An abstract graphic composed of overlapping, semi-transparent blue polygons of various shades, creating a layered, architectural effect. The shapes are arranged in a way that suggests depth and movement, with some areas appearing darker due to the overlap.

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.



Sugar Sweetened Beverages

CLB 4-5





Instructor Notes

Sugar Sweetened Beverages – Instructor Notes – CLB 4-5

Core Contents:

Learn how much sugar is in everyday drinks so that healthier choices can be made when buying drinks.

Learning Objectives:

- learn how much sugar is in common beverages
- understand the relationship between sugar consumption and health
- learn how to make homemade flavoured water
- understand the benefits of drinking tap water

Materials Needed:

- sugar packets
- empty beverage containers (cartons, can, bottles) in a variety of sizes
- pictures of fruit, or actual fruit, for flavouring water at home
- small plastic cups
- pitcher to hold water
- knife

Note: It is advisable to have actual containers of the different drinks in the common sizes listed on the Sugar Shocker! handout. This will convey the message more clearly than the numbers in the chart or pictures alone.

Check with your local Public Health Department. They may have kits with the containers that you can borrow or that a staff member can bring to your class and present. It is important that all relevant vocabulary and concepts be covered before the presentation.

Word Bank

Warm-up: Vocabulary Jigsaw (Note: the learners will work together to find the definitions, so do not pre-teach the vocabulary)

Activity 1: predict, teaspoons, regular pop, 100% pure juice, fruit drink, water, 2% milk, energy drink, sports drink, iced tea, flavoured water, teaspoons, mL

Activity 2: sugar sweetened beverages, unhealthy, variety, syrup, regularly, associated with, obesity, cardiovascular disease, type 2 diabetes, tooth decay, calories, essential, nutrients, naturally occurring, nutrition, unhealthy eating habits, hidden sugars, common names, detrimental, effects, wise choices

Activity 3: tap water, readily available, luxury, take for granted, fortunate, fluoride, bottled water, waste, refill, reusable, daily basis

Activity 4: flavoured water, slices, wedges

Activity 5: Dental hygienist, floss, sugary beverages, cavities



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 are some drinks that you and your family drink every day? List on the board or on flipchart paper.
- Which ones are healthy?
- Which drinks are not healthy? Why?
- Who drinks coffee or tea every day? What do you add to it? (milk, sugar, honey)
- Why do you think we are talking about this today?
- Who drinks water every day? Is it tap water or bottled water? Why?
- “This is my reusable water bottle, which I fill with tap water every day. Sometimes I add fruit to my water to make it flavoured water.”
- “I drink tap water every day because it tastes good, it’s safe to drink, it’s free and it’s convenient. My water bottle here is filled with tap water.”
- How many glasses of water do we need to drink every day to stay healthy?
- What is flavoured water?

**** 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 – Listening/Speaking/Reading/Writing: Vocabulary Jigsaw

Competencies: Comprehending Information/Sharing Information

- Before class, make a copy of the Warm-up Reference Table, which is the Master Vocabulary and Definition Table; cut the definitions into strips so each strip includes one vocabulary word and its definition.
- Give a copy of the Warm-up, Worksheet to each learner.
- Give one strip to each learner so each learner has a different word and definition.
- Ask learners to copy the definition onto their worksheet next to the appropriate word.
- Learners then give the original strip back to the instructor.
- Each learner should have only one definition on their sheet at this point.
- Put learners in groups of three or four, according to class size. Count out the learners according to the number of groups (e.g., if there are 20 learners in the class, and you want five groups of four learners each, count out the learners from one to five, and then repeat until all learners have been counted—all the ones are grouped together, all the twos, and so on).
- In each group, learners then take turns dictating their particular definition to their group. The other learners must write down the dictation. They cannot show their copy to the other learners for clarification. If the learners do not understand what the person dictating is saying, they can ask for clarification. For example:

- Can you repeat that? How do you spell that word?
- At the end of the first round, each group of learners will have three or four definitions on their worksheet.
- Now re-organize each group of learners using the counting method above. This time, each learner has three or four different definitions.
- Learners then dictate their three or four definitions to the other learners.
- Repeat this procedure until all learners have all the definitions.
- Hand out the Master Vocabulary and Definition Table so learners can check their definitions and spelling.

Activity 1 – Speaking/Listening: Predicting the Amounts of Sugar in Drinks

Competencies: Sharing and Comprehending Information

- Bring various empty beverage containers to class (regular pop, 100% pure juice, fruit drink, water, chocolate milk, 2% white milk, energy drink, sports drink, iced tea, flavoured water—if possible, in sizes the same as those in the *Sugar Shocker!* handout).
- Using Activity 1, Worksheet 1, learners work with a partner to predict how many teaspoons of sugar are in each drink.
- Be sure to point out that the drinks are not all the same size, which will affect the answers.
- After they have guessed all the answers, dictate the correct numbers and then give everyone a copy of the *Sugar Shocker!* handout (Activity 1, Worksheet 1 Answers) so they can see the other items and check their answers.
- As a follow up, use sugar packets to illustrate how much sugar is in each of the bottles brought to class: 4 grams of sugar = 1 teaspoon = 1 sugar packet
- Have volunteers place the correct number of sugar packets beside each drink bottle, taking into account the sizes.
- Discuss the results as a class. Were learners surprised by the amounts? Will this information change anything learners drink right now?

Activity 2 – Reading for Information

Competency: Comprehending Information

- Learners read the information on Activity 2 Reading and answer the True and False questions on Activity 2, Worksheet 1.
- Underlined words may be new or difficult for learners and could be taught or discussed before reading starts.

Activity 2, Worksheet 1

Answer key:

- | | | | |
|---------|---------|----------|----------|
| 1. True | 2. True | 3. False | 4. False |
| 5. True | 6. True | 7. True | 8. True |



Activity 3 – Listening/Writing/Speaking: Benefits of Tap Water

Competency: Sharing Information/Getting Things Done

- If the instructor feels there are new words in the transcript, these could be discussed before reading aloud.
- Instructor reads the following transcript twice:

Transcript:

Having clean, safe water readily available to a community is a great luxury. In Canada, we often take this for granted. In Ottawa, we are very fortunate that our tap water is free, and it is tested daily for safety. Ottawa’s tap water also contains fluoride to protect our teeth. It is an excellent idea to drink tap water everyday instead of buying bottled water. Bottled water is expensive and creates a lot of waste because there is so much plastic used. It is much better to refill a reusable bottle that can be washed and used again on a daily basis. Best of all, the tap water in Ottawa tastes good!

- Learners listen and take brief notes.
- Then learners reconstruct the text in writing, not word for word, but using the information provided to write their own sentences.
- Learners can work alone or talk with a partner or small group about the information before writing.
- Alternately, they can work with a partner to discuss grammar and spelling before handing in their worksheet to the instructor.

Activity 4 – Listening: How to Make Flavoured Water

Competencies: Comprehending Instructions/Getting Things Done

- Discuss what flavoured water is.
- Which fruits are best for making flavoured water? (lemons, limes, oranges, raspberries, mangoes)
- Instructor pours eight ounces of water into a glass.
- Cut up fruit you have brought to class into slices or wedges.
- Squeeze a wedge of fruit into the glass of water and taste it.
- Provide small plastic cups so learners can flavour their water.
- Explain they can use individual fruit or combine the fruit for a variety of flavours.
- Placing several raspberries into a reusable water bottle will also flavour the water throughout the day.
- Discuss the benefits of carrying a reusable water bottle.
- Discuss the importance of washing the reusable water bottle everyday and washing the fruit before using it to make flavoured water.

Note: Learners may already be familiar with making flavoured water. If it is not practical to make flavoured water in class, the instructor can elicit this information from the learners and discuss in general terms what fruits, vegetables, and herbs they add to water to flavour it.

Activity 5 – Listening: Dental Hygienist Presentation

Speaking: What I Learned

Competencies: Comprehending Information/Sharing Information

- Book a free presentation by a Dental Hygienist from Ottawa Public Health’s Healthy Smiles Ontario program: (613) 580-6744.
- Hygienist discusses the relationship between drinking sugary beverages and developing cavities and how to care for teeth.
- Hygienist informs learners of any upcoming free dental screening clinics and lower cost options for teeth cleaning available at Dental Hygiene schools in the Ottawa area.
- After the presentation, learners pair up and tell each other what they learned using short sentences and some longer compound sentences, with clear evidence of connected discourse.

Assessment 1 – Listening/Writing

Competency: Sharing Information

- Use the rubric labelled Assessment 1 with Activity 3.
- There is a separate marking scheme for CLB 4 and 5 learners.
- 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 2 – Writing

Competency: Sharing Information

- Use the rubric labelled Assessment 2 with Activity 5.
- There is a separate marking scheme for CLB 4 and 5 learners.
- This can be used as a Portfolio Based Language Assessment (PBLA). When marked, put in the Language Companion in the My Portfolio Writing section.

Learner Self-Reflection

- Hand out the Learner Self-Reflection task.
- Learners answer the questions about what they will try to change and what they have learned about the topic.
- Self-Reflection task can be put in the Language Companion in the My Notes section to be revisited at a later date.

Resources:

Ottawa Public Health – *Sugar Shocker!* handout

Ottawa Public Health – Healthy Smiles Program: (613) 580-6744 or 1-866-426-8885

Ottawa Public Health – Sugar Sweetened Beverages Kits (Background Information)

The Healthy Eating Manual: <http://www.healthyeatingmanual.ca/lessons/sugar/index.php>



Worksheets

Sugar Sweetened Beverages – Warm-up Reference Sheet – CLB 4-5**Master Vocabulary and Definition Table**

Vocabulary	Definition
beverage	a drink
bottled water	water that you buy, which comes in a plastic bottle
chocolate milk	flavoured milk
energy drink	a drink containing caffeine and other ingredients; it can cause the body to lose water, leading to dehydration
flavoured water	water that has fruit, vegetables, or herbs added to it to give it a different taste
fruit beverage, fruit cocktail, fruit drink, fruit punch	a drink that contains some juice, but is not 100% pure juice
fruit juice	a 100% real or pure fruit juice
healthy	good for your health; having good health
hidden sugars (e.g., sucrose, dextrose, high-fructose corn syrup, molasses)	sugars added to food, but the names might not sound like sugar
pop	a carbonated, sweetened non-alcoholic beverage
re-usable water bottle	a container that you can refill many times
serving size	a measured amount of food on a food nutrition label
smoothie	a thick, smooth drink of fresh fruit puréed with milk, yogurt, or juice
sport drink	a drink that rehydrates the body and allows quick absorption of carbohydrates during long physical activity
sugar sweetened beverage	a drink with sugar added
tap water	water that comes through pipes from the public water system



Sugar Sweetened Beverages – Warm-up Worksheet – CLB 4-5

Learner Worksheet

Vocabulary	Definition
beverage	
bottled water	
chocolate milk	
energy drink	
flavoured water	
fruit beverage, fruit cocktail, fruit drink, fruit punch	
fruit juice	
healthy	
hidden sugars (e.g., sucrose, dextrose, high-fructose corn syrup, molasses)	
pop	
re-usable water bottle	
serving size	
smoothie	
sport drink	
sugar sweetened beverage	
tap water	

Sugar Sweetened Beverages – Activity 1, Worksheet 1 – CLB 4-5

With a partner, predict how many teaspoons of sugar are in each type of drink. Please note that the amounts of the drinks are not all the same and this may affect your guess.



Type of drink	Amount	Teaspoons of sugar
Chocolate milk	250 mL	
Energy drink	473 mL	
Flavoured water	250 mL	
Fruit drink	591 mL	
Iced tea	591 mL	
Milk 2%	250 mL	
100% orange juice	200 mL	
Regular pop	591 mL	
Sports drink	710 mL	
Water	250 mL	

Discuss your answers with your partner and then check your answers with the *Sugar Shocker!* chart ([Activity 1, Worksheet 1 Answers](#)) produced by Ottawa Public Health.

Were you correct with your answers? Were you surprised by the answers?



Sugar Sweetened Beverages – Activity 1, Worksheet 1 Answers – CLB 4-5

Source: Ottawa Public Health *Sugar Shocker!*

Public Health
Santé publique

Sugar Shocker!

Drinks (common sizes)	Teaspoons of sugar per container	Calories per container	Drinks (common sizes)	Teaspoons of sugar per container	Calories per container
Fruit drink (591 mL)	19	310	Vitamin added water (591 mL)	8	125
Regular pop (591 mL)	15	253	Chocolate milk (250 mL)	6	160
Iced tea (591 mL)	14	215	100% orange juice (200 mL)	4	74
Energy drink (473 mL)	13	235	Milk 2% (250 mL)	3	130
Iced cappuccino (414 mL)	10	216	Flavoured water	0	0
Sports drink (710 mL)	10	170	Water	0	0

Eat Well. Be Active. Feel Good.
Bien manger et bouger pour le plaisir de vivre!

ottawa.ca/health
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Sugar Sweetened Beverages – Activity 2 Reading – CLB 4-5

Read the information below adapted from the Ottawa Public Health Sugar Sweetened Beverage Kits (Background Information), then answer the questions that follow in Worksheet 1.

Sugar sweetened beverages are unhealthy for a variety of reasons. First of all, the definition of a sugar-sweetened beverage is “any drink with added sugars or syrups.”

Regularly drinking sugar-sweetened beverages is linked to increased risk of obesity, cardiovascular disease and type 2 diabetes and even tooth decay.

Most sugary drinks contain calories but few essential healthy nutrients. People who drink a lot of sugary drinks end up drinking less healthier drinks, such as milk or water. Even though drinks like milk have naturally occurring sugars, there are other good nutrients so they are healthier choices.

People who drink too many sugary drinks will often fill up on sweet drinks and not get enough healthy nutrients from other foods. This can lead to poor nutrition and overall unhealthy eating habits.

One more problem to be aware of is known as “hidden sugars.” Some of the common names of sugar are sucrose, dextrose, dextrin, maltose, and liquid glucose-fructose, to name just a few. These are just other names for sugar and have all the unhealthy qualities of pure sugar.

As you can see, drinking too many sugar-sweetened beverages can be very detrimental to our health and it is important that we are all aware of the effects these drinks can have, and make wise choices for ourselves and our families.



Sugar Sweetened Beverages – Activity 2, Worksheet 1 – CLB 4-5

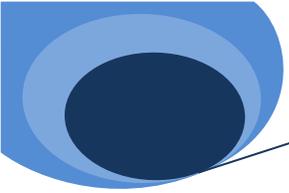
Read and answer True or False.

1. Drinking too many sugar sweetened beverages is very unhealthy for everyone. _____
2. Obesity and cardiovascular (or heart) disease can be linked to drinking too many sugar sweetened beverages. _____
3. Tooth decay never results from having too many sugary drinks. _____
4. Sugary drinks always contain healthy nutrients. _____
5. Milk is a healthy choice because it has good nutrients along with naturally occurring sugar. _____
6. Some hidden sugars are: sucrose, maltose and honey. _____
7. Too many sugar sweetened drinks can make us feel full and we eat less healthy foods, such as fruit and vegetables. _____
8. Hidden sugars have many different names. _____





Assessments & Learner Self-Reflection



Sugar Sweetened Beverages – Assessment 1 – CLB 4-5

Listening/Writing

Competency: Sharing Information

Name: _____ Date: _____

Task: Write about what you heard on the topic of Benefits of Tap Water in Activity 3. Write enough sentences to explain what you heard the instructor read (about 5-8 sentences.)

Criteria:	Very Good 3	So So 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:



Sugar Sweetened Beverages – Assessment 2 – CLB 4-5

Writing

Competency: Sharing Information

Name: _____ Date: _____

Task: Write about what you learned while listening to the Dental Hygiene Presentation in Activity 5. Write 5-8 sentences.

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

CLB 4

Total: ____/15

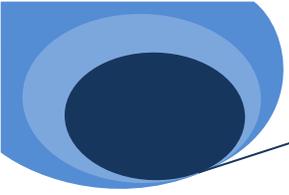
10/15 = Task achieved: Yes No

CLB 5

Total: ____/15

12/15 = Task achieved: Yes No

Comments:



Sugar Sweetened Beverages – Learner Self-Reflection – CLB 4-5

Name: _____ Date: _____

1. Will you drink more water each day?

Yes No Maybe

2. Will you buy less pop?

Yes No Maybe

3. Will you drink less pop?

Yes No Maybe

4. Will you make flavoured water at home?

Yes No Maybe

5. Will you buy pure juice instead of fruit drinks?

Yes No Maybe

6. Will you carry water with you in a reusable bottle?

Yes No Maybe



What did you learn about?

Write 2 or 3 things you learned during our discussions on the topic of Sugar Sweetened Beverages.

