Language Learning for Health

Prepared by the OPH-OCDSB Collaborative Team

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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.

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.

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 ***assessment***s 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.

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.

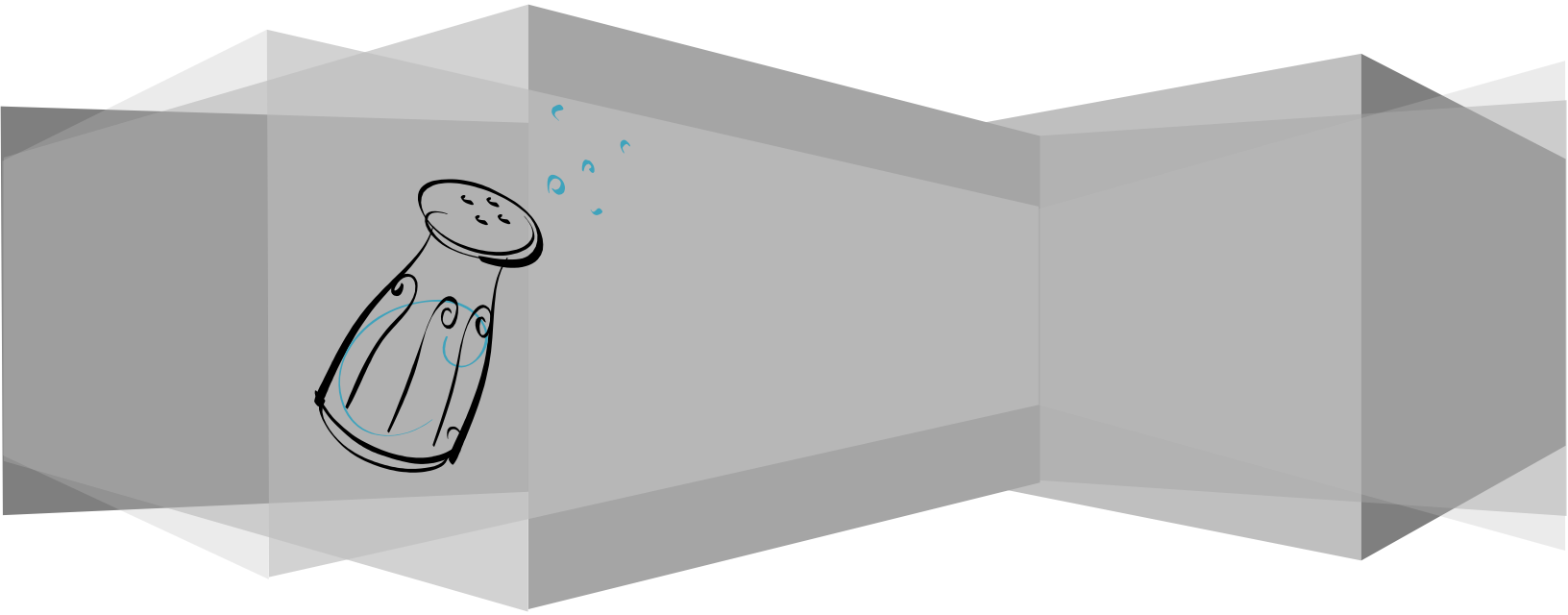
How can I provide my feedback on the lesson plans?

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*.

LIT & 1

Reducing Salt Consumption

ESL Literacy and CLB 1



Instructor Notes

Reducing Salt Consumption – Instructor Notes – ESL Literacy and CLB1

Core Contents:

Learn about salt, where it is found in food, and how to reduce its consumption

Learning Objectives:

- learn about sodium/salt
- identify foods that are high in sodium
- identify foods that are low in sodium
- how to substitute salt with seasonings

Materials Needed:

- chalk
- white board markers
- scissors
- tape
- similar packaged foods with some labels saying unsalted, or low in sodium
- picture dictionaries

Word Bank

Activity 1: salt, food Nutrition Facts table, spices, restaurant, processed, canned
Activity 2: restaurant, processed foods, salt, a lot, good, bad
Activity 3: sodium, gram, mg, canned, lowest, highest, in order, cross out
Activity 4: circle, match, sodium, meat dishes, canned, processed, deli, beef
Activity 5: label, the prefix "un" (unsalted), added, avoid, healthier, less
Activity 6: cross out, spice, beef, season, healthier, less healthy

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 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.***

Activity 1 – Writing: Vocabulary

Competency: Comprehending Information

- Prior to class, make copies of the Activity 1 Cards, one for every learner or a set of partners. Instructor may also make a copy for learners' reference.
- Spell the words as a dictation.
- Take up the spelling.
- Review pronunciation.

- Give out a set of word cards to partners, ask the learners to hold up the card for the word you say, verify that they understand. Give out the set of picture cards and ask the learners to match the word with its picture.
- Next, use Activity 1, Worksheet 1; look at the pictures and read the words, learners will copy the words under the correct picture.
- Next, use Activity 1, Worksheet 2; learners will complete the sentences.

Activity 1, Worksheet 1

Answer Key:

salt processed spices canned

Activity 1, Worksheet 2

Answer Key:

1. spices
2. blood pressure
3. Nutrition Facts table
4. salt
5. restaurant
6. processed
7. canned

Activity 2 – Reading/Writing

Competencies: Getting Things Done/Reproducing Information

- Ask learners where they think salt is found in their diet.
- Together as a class, read the sentence on Activity 2, Worksheet 1. The learners will use that sentence as a model; write the missing word or words for exercises 1 to 3.

Activity 2, Worksheet 1

Answer Key:

1. Restaurants
2. processed
3. salt
4. unhealthy

Activity 3 – Listening/Speaking/Writing: Sodium Levels in Food

Competencies: Getting Things Done/Comprehending Information/Sharing Information/ Reproducing Information

- To assist learners' understanding of the amounts of salt in food, the instructor may use Activity 3 Reference Cards sheet. It consists of an image of salt on a spoon and indicates that one teaspoon is 6 grams of salt = 2400 mg of sodium. This card is the same size as a business card and learners may keep them in their wallets and use them when shopping.
- Prior to the lesson, cut Activity 3 Picture Cards and post them around the classroom.
- Bring in a spoon, put salt on it and ask the learners how much salt they think there is on the spoon. There is 6 mg of salt on one teaspoon.
- Divide the class into partners and hand out Activity 3, Worksheet 1.

- Review the vocabulary and demonstrate the activity. One partner sits and the other partner looks for the picture, memorizes the sodium level, and reports to their partner. Their partner will record this amount. The partner who reported the amount is not allowed to write.
- Once the learners have completed Activity 3, Worksheet 1, discuss any surprises with the class.
- For Activity 3, Worksheet 2, explain how to put items in order. Ask learners to rank the food items according to their level of sodium.
- Verify and note that the healthy foods have lower sodium levels.
- Mention that similar foods might have different levels of sodium. For example, canned soup might have higher levels than homemade soup, and movie theatre popcorn has higher levels than unsalted and unbuttered hot air popcorn.

Activity 3, Worksheet 1

Answer Key:

1. orange (1) — 0 mg
2. chocolate chip cookies (3) — 89 mg
3. carrot (1 medium) — 42 mg
4. canned tomato soup (1 cup) — 735 mg
5. rice (1/2 cup) — 35 mg
6. potato chips (1 small bag, 43 g) — 330 mg
7. vanilla yogurt (3/4 cup) — 98 mg
8. potato (1 medium) — 7 mg
9. hamburger (single patty) — 387 mg
10. ketchup (1 tablespoon) — 180 mg

Activity 3, Worksheet 2

Answer Key:

1. orange
2. potato
3. rice
4. carrot
5. chocolate chip cookies
6. vanilla yogurt
7. ketchup
8. potato chips
9. hamburger
10. canned tomato soup

Activity 4 – Reading

Competency: Comprehending Information

- Review the vocabulary and explain that due to a variety of reasons, sodium levels may vary greatly.
- Use Activity 4, Worksheet 1 to emphasize foods that tend to have higher levels of sodium.
- Use Activity 4, Worksheet 2 and explain “circle.” Then, ask learners to circle the foods with lower levels of sodium while using Activity 3, Worksheet 1 and/or Activity 4, Worksheet 1 as a reference.

Activity 4, Worksheet 2

Answer Key:

1. orange
2. yogurt
3. egg
4. watermelon
5. tomato

Activity 5 – Reading: Food Labels

Competency: Getting Things Done

**** This exercise complements the lesson plan on Reading Food Labels.***

- Explain to learners that certain phrases found on food labels will help them choose healthier foods. Instructor can bring in two similar food items, one salted and one unsalted. Ask learners to examine and look for the difference.
- Explain the importance of key sodium phrases to look for when shopping.
- Using Activity 5, Worksheet 1, ask learners to look at several similar food items and cross out the less healthy choice.

Activity 5, Worksheet 1

Answer Key:

1) a 2) b 3) b

Activity 6 – Writing

Competency: Reproducing Information

- Instructor should bring a variety of seasonings to class and share with the learners, ask the learners if they know what they are called, have they ever cooked with them.
- Ask learners to use the chart on Activity 6, Worksheet 1 and write a seasoning from the chart under the correct heading.
- Ask learners to cross out the less healthy seasoning on Activity 6, Worksheet 2. Teach the term "cross out."
- Activity 6, Worksheet 3 has the learners copying the words from Chart 1 to Chart 2.
- Learners will use pictures or personal dictionaries to assist them in completing Activity 6, Worksheet 4.
- A follow-up activity could have learners bring their favourite seasonings to class and tell other learners how to cook with the spices.

Activity 6

Answer Key:

Worksheet 1

beef	chicken	fish
garlic	rosemary	curry
cilantro	parsley	sage

Worksheet 2 All the salt should be crossed out.

Worksheet 3

meat	seasonings	
ch i ck e n	r o s e m a ry	s a g e
fi s h	cu r r y	pa r s l ey
b e e f	g arl i c	cil a nt r o

Assessment 1 – Writing

Competency: Reproducing Information

- Hand out Assessment 1 to ESL Literacy learners.
- Marking is included at the bottom of each assessment.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, place in the Language Companion in the My Portfolio Writing section.

Assessment 2 – Reading

Competency: Comprehending Information

- Hand out Assessment 2 to CLB 1 learners.
- Marking is included at the bottom of each assessment.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, place in the Language Companion in the My Portfolio Reading section.

Answer Key:

Assessment 1	1. canned food	3. salt
	2. processed food	4. Nutrition Facts table
Assessment 2	1. orange	4. unsalted
	2. yogurt	5. curry
	3. low sodium	

Learner Self-Reflection

- Hand out the 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 and revisited at a later date.

Resources:

www.heartandstroke.ca
www.sodium101.ca
www.healthyeatingmanual.ca
http://ottawa.ca/en/residents/public-health/nutrition
http://nutritiondata.self.com/foods-0.html
http://www.eatracker.ca/
Local health care provider

Worksheets

Reducing Salt Consumption – Activity 1 Cards – ESL Literacy and CLB 1

salt	
Nutrition Facts table	
seasoning	
restaurant	
processed food	
canned food	

Reducing Salt Consumption – Activity 1, Worksheet 1 – ESL Literacy and CLB 1

Matching Words to Pictures

Look at the pictures and words.


processed


seasoning


canned food


salt

Now copy the words under the correct picture.


_____


_____


_____


_____

Reducing Salt Consumption – Activity 1, Worksheet 2 – ESL Literacy and CLB 1

1. 

These are seasonings

2. 

This is a

3. 

This is

4. 

This is a

5. 

This is

6. 

This is

Reducing Salt Consumption – Activity 2, Worksheet 1 – ESL Literacy and CLB 1

Where is the Salt?

Read with your class.


Restaurants and processed foods have a lot of salt.

Copy the words below.

1. 


_____ and processed foods have a lot of salt.

2. 


Restaurants and _____ foods have a lot of salt.

3. 


Restaurants and processed foods have a lot of _____.

Circle the correct answer

4. 

A lot of salt is healthy unhealthy.

Reducing Salt Consumption – Activity 3 Reference Cards – ESL Literacy and CLB 1

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

How much?

1 teaspoon
6 grams of salt
2400 mg of sodium

Reducing Salt Consumption – Activity 3 Picture Cards – ESL Literacy and CLB 1

orange (1)  0 mg	vanilla yogurt (3/4 cup)  98 mg
hamburger (single patty)  387 mg	ketchup (1 tablespoon)  180 mg
chocolate chip cookies (3)  89 mg	carrot (1 medium)  42 mg
potato chips (1 small bag, 43 g)  330 mg	rice (1/2 cup)  35 mg
potato (1 medium)  7 mg	canned tomato soup (1/2 cup)  735 mg

Reducing Salt Consumption – Activity 3, Worksheet 1 – ESL Literacy and CLB 1

Salt Levels in Food

Look around the room.
There are many pictures of food and how much salt they have.
Look for the picture and write the amount of salt it has.

	Serving:	Salt
1.	orange (1)	_____ mg
2.	chocolate chip cookies (3)	_____ mg
3.	carrot (1 medium)	_____ mg
4.	canned tomato soup (1 cup)	_____ mg
5.	rice (1/2 cup)	_____ mg
6.	potato chips (1 small bag, 43 g)	_____ mg
7.	vanilla yogurt (3/4 cup)	_____ mg
8.	potato (1 medium)	_____ mg
9.	hamburger (single patty)	_____ mg
10.	ketchup (1 tablespoon)	_____ mg

Reducing Salt Consumption – Activity 3, Worksheet 2 – ESL Literacy and CLB 1

Put them in order of salt levels.

Lowest

1. **0 mg orange**
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Highest 10. **735 mg canned tomato soup**

Reducing Salt Consumption – Activity 4, Worksheet 1 – ESL Literacy and CLB 1

These foods can have a lot of sodium.
Match the word with the picture.

crackers

pizza

deli meat

potato chips

canned soup

fries

cheese

pasta

bread

Reducing Salt Consumption – Activity 4, Worksheet 2 – ESL Literacy and CLB 1

Circle the food with less salt.

1.


orange


pasta


potato chips

2.


hamburger


deli meat


yogurt

3.


egg


bread


cheese

4.


crackers


pizza


watermelon

5.


canned soup


fries


tomato

Reducing Salt Consumption – Activity 5, Worksheet 1 – ESL Literacy and CLB 1

When you buy food, look for these words on the label.

lower in salt, low sodium/salt, no salt added, unsalted

Avoid buying foods that say **salted** or **lightly salted**.

Circle the healthier choice.

1.

a. 

b. 

2.

a. 

b. 

3.

a. 

b. 

Reducing Salt Consumption – Activity 6, Worksheet 1 – ESL Literacy and CLB 1

Cooking without Salt

Many people use salt to season their foods.
You can use other seasonings when you cook meat. They are healthier.

Read the following chart. There are many other spices you can use.

Meat	Seasonings	
 chicken	 rosemary	 sage
 fish	 curry	 parsley
 beef	 garlic	 cilantro

Write the spice under the correct heading.

Beef	Chicken	Fish
garlic		

Reducing Salt Consumption – Activity 6, Worksheet 2 – ESL Literacy and CLB 1

Cross out the less healthy seasoning.

1.


salt


curry


garlic

2.


sage


rosemary


salt

3.


cilantro


salt


parsley

4.


dill


garlic


salt

Reducing Salt Consumption – Activity 6, Worksheet 3 – ESL Literacy and CLB 1

Cooking without Salt – Chart 1

Meat		Seasonings	
	chicken		rosemary
	sage		fish
	curry		parsley
	beef		garlic
	cilantro		

Look at the chart. Copy the missing letters from Chart 1 to Chart 2

Cooking without Salt – Chart 2

Meat		Seasonings	
	ch _ ck _ n		r _ s _ m _ ry
	s _ g _		fi _ h
	cu _ _ y		pa _ s_ _ey
	b _ _ f		_ arl _ c
	cil _ nt _ o		

Reducing Salt Consumption – Activity 6, Worksheet 4 – ESL Literacy and CLB 1

Cooking and Sharing

What seasonings do you use when you cook?
Write them in the box next to the picture.
You can use a picture dictionary to help you.

 beef	pepper
 chicken	
 fish	

Now tell the other students about the spices you use.
You can write them in the box.

Assessments
&
Learner Self-Reflection

Reducing Salt Consumption – Assessment 1 – ESL Literacy

Writing

Competency: Reproducing Information

Name: _____ Date: _____

Word Bank

			
processed food	**salt**	**canned food**	**Nutrition Facts table**

What is it? Write the word under the picture.

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

Total: _____ / 4

3 / 4 = Task achieved: Yes No

Reducing Salt Consumption – Assessment 2 – CLB 1

Reading

Competency: Comprehending Information

Name: _____ Date: _____

Circle the food that has less salt.

1. **orange**  or **hamburger** 

---

2. **yogurt**  or **ketchup** 

---

3. **low-sodium chicken noodle soup**  or **regular chicken noodle soup** 

---

4. **unsalted nuts**  or **salted nuts** 

---

5. **salt**  or **curry** 

Total: _____ / 5

4/5 = Task achieved: Yes No

Reducing Sodium Consumption – Learner Self-Reflection – ESL Literacy and CLB 1

Name: _____ Date: _____

Will you...

eat food with less salt?	yes	no	maybe
look for words like "unsalted" or "low sodium" on food labels when shopping?	yes	no	maybe
eat fewer processed foods?	yes	no	maybe
read Nutrition Facts tables and look for sodium levels?	yes	no	maybe
remove salt from your table?	yes	no	maybe