



# *Language Learning for Health*

***Prepared by the OPH-OCDSB Collaborative Team  
Ottawa, 2015***

**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: Mental Health Lesson Plans**

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**ACKNOWLEDGEMENTS**

The project team would like to thank the Ottawa-Carleton District School Board and Ottawa Public Health for their contribution to this project, as well as the following organizations and individuals for their time and expertise:

- Abai Coker and Salome Atandi, Ottawa Catholic School Board (OCSB)
- Nadia Youssef, volunteer
- Cecilia Lemus, for her participation in the field test design
- The 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, 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 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.

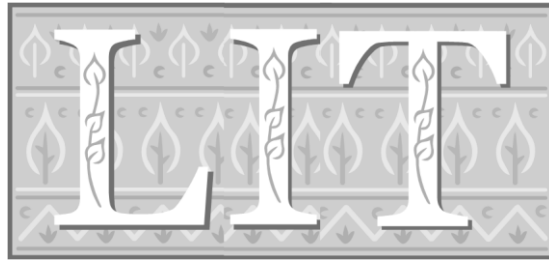
## Mental Health

### ***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.

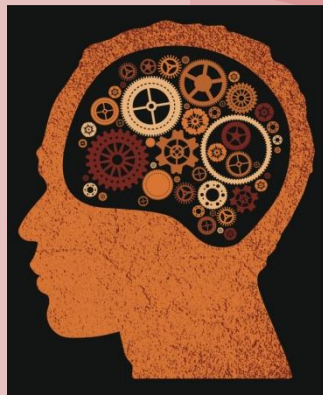
### ***How can I provide my feedback on the lesson plans?***

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](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Mental Health

ESL Literacy and CLB 1



# Instructor Notes

## Mental Health - Instructor Notes – ESL Literacy and CLB 1

### Core Content:

Learn how to decrease stress and promote positive mental health.

Learning Objectives:

- understand that children, teenagers, women and men can all have feelings of stress
- learn some positive coping strategies for dealing with stress

### Materials Needed:

- scissors

### Word Bank

**Warm-Up:** happy, stress, child, teenager, young woman, older woman, young man, older man

**Activity 1:** country, family, friends, home, food, job, money, seasons, church, mosque

**Activity 2:** talk, someone, relax, laugh, draw pictures, write, eat, breakfast, active, sleep, fun

**Activity 3:** as above

**Activity 4:** as above

### 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:

- Ask learners the following questions. Record important words on flipchart paper or on the board.
  1. Have you ever broken your arm? What did you do / Did you go to the doctor?
  2. Have you ever had another medical / physical problem? Did you go to the doctor?
  3. Have you, or someone you know, gone to the doctor for stress?
  4. If yes, what did the doctor do / say?
  5. If you didn't go, why didn't you go?
  6. Did you do something else instead of going to the doctor?

Note: Talking to a doctor or health professional when we are too stressed is very important. Just like physical health issues, the sooner we can get help with stress the better the outcomes.

***\* 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

- Make copies of the Warm-up Worksheet before class.
- Ask learners if they sometimes feel happy. Ask them if they sometimes feel sad.

- Write the questions *Can I be happy?* and *Can I be stressed?* on the blackboard.
- Hand out a copy of the Warm-up Worksheet to each learner.
- A. Explain to learners that they are to draw a happy face in the 'Yes' box or a sad face in the 'No' box if they think that people in each of these age groups can be happy or sad.  
**Answer: ALL** boxes should have a happy face **AND** a sad face.
- Take up the Warm-up Worksheet together, explaining that everyone can feel happy and stressed at times. Feeling stressed is not limited to certain groups of people, everyone can feel stressed sometimes.
- B. Ask learners to complete the two sentences. In the first sentence, learners write a younger woman, an older woman, a younger man, an older man. In the second sentence, they can draw a happy face, a sad face, or both.

### Activity 1 – Listening/Speaking/Reading

#### Competency: Comprehending Information

- Prior to class, photocopy Activity 1, Worksheets 1 (2 pages) for each learner.
- Either may pre-cut the cards or let learners do it.
- Talk to learners about what they might have done in their country when they were stressed, or what they might have encouraged their children, parents or friends to do
- Ask learners what they/their family/ their friends do in Canada if they feel stressed. Elicit or suggest the 8 ideas presented in this activity (**talk to someone, relax, laugh, draw pictures or write, eat well, stay active, rest, have fun with friends**).
- Hand out pre-cut cards, or Activity 1, Worksheet 1 with scissors.
- Explain to learners that these are some suggestions of things that they, their family and their friends can do when they feel stressed.
- 1<sup>st</sup> time: learners work with a partner to match pictures and words.
- For subsequent practice, learners have their own set to practice with.
- Word cards can also be used to practice alphabetical order.
- Listening practice: Instructor says a word. Learners hold up the picture card or word card, depending on their English level.
- Learners can play with two sets of cards (with or without a partner).
- At the end of the lesson, to practise speaking, learners can put the cards face down on the desk. Working with a partner, one learner turns over a card and asks his/her partner, "When you are stressed, do you...?" The partner answers with "Yes, I do", or "No, I don't".

### Activity 2 – Reading/Writing

#### Competency: Comprehending Information/ Reproducing Information

*\* The following four worksheets use the same pictures and vocabulary practised above. Choose the appropriate worksheets for the level of your learners.*

- Activity 2, Worksheet 1: Learners look at the word(s) beside the picture and circle the word that is the same in that line.
- Activity 2, Worksheet 2: Learners copy the words on the line under the picture.
- Activity 2, Worksheet 3: Learners circle the correct word beside each picture.



- Activity 2, Worksheet 4: Learners draw a line to match the picture and the word.

### **Activity 3 – Listening / Speaking / Writing: I ..., I Don't...**

#### **Competency: Comprehending and Sharing Information / Reproducing Information**

- Activity 3, Worksheet 1 personalizes the information learners have been practising in this lesson plan.
- Have learners use words from the Word Bank and list the activities they personally do and don't do.
- Use Activity 3, Worksheet 2 to ask and answer questions with a partner
- Have learners first copy the names of the 8 activities on the lines beside the picture; then they work in pairs to practice speaking.
- Have learners ask a partner "Do you \_\_\_?" Partner responds with "Yes, I do." or "No, I don't."
- Focus on pronunciation and intonation when asking questions
- Have learners copy the answer ("yes, I do" or "No, I don't")

### **Assessment 1 & 2 – Writing: Pictures and Names of Coping Strategies**

#### **Competency: Reproducing Information**

- Hand out Assessment 1 to ESL Literacy learners and or Assessment 2 to CLB 1 learners.
- ESL Literacy learners copy the word from the Word Bank under the picture. The first letter of the coping strategy is given.
- CLB 1 learners copy the word from the Word Bank under the picture. They do not have the first letter.
- Marking is included at the bottom of each assessment.
- 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.

### **Assessment 3 – Listening Assessment: Pictures and Names of Coping Strategies**

#### **Competency: Comprehending Information**

- Hand out Assessment 3 to both ESL Literacy and CLB 1 learners.
- Explain that you will say one of the coping strategies – things that people can do when they are stressed – then learners will write the number of that strategy beside the picture.
- Marking is included at the bottom of the assessment.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Listening section.

#### **Transcript:**

*Number 1. Eat well*

*Number 2. Rest.*

*Number 3. Talk to someone.*

*Number 4. Laugh.*

*Number 5. Draw pictures or write.*

*Number 6. Have fun with friends.*

*Number 7. Relax.*

*Number 8. Stay active.*

Assessment 3

**Answer Key:**

5	7
6	3
2	1
4	8

**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.

**Resources**



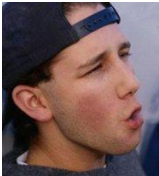




- <http://ottawa.ca/en/residents/public-health/healthy-living/mental-health-and-addiction-services>

# Worksheets

**Mental Health – Warm-Up Worksheet– ESL Literacy and CLB 1**

**Can they be happy? Can they be stressed?**

A. Draw a happy face ☺ or a sad face ☹ in the Yes or No box.

			<u>Yes</u>	<u>No</u>
1.	a child			
2.	a teenager	 		
3.	a young woman			
4.	an older woman			
5.	a young man			
6.	an older man			

B. I am a \_\_\_\_\_. I am \_\_\_\_\_.

**Mental Health – Activity 1, Worksheet 1 (page 1 of 2) – ESL Literacy and CLB 1**

<p><b>talk to someone</b></p>	
<p><b>relax</b></p>	
<p><b>laugh</b></p>	
<p><b>draw pictures or write</b></p>	

**Mental Health – Activity 1, Worksheet 1 (page 2 of 2) – ESL Literacy and CLB 1**

**eat well**



**stay active**



**rest**



**have fun with friends**



**Mental Health – Activity 2, Worksheet 1 – ESL Literacy and CLB 1**

Look at the picture. Read the words. Circle the word that is the same.

1.		eat well	ate well	eat well	eat weel
2.		relax	ralax	relaxe	relax
3.		have fun with friends	have fun with freinds	have fun with friends	have fun with frends
4.		talk to someone	tlak to someone	talke to someone	talk to someone
5.		get enough rest	get enough rest	get enouhg rest	get enough rets
6.		draw pictures or write	draw pictures or write	draw pictures or write	draw picture or write
7.		laugh	laugh	laugh	laugh
8.		stay active	stay active	stay active	staye active

**Mental Health – Activity 2, Worksheet 2 – ESL Literacy and CLB 1**

Copy the words on the line under the picture.



eat well

---



relax

---



have fun with friends

---



talk to someone

---



rest

---



draw pictures or write

---



laugh

---



stay active

---



**Mental Health – Activity 3, Worksheet 3 – ESL Literacy and CLB 1**

Circle the correct word beside each picture.

1.		draw pictures or write	relax	have fun with friends
2.		stay active	talk to someone	relax
3.		rest	eat a good breakfast	draw pictures or write
4.		stay active	sleep	draw pictures or write
5.		laugh	talk to someone	sleep
6.		eat well	stay active	laugh
7.		relax	have fun with friends	talk to someone
8.		talk to someone	draw pictures or write	eat a good breakfast

Mental Health – Activity 3, Worksheet 4– ESL Literacy and CLB 1

Draw a line to match the word and the picture.

1. laugh



2. stay active



3. have fun with friends



4. talk to someone



5. relax



6. rest



7. eat well



8. draw pictures or write



**Mental Health - Activity 3, Worksheet 1 – ESL Literacy and CLB 1**

**Word Bank**

talk to someone	draw pictures or write	rest	stay active
eat well	have fun with friends	laugh	relax

When I feel stressed,

I

I don't

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Mental Health – Activity 3, Worksheet 2 (page 1 of 2) – ESL Literacy and CLB 1

**Word Bank**

talk to someone	draw pictures or write	rest	stay active
eat well	have fun with friends	laugh	relax

1. Copy the words in the box beside the picture.
2. Ask the question to a partner.

Question

Answer

Yes, I do. OR No, I don't.

1. Do you \_\_\_\_\_?



\_\_\_\_\_

2. Do you \_\_\_\_\_?



\_\_\_\_\_

3. Do you \_\_\_\_\_?



\_\_\_\_\_

**Mental Health – Activity 4, Worksheet 2 (page 2 of 2) – ESL Literacy and CLB 1**

4.

Do you \_\_\_\_\_?



\_\_\_\_\_

5.

Do you \_\_\_\_\_?



\_\_\_\_\_

6.

Do you \_\_\_\_\_?



\_\_\_\_\_

7.

Do you \_\_\_\_\_?



\_\_\_\_\_

8.

Do you \_\_\_\_\_?



\_\_\_\_\_

# **Assessments & Learner Self-Reflection**

**Mental Health – Assessment 1 – ESL Literacy**

**Writing**







Competency: Reproducing Information

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

Copy a word/phrase from the Word Bank under its picture.

**Word Bank**

talk to someone	laugh	draw pictures or write
stay active	have fun with friends	eat well

 <p>h _____</p>	 <p>s _____</p>	 <p>e _____</p>
 <p>d _____</p>	 <p>t _____</p>	 <p>l _____</p>

Performance indicators	Achievement	
	Yes, 2 points	Sometimes, 1 point
Copies the words under the correct picture		
Forms letters accurately		
Printing is easy to read		

Total: \_\_\_\_/6  
5/6 = Task Achieved:    Yes    No

**Mental Health – Assessment 2 – CLB 1**

**Writing**







Competency: Reproducing Information

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

Copy a word/phrase from the Word Bank under its picture.

**Word Bank**

talk to someone	laugh	draw pictures or write
stay active	have fun with friends	eat well

 _____	 _____	 _____
 _____	 _____	 _____

Performance indicators	Achievement	
	Yes, 2 points	Sometimes, 1 point
Copies the words under the correct picture		
Forms letters accurately		
Printing is easy to read		

Total: \_\_\_\_/6  
5/6 = Task Achieved:    Yes    No



**Mental Health – Assessment 3 – ESL Literacy - CLB 1**

**Listening**

Competency: Comprehending information

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

Listen to your instructor. Put the number beside the picture.

_____		_____	
_____		_____	
_____		_____	
_____		_____	

Total: \_\_\_\_/8  
6/8 = Task Achieved: Yes No

Mental Health - Learner Self-Reflection – ESL Literacy and CLB 1

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

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

- We talked about mental health.
- What did you learn about mental health?
- Read together as a class. Circle your answer.

1. It is OK to feel stressed.

Yes      No      Maybe



2. When I feel stressed, I will talk to someone.

Yes      No      Maybe



3. I will eat well.

Yes      No      Maybe



4. I will stay active.

Yes      No      Maybe



5. I will have fun with my friends.

Yes      No      Maybe

