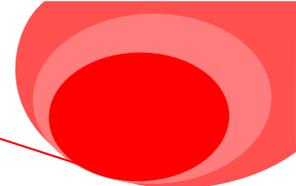


Language Learning for Health

*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.



Diabetes Prevention

CLB 2-3



Instructor Notes

Diabetes Prevention – Instructor Notes – CLB 2-3

Core Contents:

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

Learning Objectives:

- choose healthy foods
- identify food groups from Canada's Food Guide
- use hand gestures to measure food portions
- track food in a journal
- exercise anytime, anywhere and keep track of activities for a week
- identify warning signs of diabetes

Materials Needed:

- pencils
- flipchart paper
- markers
- tape

Word Bank

Warm-up: snacks, healthy, how often, free, special equipment

Activity 1: breakfast, lunch, dinner, snacks, healthy weight, maintain, disease prevention

Activity 2: Canada's Food Guide, servings, food groups, grain products, alternatives, snacks,

Activity 3: n/a

Activity 4: food portion, guide, serving, grain, starches, fats (oils, salad dressings, mayonnaise, butter, margarine), fist, palm of hand, thickness, tip of thumb

Activity 5: active, physical activity, yoga

Activity 6: out of breath

Activity 7: sign, symptom, heal, blurred vision, energy, lose weight, gain 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:

- Have you heard the word diabetes?
- What do you know about it?
- Who knows someone with diabetes? How did they find out they had diabetes?
- Can you name some healthy foods? Why are they healthy?
- What healthy foods have you eaten today?
- What are some foods, snacks or drinks that are not healthy? Why are they not healthy?
- What can happen if we eat too many unhealthy foods, snacks or drinks?

- Did you know that being physically active can help keep you healthy? What kinds of indoor or outdoor activities do you do?
- Did you know that if you walk for 10 minutes, three times a day, it could help reduce the risk of developing diabetes and help keep you 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 or delayed**.
- 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

- Hand out Warm-up Worksheet.
- In Part A, learners work with a partner to write the names of 10 foods, snacks or drinks that are healthy.
- In Part B, learners work with a partner to name five physical activities that are free.
- Discuss answers as a whole class.

Activity 1 – Writing/Speaking: Names of Foods

Competency: Sharing Information

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

- Post four flipchart pages around classroom, with one of these headings at the top of each page: Breakfast, Lunch, Dinner, Snacks.
- Learners first work with a partner or in a small group to write what they had yesterday for each of the three meals and for the snacks.
- Learners then write the group’s list on the appropriate sheet of flipchart paper. If the food, snack or drink is already there, they don’t need to write it again.
- Encourage learners not to worry about spelling, just work together to spell as well as they can.

- Go through the lists of food and drinks that the learners have written. Talk about which ones they think are healthy. The instructor could put a checkmark beside the healthy choices. Correct spelling and any misplaced words.
- Discuss how eating healthy helps maintain a healthy weight.
- Discuss why maintaining a healthy weight is important for disease prevention.
- Learners can copy the healthy foods to review later.

Activity 2 – Reading/Writing: Canada’s Food Guide Servings

Competency: Getting Things Done

- Ask learners if they have heard of Canada’s Food Guide.
- If not, briefly explain that it was developed to guide Canadians in healthy eating, both in the types of food and in the amounts that they need to eat each day. All of the learners’ foods can fit into Canada’s Food Guide, no matter which country they come from. . Limit foods that are higher in calories, fat, sugar or salt such as cakes, French fries or ice cream. They are not part of a healthy eating pattern.

Note: For more in-depth information on this topic, consult the Ottawa Public Health lesson plan on Canada’s Food Guide.

- Hand out Activity 2, Worksheet 1.
- Learners look at the “Recommended Number of Food Guide Servings per Day” chart and answer the questions in section A. This section can be corrected together.
- Section B may be more challenging, so the instructor should model this activity first on the blackboard.
- Instructor can make a list on the blackboard of what he/she ate yesterday.
- Learners can decide what food group each food fits into.
- Learners can take turns writing the instructor’s foods onto flipchart paper with food group categories.
- Then, as a class, learners can decide if the instructor did/did not eat enough servings of the different food groups.
- Learners can write their own lists of food on another paper and then copy them under the correct food group in the chart at the bottom of Activity 2, Worksheet 1 (section B).
- Learners may use picture dictionaries, if available, to help with vocabulary and spelling.
- Learners compare the number of servings they ate with the recommended number of servings in Canada’s Food Guide.
- Instructor can ask learners to say whether they ate more or less servings of each food group.
- Hand out Activity 2, Worksheet 2.
- Using the information they entered in the chart on Activity 2, Worksheet 1, learners circle the appropriate sentences, and then copy the sentences they circled.

Activity 3 – Writing: Create a Food Journal

Competency: Getting Things Done

- Introduce Activity 3, Worksheet 1 so that learners can create their personal daily food journals to help track the foods they eat from each group every day for a week.
- Explain how tracking foods will help them plan their meals to stay healthy.
- Instructor writes on the board what (s)he had for breakfast, snack, and lunch.
- Ask learners to count the food groups used. Are there any missing? If so, get suggestions from the learners as to what the instructor could eat during the rest of the day to ensure that foods from all four food groups are eaten.
- Hand out Activity 3, Worksheet 1. Ask learners to fill out what they have eaten so far today.
- Learners can work with a partner or in a small group to look at the journals to see if a food group is missing. If so, they can decide what to eat the rest of the day so that they will have eaten food from all four groups by the end of the day.
- Learners and instructor continue to record food and snacks eaten for the rest of the day. Ask learners to bring their journals to class the next day.
- The next day, the instructor can make sentences about his/her journal, such as “I ate enough...” or “I didn’t eat enough...” The instructor can write these sentence stems on the board or on flipchart paper.
- Learners can then work with a partner or in a small group to talk about their journals, using these sentence stems.

Activity 4 – Listening/Speaking: Learn Food Portions

Competency: Comprehending Information/Sharing Information

- This is an interesting and interactive way to think about serving sizes. Note that a bigger person with a bigger hand will need more food.
- Instructor demonstrates Canada’s Food Guide food portions using fingers, palms and hands. If possible, instructor can bring in real food so learners can see how the hand gestures work with real food.
- Hand out Activity 4, Worksheet 1. Read and discuss as a group.
- Instructor can ask questions such as:
 - What is the serving size for an apple? [Answer: the size of learner’s fist]
 - What is the serving size for chicken? [Answer: the size of the learner’s palm and the thickness of their little finger]
 - What is the serving size for rice? [Answer: the size of the learner’s fist]
 - What is the serving size for butter? [Answer: the size of the tip of the learner’s thumb]
 - What is the serving size for vegetables? [Answer: the amount the learner can hold in two hands]
- Learners fill in the sentences in question A under the images on the worksheet.
- Learners read the sentences with a partner.
- Learners answer question B with a partner.

- Learners can practise the same activity with a partner, naming foods they know, or choosing food card pictures or words randomly and working together to show the correct serving sizes.

Activity 5 – Speaking: Talking about Physical Activity and Being Physically Active

Competency: Sharing Information

- Ask learners if they are physically active every day. What kinds of activities do they do?
- Brainstorm activities they could do and write them on the board or on flipchart paper.
- Make sure to include ideas such as playing in the park with their children, dancing, or going for a walk. Remind them of the activities they mentioned on the Warm-up Worksheet. It is important that learners know that being physically active can be as simple as getting off the bus one stop early, or walking up the stairs instead of taking the elevator.
- Tell them that any activity done at a moderate or vigorous intensity for a minimum of ten minutes at a time counts as physical activity.
- Hand out Activity 5, Worksheet 1. Learners copy the word from the word bank under the correct picture, and then circle all the physical activities.
- Then, using the physical activities only, learners ask a classmate: Do you _____? How often do you _____?

Activity 5, Worksheet 1

Answer Key:

B. Physical activities to be circled:

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

Activity 6 – Reading/Writing: Being Physically Active Every Day

Competency: Getting Things Done

- Hand out Activity 6, Worksheet 1A – Meena’s Activity Journal
- Read the Guidelines with learners (adapted from *Canadian Physical Activity Guidelines for Adults – 18-64 years*).
- Read Meena’s Activity Journal and clarify vocabulary where necessary.
- Hand out Activity 6, Worksheet 1B. Have learners use the information in Meena’s Activity Journal to answer the True or False questions.
- Hand out Activity 6, Worksheet 2. Ask learners to keep track of their own physical activity for the next week.
- At the end of the week, learners can share the activities they recorded in their journal to give others some new ideas.

Activity 6, Worksheet 1B

Answer Key:

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

Activity 7 – Reading: Warning Signs of Diabetes

Competencies: Comprehending Information/Getting Things Done

- Ask learners if they know common early warning signs of diabetes.
- Hand out Activity 7, Worksheet 1. Using the word bank, ask learners to copy the early warning sign under the correct picture.
- Correct worksheet together.
- Hand out Activity 7, Worksheet 2. Ask learners if they have heard any health messages from Ottawa Public Health. Learners read the health message and answer the questions.

Activity 7, Worksheet 2

Answer Key:

1. Yes 2. Yes 3. No 4. Yes 5. Yes 6. No

Activity 8 – Reading/Writing (CLB 2): Preventing Diabetes

Listening/Writing (CLB 3): Preventing Diabetes

Competencies: Comprehending Information/Getting Things Done

- Hand out Activity 8, Worksheet 1 to CLB 2 learners and have them complete it as a Writing exercise.
- Hand out Activity 8, Worksheet 2 to CLB 3 learners and have them complete it as a Listening exercise.

Activity 8, Worksheet 1 (CLB 2)

Answer Key:

1. do 2. food 3. Canada's 4. sizes 5. plate 6. tap water 7. stop 8. doctor

Transcript for Activity 8, Worksheet 2

There are many things you can do to prevent diabetes. Eat healthy food from the four food groups in Canada's Food Guide. Learn and use the correct serving sizes. Eat foods with fibre. Cover half your plate with vegetables. Drink lots of tap water every day. Get physically active. Stop smoking. Have regular medical check-ups. Talk to your doctor about a healthy weight for you and about your risk factors.

Activity 8, Worksheet 2 (CLB 3)

Answer Key:

1. do 2. food 3. Canada's 4. sizes 5. plate 6. tap water 7. Stop 8. medical 9. doctor 10. you

Assessments 1 and 2 – Reading: Relating Hand Gestures to Food Portions

Competency: Comprehending Information

- Hand out Assessment 1 to CLB 2 learners and Assessment 2 to CLB 3 learners.

- These can be used as Portfolio-Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Reading section.

Answer Key:Assessment 1

1. a) Fruits, Grains and Starches b) Vegetables c) Meat and Alternatives d) Fats
2. swim, walk up the stairs, dance, go for a walk, garden
3. 1. True 2. True 3. False 4. False 5. True 6. True

Assessment 2

- 1.1 b 1.2. d 1.3. a 1.4. c
2. various answers 3. 30 4. 10 5. various answers

Assessment 3 – Listening: Relating Hand Gestures to Food Portions**Competency: Comprehending Instructions**

- Assessment 3 is for CLB 3 learners.
- Prepare simple meal plans on index cards. As the assessment is done individually with each learner, prepare enough meal plans for one-quarter to half the class. For example, for a class of 20 students, prepare four to five different menu plan cards, and reuse them.

Example:

Lunch
 1 chicken breast
 1 baked potato with 1 teaspoon of butter
 A side salad with salad dressing
 Grapes
 A glass of water

- Learners choose a card and model the correct portion size for each of the foods.
- All meals should include five items so the Activity generates five points. For each prompt needed, a ½ point should be deducted. A learner needs four points out of five to pass.

Assessment 3**Answer Key:**

- Learner should show the palm of their hand and point to area that chicken should fill as well as point to the thickness of their hand.
- Instructor may prompt if needed (How thick should the chicken be?).
- The baked potato should be the size of a fist.
- The teaspoon of butter and salad dressing should each be the size of the tip of the learner's thumb.

Learner Self-Reflection:

- 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.healthycanadians.gc.ca (Diabetes Risk Tool)

http://www.champlaindrcc.ca/diabetes_education_programs/ottawa_area.html (Community-Based Diabetes Education Program)

Worksheets

Diabetes Prevention – Warm-up Worksheet – CLB 2-3

1. A. Work with a partner. Write 10 foods, snacks or drinks that are healthy for us.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____



B. How often do you eat these foods or drinks? Discuss with your partner.

2. Name 5 physical activities we can do that are free and do not need any special equipment. Be ready to discuss these in class.

- _____
- _____
- _____
- _____
- _____



Diabetes Prevention – Activity 2, Worksheet 1 – CLB 2-3

Canada’s Food Guide: How many servings do you need every day?

- A. This is a chart from Canada’s Food Guide.
Find the correct amount of servings that you need every day from each food group.

How old are you? _____

Are you male or female? _____

How many servings of Vegetables and Fruit do you need?	
How many servings of Grain Products do you need?	
How many servings of Milk and Alternatives do you need?	
How many servings of Meat and Alternatives do you need?	

Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada’s Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

- B. Make a list of all the food and snacks you ate yesterday on another piece of paper. Then write them under the correct food group in the chart below.

Write any food or snacks that do not really fit into the food groups under “Other Foods” below the table. For example: chips or chocolate.

	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
Totals:				

Other Foods: _____

Compare the number of servings you ate with the recommended number of servings from Canada’s Food Guide.

Diabetes Prevention – Activity 2, Worksheet 2 – CLB 2-3

Did you eat the correct amount of servings of food from each food group?

A. Using your answers from Activity 2, Worksheet 1, circle the sentences below that describe the amount of servings you ate yesterday.

B. Copy the sentences you circled on the lines below.

1. I ate the right amount of servings of vegetables and fruits.

I did not eat the right amount of servings of vegetables and fruits.

2. I ate the right amount of servings of grain products.

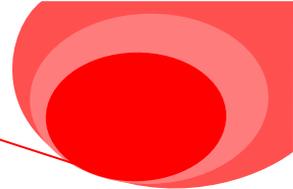
I did not eat the right amount of servings of grain products.

3. I ate or drank the right amount of servings of milk and alternatives.

I did not eat or drink the right amount of servings of milk and alternatives.

4. I ate the right amount of servings of meat and alternatives.

I did not eat the right amount of servings of meat and alternatives.



Diabetes Prevention – Activity 3, Worksheet 1 – CLB 2-3

Daily Food Journal

Food	Vegetables and Fruit	Grains	Milk and Alternatives	Meat and Alternatives	Oils/Fats
Breakfast					
Snack					
Lunch					
Snack					
Dinner					
Total					

Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Sex			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

Diabetes Prevention – Activity 4, Worksheet 1 – CLB 2-3

Food Portion Guide

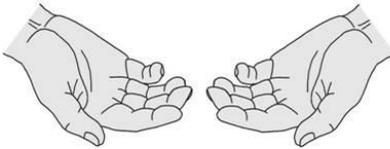
Our hands can help us decide how much food is a good serving.
Read each example below and talk about it with your class.

Handy portion guide

Your hands can be very useful in estimating appropriate portions. When planning a meal, use the following portion sizes as a guide:



FRUITS*/GRAINS & STARCHES*:
Choose an amount the size of your fist for each of Grains & Starches, and Fruit.



VEGETABLES*:
Choose as much as you can hold in both hands.



MEAT & ALTERNATIVES*:
Choose an amount up to the size of the palm of your hand and the thickness of your little finger.



FATS*:
Limit fat to an amount the size of the tip of your thumb.

MILK & ALTERNATIVES*: Drink up to 250 mL (8 oz) of low-fat milk with a meal.

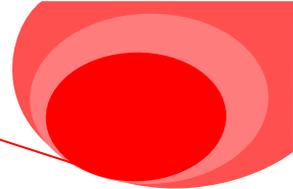
* Food group names taken from Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management © Canadian Diabetes Association, 2005. Please refer to this resource for more details on meal planning.

A. Put one word in each sentence.

1. A serving of fruit is the size of my _____.
2. A serving of grain products is the size of my _____.
3. A serving of vegetables is what I can hold in _____ hands.
4. A serving of meat is the size of my _____ and as thick as my _____.
5. A good amount of fat is the size of the tip of my _____.

B. Think about these serving sizes. Do you think you eat the serving sizes that are suggested?

At your next meal, try this method and report back to the class about the serving sizes you ate.



Diabetes Prevention – Activity 5, Worksheet 1 – CLB 2-3

Staying Physically Active

- A. Copy the word from the word bank under the correct picture.
 B. Circle all the physical activities.
 C. Ask a classmate: Do you _____? How often do you _____?

Word Bank

use the computer	dance	do yoga	drive	garden	go for a walk
play soccer	ride a bike	run	swim	watch TV	walk up the stairs



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____



7. _____ 8. _____ 9. _____



10. _____ 11. _____ 12. _____

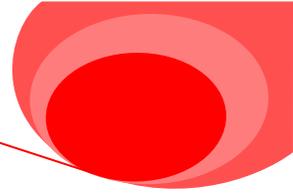
Diabetes Prevention – Activity 6, Worksheet 1A – CLB 2-3**Meena's Activity Journal****GUIDELINES**

Adults aged 18 to 64 years should get 150 minutes of physical activity each week. They should be physically active for 10 minutes or more each time.



More physical activity is better for your health.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Name of activity	walked to the bus stop	walked up the stairs in my apartment building	played soccer in the park with my kids	walked home from the grocery store carrying two bags of groceries	went swimming	danced at my friend's birthday party	slept late, relaxed all day
Duration	30 minutes	5 minutes	20 minutes	40 minutes	30 minutes	1 hour	
How did I feel?	good	out of breath, not so good	out of breath, happy	very tired, sore arms	lots of energy	happy, tired	



Diabetes Prevention – Activity 6, Worksheet 1B – CLB 2-3

Look at Meena’s Activity Journal.
Circle True or False.

- | | | |
|--|------|-------|
| 1. Meena went biking last week. | True | False |
| 2. Meena was physically active for 10 minutes or more each time. | True | False |
| 3. Meena didn’t get 150 minutes of physical activity last week. | True | False |
| 4. Meena sometimes had fun doing physical activity. | True | False |
| 5. Meena did some physical activity every day. | True | False |
| 6. Dancing is physical activity. | True | False |
| 7. Meena’s physical activity was always in the gym. | True | False |
| 8. Physical activity is good for your health. | True | False |



Diabetes Prevention – Activity 6, Worksheet 2 – CLB 2-3

Activity Journal

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Name of activity							
Duration							
How did I feel?							

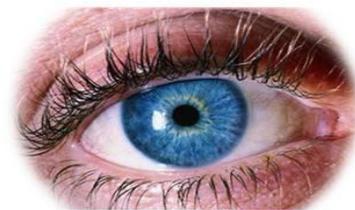


Diabetes Prevention – Activity 7, Worksheet 1 – CLB 2-3

Warning Signs of Diabetes

Word Bank

blurred vision	cuts slow to heal	need to urinate a lot
always thirsty	often tired	sudden weight loss



Diabetes Prevention – Activity 7, Worksheet 2 – CLB 2-3

Read the health message from Ottawa Public Health about warning signs of diabetes.



Signs and Symptoms of Diabetes

It is important to know the signs and symptoms of diabetes.
Some of them are:

- Being thirstier than usual.
- Having to urinate frequently.
- Being very tired or not having energy to do things.
- Losing weight quickly over 2-3 months for no reason.
- Cuts are slow to heal.
- Being unable to see clearly.

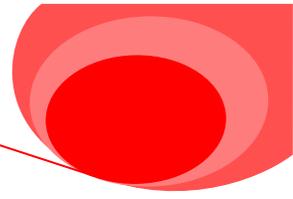
Some people who have type 2 diabetes will have no symptoms.

If you have any questions, it is a good idea to visit your family doctor and get checked for diabetes.



Read the statements. Circle *Yes* or *No*.

- | | | |
|--|-----|----|
| 1. You want to drink more often. | Yes | No |
| 2. You need to urinate frequently. | Yes | No |
| 3. You want to be physically active and do lots of things. | Yes | No |
| 4. You lose a lot of weight quickly but you are not on a diet. | Yes | No |
| 5. It takes longer for your cuts to get better. | Yes | No |
| 6. You can see very well. | Yes | No |



Diabetes Prevention – Activity 8, Worksheet 1 – CLB 2

Choose a word from the word bank. Copy it on the correct line.

Word Bank

Canada's	do	doctor
food	plate	sizes
stop	tap water	

There are many things you can _____₁ to prevent diabetes. Eat healthy _____₂ from the four food groups in _____₃ Food Guide. Learn the correct serving _____₄. Eat foods with fibre. Cover half your _____₅ with vegetables. Drink lots of _____₆ every day. Get physically active. _____₇ smoking. Talk to your _____₈.

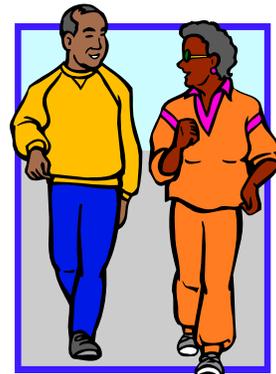


Diabetes Prevention – Activity 8, Worksheet 2 – CLB 3

Listen to your instructor read this paragraph. Write the missing words.

There are many things you can _____₁ to prevent diabetes. Eat healthy _____₂ from the four food groups in _____₃ Food Guide. Learn and use the correct serving _____₄. Eat foods with fibre. Cover half your _____₅ with vegetables. Drink lots of _____₆ every day. Get physically active. _____₇ smoking. Have regular _____₈ check-ups.

Talk to your _____₉ about a healthy weight for _____₁₀ and about your risk factors.



Assessments & Learner Self-Reflection

Diabetes Prevention – Assessment 1 (page 1 of 2) – CLB 2

Reading

Competency: Comprehending Information

Name: _____ Date: _____

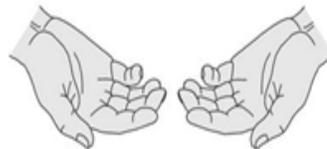
1. Which food group goes with which hand portion?
Copy the food group under the correct picture.

Word Bank

Meat and Alternatives	Fats	Vegetables	Fruits, Grains and Starches
--------------------------	------	------------	--------------------------------



a.



b.



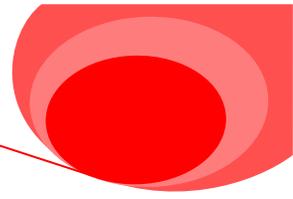
c.



d.

2. Circle the five physical activities.





Diabetes Prevention – Assessment 1 (page 2 of 2) – CLB 2

3. Circle True or False.

- | | | |
|--|------|-------|
| 1. It is important to eat a lot of vegetables and fruit. | True | False |
| 2. Drinking tap water every day is healthy. | True | False |
| 3. Everyone should do 150 minutes of physical activity every day. | True | False |
| 4. Some examples of physical activity are gardening and working on the computer. | True | False |
| 5. One warning sign of diabetes is having to urinate very often. | True | False |
| 6. If you have warning signs of diabetes, you should ask your doctor about it. | True | False |



Total: ____/15

12/15 = Task achieved: Yes No

Diabetes Prevention – Assessment 2 – CLB 3**Reading**

Competency: Comprehending Information

Name: _____ Date: _____

1. Match the food group with the hand portion size. Write the letter on the line in front of the number.

- | | |
|-------------------------------------|--|
| ____ 1. Meat and Alternatives | a. both hands |
| ____ 2. Fats | b. your palm; thickness of little finger |
| ____ 3. Vegetables | c. fist |
| ____ 4. Fruits, Grains and Starches | d. tip of your thumb |

2. Write four physical activities.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

3. How many minutes of physical activity should you get each day? _____

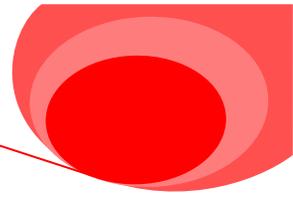
4. How many minutes of physical activity should you do at one time? _____

5. Write 2 warning signs of diabetes.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
|----------|----------|

Total: ____/12

9/12= Task achieved: Yes No



Diabetes Prevention – Learner Self-Reflection – CLB 2-3

Name: _____ Date: _____

Think about what you have learned from this lesson plan.
Read the questions and circle the answer.



1. Will you try to eat the correct amount of servings of each food group in Canada's Food Guide each day?

yes no maybe

2. Will you use your hands to decide how much food is a good serving?

yes no maybe

3. Will you try to get more physical activity every day?

yes no maybe



4. Will you see a doctor if you have warning signs of diabetes?

yes no maybe

