1, Worksheet 3 – ESL Literacy and CLB 1

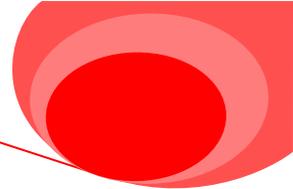
Spelling

Circle the word that is the same.

Example:

alternatives	alterntvs	alternatives	attnatves
fats	fas	fits	fats
fruits	fuits	fruits	fruis
grains	gains	griins	grains
meats	meats	meatt	meets
vegetables	vgtables	vegetables	veegetbls

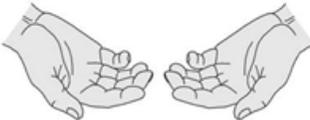




Diabetes Prevention – Activity 2, Worksheet 1 – ESL Literacy and CLB 1

Hand Gestures

Handy Portion Guide

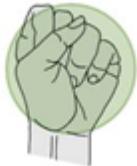
			
Fruits and Grains	Vegetables	Meat and Alternatives	Fats

Adapted from Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management. © Canadian Diabetes Association, 2005.

Draw a line to match the word with the picture.



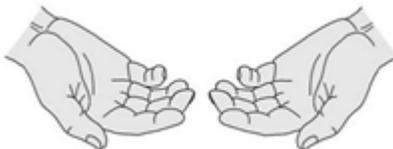
Meat and Alternatives



Fats



Fruits and Grains



Vegetables

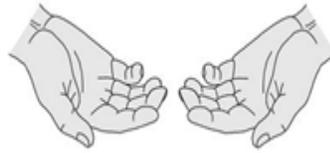
Diabetes Prevention – Activity 2, Worksheet 2 – ESL Literacy and CLB 1

Hand Gestures - Spelling

Copy the missing letters.



Fruits and Grains



Vegetables



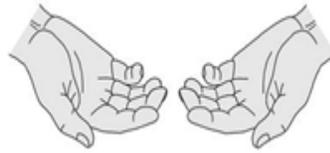
Meat and Alternatives



Fats



Fr__i__s and G__a__n__



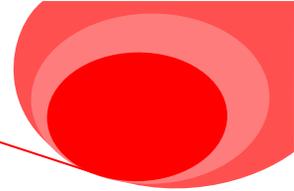
V__g__t__b__e__



M__at and Al__e__n__tiv__s



F__t__



Diabetes Prevention – Activity 2, Worksheet 3 – ESL Literacy and CLB 1

Hand Gestures and Food Groups

Look at Activity 1, Worksheet 1.

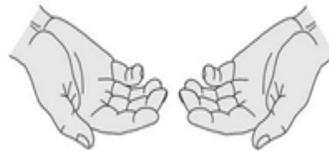
Write the food under the correct heading.

Word Bank

apple	butter	chicken	olive oil	rice
banana	carrot	fish	potato	tofu



Fruits and Grains



Vegetables



Meat and Alternatives



Fats

Diabetes Prevention – Activity 3, Worksheet 1 – ESL Literacy and CLB 1

Staying Active

Circle all the physical activities.



garden



play soccer



run



watch tv



walk up the stairs



do yoga



dance



computer



go for a walk



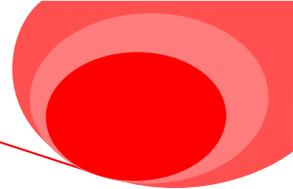
swim



ride a bike



drive



Diabetes Prevention – Activity 3, Worksheet 2 – ESL Literacy and CLB 1

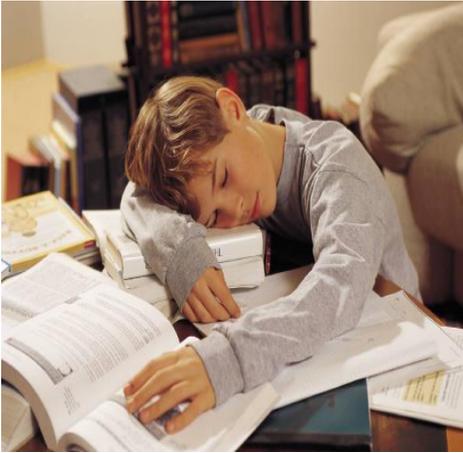
Put a ✓ next to what you and your partner like to do.

		You	Partner
	play soccer		
	swim		
	go for a walk		
	garden		
	walk up stairs		
	dance		
	do yoga		
	ride a bike		
	run		

Diabetes Prevention– Activity 4, Worksheet 1 – ESL Literacy and CLB 1

Warning Signs

Read the vocabulary together as a class.



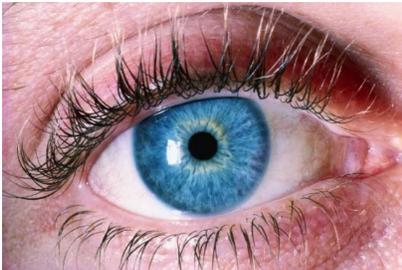
tired



toilet



thirsty



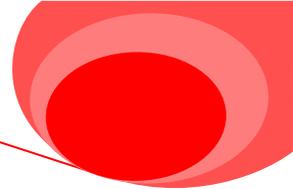
vision



cut



weight



Diabetes Prevention – Activity 4, Worksheet 2 – ESL Literacy and CLB 1

Warning Signs

Listen to the instructor read the warning signs. Write the number next to the word and picture. Use Activity 4, Worksheet 1 to help you.

cuts are slow to heal



need to urinate often



sudden weight loss



tired a lot



always thirsty



blurry vision



Assessments & Learner Self-Reflection

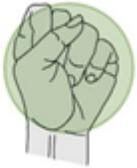
Diabetes Prevention – Assessment 1 – ESL Literacy

Reading

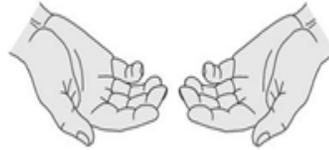
Competency: Reproducing Information

Name: _____ Date: _____

Word Bank



Fruits and Grains



Vegetables



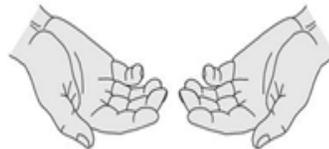
Meat and Alternatives



Fats



_____ and Grains



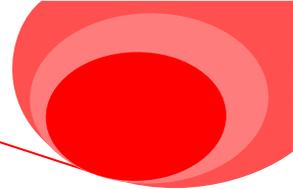


_____ and Alternatives



Total: _____ / 4

3/4 = Task achieved: Yes No



Diabetes Prevention – Assessment 2 – CLB 1

Writing

Competency: Reproducing Information

Name: _____ Date: _____

Word Bank

			
dance	garden	play soccer	walk
			
drive	run	swim	watch tv

Write the physical activities from the Word Bank.

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

Total: _____ / 6

5 / 6 = Task achieved: Yes No

