



Language Learning for Health

***Prepared by the OPH-OCDSB Collaborative Team
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OPH-OCDSB Collaborative Team: Mental Health Lesson Plans

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ABOUT THE MENTAL HEALTH LESSON PLANS

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

Language learning is essential for newcomers' integration and well-being. 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 issues for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa-Carleton District School Board (OCDSB) was 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). ESL/LINC instructors, in collaboration with OPH staff, have designed several lesson plans on public health topics, including a series of 24 lesson plans focusing on eight healthy eating topics for adult learners. The Dental Health lesson plans are the newest addition to this collaboration.

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 Benchmark (CLB) standards, which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy and 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 the lesson plans.
- 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 helps minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and reused. 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 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.

When they first arrive in Canada, immigrants are often healthier than the Canadian-born population, but their 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 social support networks can affect immigrants' health and overall well-being. Immigrants may also adopt unhealthy behaviours that are common in their new country. In addition, medical problems arise as they age, just like for everyone else.

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

Mental Health

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, the plans have been designed to be adapted to the individual needs of the learners in the classroom.

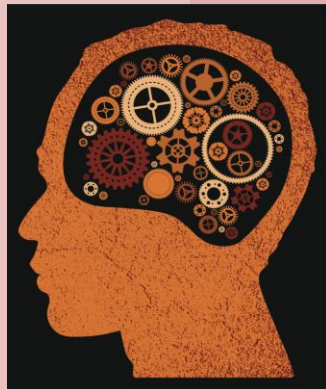
How can I provide my feedback on the lesson plans?

Geared toward 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.



Mental Health

CLB 4-5



Instructor Notes

Mental Health- Instructor Notes – CLB 4-5

Core Contents:

Learn how to decrease stress and promote positive mental health.

Learning Objectives:

- learn about caring for mental health
- understand some information about mental illness and its prevalence
- discuss some positive coping strategies for dealing with stress
- talk about and recognize culture shock
- learn about where to get help for mental illness

Materials Needed

- flipchart paper
- markers
- masking tape

Word Bank

Prior Knowledge/Warm-Up: mental/physical illness, factors, coping strategies, stress

Activity 1: positive, well-being, challenges, cope with, severe, interfere, influence, social and economic conditions, shame, outcomes, productive, meaningful

Activity 3: pride, view, figure out, hectic, energy, priority, emotions, behaviours

Activity 7: resources and vocabulary as indicated at the top of Activity 7, Worksheet 1

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:

- Instructor can ask for ideas about what mental health, mental problems and mental illnesses are.
- Describe a situation where someone has a physical illness or problem.
i.e. broken leg, ulcer
 - What does the sick person do?
 - Do they tell other people?
 - How do other people respond?
 - What do people do to help the person who has a physical illness?
 - How is this different from a mental illness?
 - Why is this different?
 - Do you know anyone who has/had a mental illness?
 - How can we help someone who has a mental health problem or illness?

** 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 over a given period of time. They might have to be changed accordingly if not all activities are used.*

Warm-Up

- Distribute the Warm-Up Worksheet for learners to complete with a partner.
- All answers are **True**.
- More details that will elaborate on these sentences are part of the listening in Activity 1, Worksheet 1.

Activity 1 – Listening/Writing: Learning Information about Mental Health

Competency: Comprehending Information/Sharing Information

- Slowly read the text aloud from Activity 1 Transcript. It includes some general information on mental health and mental illness (this information is taken from the OPH PowerPoint presentation on Mental Health Promotion). Learners listen for general ideas.
- Pass out Activity 1, Worksheet 1 and learners read through and start to complete the information they just heard.
- Read the text aloud again so learners can finish completing the worksheet.
- Learners can have a copy of the transcript to correct alone, with a partner or together as a class.

Activity 2 – Speaking: Discussing Mental Health and Mental Health Problems

Competency: Sharing Information

- Have learners work together in small groups or with a partner to answer the following questions:
 - What are some reasons why people develop mental health problems?
 - What are some ways we can take care of our mental health?
- Learners record their ideas in list form on flipchart paper.
- Groups informally present their lists to the class.
- Some possible answers follow:

Possible Answers

What are some reasons why people develop mental health problems?

- Difficult life experiences i.e. living with injustice, living in a war-torn area
- Stress related to: immigration, financial concerns, family problems, work situation
- Genetic, or biological factors
- Sometimes unknown

What are some ways we can take care of our mental health?

- Develop a support system and close relationships with family and friends

- Try to be optimistic and have a positive, hopeful attitude
- Try to view yourself as resilient and strong (not a victim)
- Talk to others
- Listen to others
- Relax and do some activities you enjoy
- Manage strong feelings and impulses positively
- Cope with stress in healthy ways, avoid drugs and alcohol
- Help other people
- Look for help and resources when you need them

Activity 3- Reading/Speaking/Writing: Taking Care of Our Mental Health

Competency: Comprehending Information

- Cut Activity 3, Worksheet 1 into strips – a picture and the accompanying text.
- Give one strip to each learner and a copy of Activity 3, Worksheet 2.
- Each learner reads and understands their own strip and copies the information into the table.
- Learners circulate and talk to students who have the information from the other strips of paper, write down the information for the other ideas, and continue until they have completed their whole chart.
- Encourage learners to explain the idea of their information and not just dictate it word for word to the other learners.
- Hand out a copy of Activity 3, Worksheet 3 to each learner. This is an idiom activity taken from sentences in Activity 3, Worksheet 1. Have learners match the idioms with their meanings to clarify meanings.
- Make copies of Activity 3, Worksheet 1 available to learners so that they may see the idioms in context.

Answer Key:

Activity 3, Worksheet 2

- | | | | |
|------|------|------|-------|
| 1. C | 4. K | 7. D | 10. I |
| 2. G | 5. J | 8. B | 11. F |
| 3. H | 6. L | 9. A | 12. E |

Activity 4 – Speaking/Listening: Ideas for Coping with Stress

Competency: Sharing/Comprehending Information

- Have learners work in small groups to share ideas on how to cope with stress.
- Make a list in the group of as many ideas as they can think of to cope with stress in a healthy way.
- Some of the ideas may overlap with the previous activity for Caring for our Mental Health.
- Write the ideas on small pieces of paper, fold them and collect in a basket.
- Regroup everyone into larger groups – if it is a small class, come back to one group.

- Learners take turns picking a paper and acting out the activity that can help with stress.
- Others guess what action the learner is acting out – in the style of Charades.
- Record the ideas on flipchart paper as they are guessed.
- After the guessing part is finished, discuss the ideas as a group. For example, which ones were the most popular, which are easy to do/expensive to do/difficult to do in Canada/indoor/outdoor activities, etc.
- This activity can lead directly to Activity 5 , if desired.

Activity 5 – Writing: Healthy Ways to Cope with Stress

Competency: Sharing information

- Use the ideas generated in Activity 4 as a prompt to write.
- Hand out Activity 5, Worksheet 1. Encourage learners to write on a personal or general level.
- Have learners write a short paragraph on this topic, choosing one or two activities and explaining them in more detail.
- A rubric is included to assess the writing task and can be used as a Portfolio Based Language Assessment (PBLA) Task. When marked, put in the Language Companion in the My Portfolio Writing section.

Activity 6 – Reading: Read about Culture Shock

Competency: Comprehending Information

- Have learners read the story about Meena from Activity 6, Worksheet 1 either together or as a class. A few discussion questions follow and learners can also write their idea about how Meena’s story ends.
- This is not meant so much as a language activity, but as a point for discussion and information to help learners deal with culture shock as part of their process of adaptation to Canada.

Activity 7 – Reading: Finding Services for Mental Health Problems

Competency: Getting Things Done

- Have learners look over the Mental Health Services Referral Tool.
- Talk about vocabulary at the top of Activity 7, Worksheet 1 so information will be clear.
- The full 5 page document should be available for learners to get phone numbers and addresses – perhaps posted in the class, or if the class has time in a computer lab, the learners could each do some research on one service provider to find the information to share with others.
- Print out enough copies of the Mental Health Services Referral Tool so that each learner has one for him/herself, and have learners use it to answer the questions on Activity 7, Worksheet 1. This tool can be found on the [www.Ottawa.ca](http://ottawa.ca/en/residents/public-health/healthy-living/mental-health-and-addiction-services) website, or at <http://ottawa.ca/en/residents/public-health/healthy-living/mental-health-and-addiction-services>

Assessment 1 – Reading

Competency: Comprehending Information

- Learners complete the True/False section, short answers, and a short writing paragraph to review the material discussed in class.
- Each section has its own marking scheme explained on the assessment page, so it can be done in parts or as a whole.
- This can be used as a Portfolio Based Language Assessment (PBLA task. When marked, put in the Language Companion in the My Portfolio Writing section.
- **Answer Key:** 1. True, 2. True, 3. False, 4. True, 5. False.

Learner Self-Reflection

- At this level, the instructor should write a few questions on the blackboard to help learners write about what they learned.
- For example: What are three new things you learned about mental health? What surprised you most about what we discussed?
- Each learner should write 5-7 sentences. Self-Reflection task can be put in the My Notes section of the Language Companion.

Resources

<http://ottawa.ca/en/residents/public-health/healthy-living/mental-health-and-addiction-services>

Worksheets

Mental Health – Warm-Up – CLB 4-5

Read the sentences and decide if they are true or false.
Work with a partner and check if you agree on the answers.

True or False?

1. One in five Canadians will experience a mental health problem in their lifetime.	
2. Having a mental illness is just like a physical illness. People sometimes need to see a professional to get help and support.	
3. Mental illness can happen to anyone of any age.	
4. Males and females can both have mental illnesses.	
5. We need to take care of our mental health just as we take care of our physical health.	
6. Mental health is not fixed – it can change due to many factors.	
7. It can be difficult to talk about mental illness.	
8. Everyone can learn some coping strategies to deal with stress.	



Mental Health – Activity 1 Transcript– CLB 4-5

Read text aloud to learners.

Mental health and mental illness are important topics for everyone to know about and understand.

Good mental health is a positive sense of well-being, or the capacity to feel, think and act in ways that help us enjoy life and deal with the challenges we face. When people have good mental health, they can work well, contribute to their community, and cope with the normal stresses of life.

Mental health problems are changes that affect how a person functions in everyday life or copes with stress. Sometimes these changes in thinking, mood and behaviour can become severe and interfere with regular life. These changes can take place over a period of time and sometimes make it difficult for a person to live, enjoy life or cope with the challenges of everyday life. At this point, it may become a mental illness and the person will need help to feel better.

It is important to remember that mental health is not fixed. There are many things that can influence our mental health such as: life experiences, workplace, the environment we live in, and the social and economic conditions that shape our lives.

The most important thing to remember is that there is no shame or embarrassment if someone is having mental health problems or a mental illness and needs to get help. People need to talk and get help when they are sick and mental illness is just like a physical illness. There are many services available that can help in this situation. When one gets help early for a mental illness, the outcomes are often positive and the individual is able to live a happy, productive and meaningful life.



Mental Health – Activity 1, Worksheet 1 – CLB 4-5

Listen to your instructor read information about Mental Health Promotion from Ottawa Public Health. Take notes to fill in the sentences below as you listen.

1. Two important topics to learn about are mental _____
and mental _____.

2. Good mental health is a _____ sense of _____.

3. When people have good mental health, they can

4. Mental health problems are changes that

5. When it is difficult for a person to live, enjoy life or cope with challenges of everyday life, he or she may have a _____
_____ and need to get some help.

6. Some things that can affect our mental health are:

7. There is no _____ or _____
if someone is having mental health problems.

8. If people are having mental health problems, they need to

Mental Health – Activity 3, Worksheet 1 (page 1 of 2) – CLB 4-5

Taking Care of Our Mental Health

Cut into strips and give one to each learner.



1. Nobody is perfect

There is no such thing as perfect. Take pride in who you are and what you can do. Expecting others to be perfect can add to your stress level and theirs.



2. Talk to someone you trust

Talking out your problems and seeing them from a different view might help you figure out ways to deal with them. You don't have to go it alone.



3. Take time to chill

Finding time to relax after (and sometimes during) a hectic day or week can make all the difference in how you feel.



4. Laugh!

Set aside some time for laughter, your body's natural way to relieve stress. Lots of laughing can make you feel good, and that good feeling can stay with you even after the laughter stops.

Mental Health – Activity 3, Worksheet 1 (page 2 of 2) – CLB 4-5



5. Keep a journal

If you're having one of those days when nothing goes right, try writing about it in a journal to get it off your chest.



6. Fuel up

Food provides fuel for body and brain. Start your day off with a full tank by eating breakfast.



7. Put your body in motion

Physical activity is a great way to help you deal with stress. It can improve your mood and give you energy.



8. Catch some ZZZs

Make sleep a priority. When you are tired and have not had enough sleep, it becomes harder to control emotions and behaviours which then make it harder to deal with stressful situations.



9. Have fun with your friends

Go to the movies, shoot some hoops or just hang out and talk. Friends can help you see the brighter side of things. Taking a break from thinking about your problems can sometimes make them easier to solve.

Mental Health – Activity 3, Worksheet 2 – CLB 4-5

Taking Care of Our Mental Health

You have one idea for how to take care of our mental health. Read and understand your idea. Copy it into the chart below, in numerical order, and be ready to explain the idea to your classmates. Listen while your classmates explain their information and record the main ideas in the chart.

1	
2	
3	
4	
5	
6	
7	
8	
9	

Mental Health – Activity 3, Worksheet 3 – CLB 4-5

Read the ideas from Activity 3, Worksheet 1 on Taking Care of our Mental Health to confirm the information you heard from your classmates.

There are many idioms in the short paragraphs. With your class or with a partner match the meanings with the idiom. Write the correct letter beside the idiom. Use the back of your paper to write different sentences using the idioms. Try to use them again in your speaking and writing.

IDIOMS		MEANINGS	
Nobody is perfect	A	C	1. It is ok to ask for help when you need it.
Talk out your problems	B		2. Tell someone about something so you do not have to keep it only inside yourself.
You don't have to go it alone	C		3. Eat enough food so you will have strength to work or study
To chill	D		4. Play basketball
Can make all the difference	E		5. Get enough sleep
If you're having one of those days...	F		6. Stay with people, talk or do something together
Get it off your chest	G		7. To relax
Fuel up	H		8. Talk about things that are bothering you
In motion	I		9. Nobody does everything right all the time
Catch some zzzzzs	J		10. To move, do physical activity
Shoot some hoops	K		11. If you are having a bad day...
Hang out	L		12. Something can help a lot to change a situation (can be negative or positive)



Mental Health – Activity 5, Worksheet 1 – CLB 4-5

Writing

Competency: Comprehending/Sharing Information

Name: _____ Date: _____

Write a paragraph (5-8) sentences to explain one or two healthy ways you use to cope with stress. Tell about why they work and when and how you do these activities.

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=Task achieved: Yes No

CLB 5

Total: _____/15

12/15=Task achieved: Yes No

Comments:



Mental Health – Activity 6 – CLB 4-5

Read about Meena’s experience when she first arrived in Canada.

Meena arrived in Canada on a beautiful, warm day in September. She spoke some English so she could understand people and read some signs and information. Her cousin, Lola had been in Ottawa for 2 years so Meena was able to stay with her and start to get to know the city. Lola took some time off work and was eager to show Meena around Ottawa, help her register in English classes and take her to see Parliament and the Museum of Nature. Meena enjoyed these days so much, she felt Canada was perfect. The new food she tried tasted delicious and interesting.

After two weeks, Lola was back at work and Meena spent a lot of time alone. She went to English classes and met some new people, but they did not become friends; they just met at school. The weather began to get cold and rainy and she began to miss her home country very much. The buses were often late and the fruit and vegetables were not as tasty and delicious as those in her home country. She remembered all the good things about back home and began to forget the reasons she had decided to come to Canada.

Sometimes she did not go to school, even though she was not really sick and just read the news from her country online and listened to music from her home country. She stopped eating as much and felt so tired and sad, she began to think seriously of going back to her country.

One day at school, she talked about this with a classmate that she always sat beside. Sahra was very kind and explained how she had also felt this way in her first year in Canada. She explained how some days she had felt great and other days she had felt terrible again. This talk really encouraged Meena and she began to realize her experience was common to other newcomers.

Answer the following questions.

1. Have you or anyone you know experienced this situation when arriving in Canada (or another new country)?
2. Do you know the name for this problem that people experience when they come to a new country?
3. Talk with a partner about what will happen next in the story.
4. Write a short paragraph to finish the story.

Mental Health – Activity 7, Worksheet 1 – CLB 4-5

Look at the **Mental Health Resource List** handed out by the Instructor.

*For the full information including addresses and phone numbers of the organizations, please refer to www.ottawa.ca/mentalhealthresources .

Below are some vocabulary words you need to know. Talk about these words with your class before you start to answer the questions.

crisis support counselling support Group referral required
fee for service age range bereaved addiction support

Use the **Mental Health Resource List** to answer the following questions.

1. Look at the Community Centers. Are there any charges for services there? _____

Can people of any age access services at Community Centers? _____

2. Which Community Agency/Agencies would help

All the family: _____

Seniors – those over 55 years old: _____

When there is a death in the family: _____

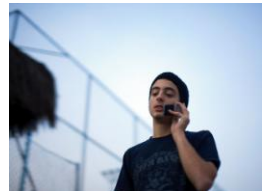
Parents who need help: _____

Youth/teenagers: _____

3. Look at Addiction Support section. Where could a young person go to get help with a drug addiction if they speak English?

4. Which crisis line is for those over 16 years? _____

Which language/s do they speak? _____



5. Which hospital is for children? _____



Mental Health – Assessment – CLB 4-5

Reading/Writing

Competency: Comprehending/Sharing Information

Name: _____ Date: _____

A. True or False

1. Culture shock is common to most newcomers.	
2. Both men and women can suffer from mental illness.	
3. Mental health is a fixed state for each person.	
4. Our mental health can be influenced by our social and economic situation.	
5. It is always easy for everyone to talk about mental illness.	

_____/5

B. Describe **3 healthy ways** to relax and cope with stress. (CLB 4) or

Describe **5 healthy ways** to relax and cope with stress. (CLB 5)

Write 2 sentences using correct grammar and punctuation to describe each coping strategy. (2 marks per strategy – 1 mark for explaining the idea, 1 mark for grammar.)

CLB 4 ____/6

CLB 5 ____/10

C. Write a **short note** (5-8 sentences) to a close friend who is having some mental health difficulties. Refer him/her to a service you read about in Activity 7. Provide some details about how this service could help him/her.

Marking:

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=Task achieved: Yes No

CLB 5

Total: _____/15

12/15=Task achieved: Yes No