Promoting Health Information with Adult Language Learners

Lesson plans to promote healthy living with ESL/LINC students

416.338.7600  toronto.ca/health  TORONTO Public Health
Partnering to Promote Health

Toronto Public Health (TPH) is thrilled to partner with you to promote healthy living with adult learners of English. ESL/LINC Instructors are often a first point of contact for people new to Canada and you have regular, ongoing contact with your students. You are a trusted source of information. As experts in language instruction, you can help create a supportive environment for your students to establish healthy living practices.

This resource was developed by Toronto Public Health to support ESL/LINC Instructors to integrate healthy living messages into their lesson plans with students. It includes resources on the following health topics:
- Cancer Prevention and Screening for Breast, Cervical and Colon Cancers
- Diabetes Prevention
- Healthy Eating
- Mental Health
- Pedestrian Safety
- Physical Activity
- Sun Safety
- Tobacco Use

In consultation with ESL/LINC Instructors, we have developed a “Backgrounder for ESL Instructors” and “Teaching Tools for ESL Instructors” for each topic. The Backgrounder provides key facts and messages for ESL/LINC Instructors to review. We recommend reviewing the Backgrounder documents for key facts and messages before you use the Teaching Tools. We encourage you to review the Backgrounder documents to help integrate health information into your work with students. Where possible, we have directed you to credible websites for additional information.

The Teaching Tools, available for each topic, include a variety of easy-to-use activities and self-assessment/reflection worksheets. All activities have been rated according to the Canadian Language Benchmark (CLB) and span from CLB 1-6.

Toronto Public Health staff are available to support ESL/LINC Instructors in Toronto to use these materials to promote and support healthy living. We can also consult with you about how to create a supportive environment to promote health. By using the resources in this booklet with your students, you can encourage newcomers to take steps to promote healthy living practices. Together we can promote health and well-being for newcomers to Canada!

Your partner in health,

Sara Cohen, RN
Manager (A), Chronic Disease and Injury Prevention, Toronto Public Health
## Table of Contents

1. **Breast Cancer Prevention and Screening**  
   - Backgrounder .................................................. 1  
   - Teaching Tools .................................................. 3

2. **Cervical Cancer Prevention and Screening**  
   - Backgrounder .................................................. 19  
   - Teaching Tools .................................................. 21

3. **Colon Cancer Prevention and Screening**  
   - Backgrounder .................................................. 37  
   - Teaching Tools .................................................. 39

4. **Diabetes Prevention**  
   - Backgrounder .................................................. 55  
   - Teaching Tools .................................................. 57

5. **Healthy Eating**  
   - Backgrounder .................................................. 77  
   - Teaching Tools .................................................. 79

6. **Mental Health Promotion**  
   - Backgrounder .................................................. 97  
   - Teaching Tools .................................................. 99

7. **Pedestrian Safety**  
   - Backgrounder .................................................. 117  
   - Teaching Tools .................................................. 119

8. **Physical Activity**  
   - Backgrounder .................................................. 137  
   - Teaching Tools .................................................. 139

9. **Sun Safety**  
   - Backgrounder .................................................. 157  
   - Teaching Tools .................................................. 159

10. **Tobacco Use**  
    - Backgrounder .................................................. 177  
    - Teaching Tools .................................................. 179

---

For additional resources and lesson plans, please see the **The Language Learning for Health Toolkit**; a resource developed by Ottawa Public Health (OPH) and the Ottawa Carleton District School Board (OCDSB) to address language as a key determinant of health. The toolkit is available for download at the following URL: [http://olip-plio.ca/knowledge-base/toolkit/](http://olip-plio.ca/knowledge-base/toolkit/)
Acknowledgements and Notes:
Resources to support TPH’s Cancer Prevention and Screening sections were developed in collaboration with the Toronto Central Regional Cancer Program, the Canadian Cancer Society, and LINC Instructors at Thorncliffe Neighbourhood Office.
Breast Cancer Prevention and Screening

Key Facts

- Cancer is a disease that happens when cells grow out of control and do not work properly.
- Cancer screening tests can find cell changes that may lead to cancer, or find cancer early, when it is small and there is a good chance of treating it successfully.
- Cancer screening tests are done when the individual feels well and has no signs or symptoms of a problem.
- In Ontario, there are three cancer screening programs that are managed by Cancer Care Ontario, an agency of the Ministry of Health and Long-Term Care:
  - Ontario Breast Screening Program (checks for breast cancer in women age 50-74)
  - ColonCancerCheck Program (checks for cancer in the colon and rectum in both men and women age 50-74)
  - Ontario Cervical Screening Program (checks for cancer in the cervix in people 21-70 years of age who are or have ever been sexually active)
- There are things that people can do to prevent cancer or lower their risk of developing cancer.
- 50% of all cancers can be prevented through healthy living.

Key Messages

Breast Cancer Screening

1. Breast cancer is the most common cancer among Canadian women.
2. The two main risk factors for developing breast cancer are being a woman and getting older (over age 50). Most women with breast cancer have no family history of the disease.
3. The screening test for breast cancer is a mammogram. It is a breast x-ray that can find problems in the breast when they are small, before they can be felt.
4. Regular breast cancer screening is important because it can find cancer early, when it may be smaller and easier to treat.
5. Breast cancer has one of the highest survival rates out of all of the cancers in Ontario.
6. In Ontario, it is recommended that women age 50-74 have a mammogram every two years. After age 74, women should speak with their healthcare provider about breast screening.
7. If a person has a family or personal medical history of breast cancer, they may be at higher risk for breast cancer. It is very important that they speak with their healthcare provider as they may need to be screened earlier and more often.
8. Average risk women, age 50-74, can call the Ontario Breast Screening Program at 1-800-668-9304 to book a mammogram. A healthcare provider’s referral is not required.
9. People of all ages are encouraged to get to know how their breasts look and feel and to know what changes to look for. Changes include: a lump or thickening; skin changes e.g. dimpling, redness or rash; and nipple changes (pulled in or fluid coming out of the nipple). If they notice a change, they need to have it checked by their healthcare provider.
Breast Cancer Prevention

Healthy lifestyle choices can help lower the risk of breast cancer and improve overall health:

1. Eat well – eat a variety of vegetables and fruit, choose whole grain products, select lower fat milk products and have meat alternatives like beans and lentils more often.
2. Be physically active every day.
4. Be tobacco-free. If you smoke, try to quit. Avoid second-hand smoke.
5. Avoid or limit alcohol. Alcohol is a carcinogen. There is no safe level of alcohol consumption to avoid cancer risk.
6. Avoid or limit time on hormone replacement therapy (HRT).
7. Breastfeed your baby.
8. Get screened for breast cancer by having regular mammograms.

Resources

Canadian Breast Cancer Foundation [http://www.cbctf.org/central/AboutBreastHealth/BeBreastAware/Pages/default.aspx]
- Be Breast Aware

Canadian Cancer Society [http://www.cancer.ca/en/?region=on]
- Prevention and Screening

Cancer Care Ontario [https://www.cancercareontario.ca/en]
- Breast Cancer Screening
- Screening Resources for Newcomers and Immigrants

Health Canada [www.canada.ca/en/health-canada.html]
- Canada’s Food Guide

My CancerIQ [https://www.mycanceriq.ca/]
- Complete a cancer risk assessment and get a personalized action plan

Public Health Agency of Canada
- Physical Activity Guidelines

Settlement.Org [https://settlement.org/]
- Checking for Breast Cancer

Canadian Cancer Society
- Smokers’ Helpline

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]
- Cancer Prevention and Screening
Breast Cancer Prevention and Screening

Core Content

Learn about the importance of breast cancer prevention and screening, and what people can do to lower their risk of developing breast cancer.

Learning Objectives

Students will:

• Learn how a healthy lifestyle can lower the risk of developing breast cancer
• Understand the importance of screening tests to find breast cancer early
• Have the language necessary to talk with their healthcare provider about breast health

Key Messages

• Know your family medical history and talk to your healthcare provider about breast cancer screening.
• Regular breast cancer screening is important because it can find cancer early, when it may be smaller and easier to treat.
• Breast cancer has one of the highest survival rates out of all of the cancers in Ontario.
• A healthy lifestyle (e.g. eating a variety of healthy foods, being physically active, maintaining a healthy body weight, living tobacco-free, and avoiding or limiting alcohol use) can help lower the risk of developing breast cancer and improve overall health.

Helpful English Words

Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity #1: breast, nipple
Activity #2: mammogram, active, healthy body weight
Activity #3: healthy, unhealthy, action, cancer, increase, reduce, developing, risk, healthcare provider
Activity #4: screening test, recommended, major, risk factors, getting, older, symptoms, lifestyle
Activity #5: signs, x-ray, aware
Activity #6: family history, disease
Activity #7: breast screening clinic, Ontario Breast Screening Program, two piece outfit, wear, deodorant, lotion, talcum powder, interfere, image
Activity #8: No new words
Activity #9: Cancer Care Ontario, My CancerIQ, personal action plan, focus
Activity #10: referral, not required, lump, thickening, dimpling, redness, rash, pulled in, fluid

Adapted from Toronto Central Regional Cancer Program 2017
Discussion Questions to Assess Student Knowledge about Breast Cancer Prevention and Screening

1. Discuss as a class. What does prevention mean?

   Activity: In pairs, ask students to write down as many ways they can think of to be healthy.

   (Answers could include: healthy eating; being physically active; having little or no alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; going for a mammogram and/or other screening tests recommended by a healthcare provider.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What do you think of when you hear the word “cancer”? How does it make you feel?

3. Screening tests can help find cancer early. What are the names of the screening tests that women and men can do to find cancer?

   (Refer to the Backgrounder section of the resource for Breast Cancer, Cervical Cancer, and Colon Cancer for more information. In Ontario, there are three recommended cancer screening tests: mammograms for women, to find breast cancer; Pap tests to find cervical cancer; Fecal Occult Blood Tests (FOBT) for men and women, to find colon cancer.)
Activity #1 – Writing (CLB 1)
Breast Cancer Prevention and Screening

Copy the words on the picture.

This is a drawing of breasts. Breasts may look different but the name of each body part is the same.
Activity #2 – Reading (CLB 2)
Breast Cancer Prevention and Screening

Write the word(s) from the Word List under the matching picture.

<table>
<thead>
<tr>
<th>WORD LIST</th>
<th>Picture 1</th>
<th>Picture 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep a healthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>body weight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat healthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mammogram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not drink alcohol</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Toronto Central Regional Cancer Program 2017
Activity #3 – Reading (CLB 3)
Breast Cancer Prevention and Screening

**Instructor:** Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: Felisha and Anita are friends. They are both 56 years old.

Encourage the students to decide whether each action is a healthy choice, which may reduce the chance of developing breast cancer, or an unhealthy choice, which may increase the chance of developing breast cancer. Separate the answers into two corresponding piles and then have the groups decide which woman has a healthier lifestyle.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action may reduce or increase the risk of developing cancer. Record the answers on the board and then have the class decide which woman has a healthier lifestyle.

<table>
<thead>
<tr>
<th>Felisha</th>
<th>Anita</th>
</tr>
</thead>
<tbody>
<tr>
<td>smokes ten cigarettes a day.</td>
<td>does not smoke.</td>
</tr>
<tr>
<td>eats “fast food” every day.</td>
<td>eats vegetables and fruit every day.</td>
</tr>
<tr>
<td>has never had a mammogram.</td>
<td>has a mammogram every two years.</td>
</tr>
<tr>
<td>has not seen her healthcare provider in many years.</td>
<td>sees her healthcare provider regularly.</td>
</tr>
<tr>
<td>watches TV in her free time.</td>
<td>goes for a walk in her free time.</td>
</tr>
<tr>
<td>smokes cigarettes when she is sad.</td>
<td>talks to a friend when she is sad.</td>
</tr>
<tr>
<td>drinks alcohol daily.</td>
<td>never drinks alcohol.</td>
</tr>
</tbody>
</table>
Activity #4 – Reading (CLB 4)
Breast Cancer Prevention and Screening

Fill each blank with a word or number from the list.

WORD LIST
healthy lifestyle
early
mammogram
74
symptoms
getting
50
woman

1. A _______________ is the screening test for breast cancer.
2. It is recommended that women aged ______ to ______ years have a mammogram every two years.
3. A mammogram can find breast cancer _______________, when it may be small and easier to treat.
4. The two major risk factors for developing breast cancer are being a ______ and ______ older.
5. If a woman aged 50 to 74 does not have any _______________, she still needs a mammogram.
6. A _______________ _______________ can reduce a woman’s chance of developing breast cancer.

Adapted from Toronto Central Regional Cancer Program 2017
### Activity #5 – Reading (CLB 4)
**Breast Cancer Prevention and Screening**

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breast aware</td>
<td>tests done on people who feel well and have no signs of problems</td>
</tr>
<tr>
<td>Breast cancer</td>
<td>the screening test for breast cancer; an x-ray of the breast</td>
</tr>
<tr>
<td>Screening</td>
<td>a way of living that may help lower the chance of getting breast cancer</td>
</tr>
<tr>
<td>Risk</td>
<td>when people know how their breasts look and feel and know what changes to look for</td>
</tr>
<tr>
<td>Mammogram</td>
<td>the chance of getting cancer</td>
</tr>
<tr>
<td>Healthy lifestyle</td>
<td>a picture of the inside of the body</td>
</tr>
<tr>
<td>X-ray</td>
<td>cancer of the breast</td>
</tr>
</tbody>
</table>

*Adapted from Toronto Central Regional Cancer Program 2017*
**Activity #6 – Reading (CLB 4)**

*Breast Cancer Prevention and Screening*

Circle the answer (Yes or No) for each question or statement.

1. The two main risk factors for developing breast cancer are being a woman and getting older.  
   Yes  No

2. The screening test for breast cancer is a mammogram.  
   Yes  No

3. A 35 year old woman has no breast cancer symptoms and no family member with breast cancer. Does she need a mammogram?  
   Yes  No

4. Does a 50 year old woman with small breasts need a mammogram?  
   Yes  No

5. Most women with breast cancer have a family history of the disease.  
   Yes  No

6. A 52 year old woman feels healthy and has no symptoms. Does she need a mammogram?  
   Yes  No

7. A healthy lifestyle can lower a woman’s risk of developing breast cancer.  
   Yes  No

8. All people should know how their breasts normally look and feel and tell their healthcare provider about any changes.  
   Yes  No

9. Women who are age 50 to 74 can make their own appointment for a mammogram.  
   Yes  No

*Adapted from Toronto Central Regional Cancer Program 2017*
Activity #7 – Listening (CLB 4), Speaking (CLB 4)
Breast Cancer Prevention and Screening

Making a Mammogram Appointment at a Breast Screening Clinic

1. The instructor reads the following script to the students.

   **Receptionist:** Good afternoon, you have reached the Ontario Breast Screening Program.

   **Caller:** Good afternoon. This is (insert name) and I would like to make an appointment for a mammogram.

   **Receptionist:** Thanks for calling. Have you had a mammogram before?

   **Caller:** No, I haven’t, this is my first mammogram.

   **Receptionist:** Ok, can I please have your first and last name, and your health card number?

   **Caller:** Yes, my name is (insert name). My health card number is 01234 567 890.

   **Receptionist:** Thank you. I have an appointment available in two weeks, on Tuesday, October 1st at 10 a.m.

   **Caller:** Thank you. Tuesday at 10 a.m. is fine.

   **Receptionist:** Ok. Please arrive ten minutes before your appointment and bring your health card. Please wear a two piece outfit and do not wear deodorant, lotion or talcum powder as they can interfere with the x-ray image.

   **Caller:** Thank you. Bye.

   **Receptionist:** Bye.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #8 – Speaking (CLB 5) or Writing (CLB 5)  
Breast Cancer Prevention and Screening

Students discuss the questions below in small groups or write a brief paragraph about one of the questions.

1. Before today’s lesson, what are some of the things that you had heard about mammograms or breast cancer? What new information did you learn?

2. Why do you think some women do not go for mammograms?

3. What can you do to get the women you know who are age 50 and older to go for mammograms?

4. What can women do to lower their risk of developing breast cancer?
Activity #9 – Reading (CLB 6)
Breast Cancer Prevention and Screening

Computer Lab

1. The instructor asks students to find the breast screening clinic in their community by visiting Cancer Care Ontario – Ontario Breast Screening Program
   
   https://www.cancercare.on.ca/pcs/screening/breastscreening/OBSP/

2. The instructor asks students to complete a breast cancer risk assessment by visiting

   My CancerIQ: https://www.mycanceriq.ca/

Once they complete the assessment, students get a personal action plan.

Explain that having risk factors does not mean that a person will develop cancer, however their chance of getting cancer is higher. Some risk factors cannot be changed, such as age and family history. Focus on the things that can be changed – healthy lifestyle choices that you can make to lower the risk of developing breast cancer.

Have students think of one small action they can take to lower their risk of developing breast cancer.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #10 – Reading (CLB 6)
Breast Cancer Prevention and Screening

Read the following statements and underline the correct word form or word choice.

1. Breast cancer is the (more, most, biggest) common cancer among Canadian women.

2. The two main (risk, riskier, riskiest) factors for (developed, developing, develop) breast cancer (is, are, be) (being, is, having) a woman and (getting, got, having) older – over age 50. (More, Most, All) women with breast cancer have no family history of the disease.

3. The (screened, screen, screening) test for breast cancer is a mammogram. It is a breast x-ray that can find problems (by, in, on) the breast when they are small, (after, before, when) they can be felt.

4. In Ontario, it (are, is, was) recommended that women aged 50-74 have a mammogram every (two, five, three) years. After age 74, women (must, want, should) speak to their healthcare provider about breast screening.

5. If a person (is, wants, has) a family history of breast cancer, they may be at (highest, higher, larger) risk for breast cancer. It is very important that they speak with their healthcare provider because they may need to be (screen, screening, screened) earlier and more often.

6. (Low, Average, High) risk women, aged 50-74, can call the Ontario Breast Screening Program at 1-800-668-9304 to (booked, book, make) a mammogram. A healthcare provider’s referral is not required.

7. People of all ages are (encourage, encouraging, encouraged) to get to know how their breasts look and feel and to know what changes to look for. Changes include: a lump or thickening; skin (changes, changed, changing), e.g. dimpling, redness or rash; and nipple changes (pulled in or fluid coming out of the nipple). If they (noticing, seeing, notice) a change, they need to have it checked by their healthcare provider.
Activity #11 – Self-assessment/Reflection for lower CLB learners
Breast Cancer Prevention and Screening

Name: __________________________ Date: __________________________

We discussed breast health.

• What can I do to lower my risk of developing breast cancer?
• What can I do to be healthier?

1. Seeing my healthcare provider to have regular screening tests is good.
   Yes No Maybe

2. Eating “fast food” is a healthy choice.
   Yes No Maybe

3. Walking is a good way to be active.
   Yes No Maybe

4. A mammogram is an x-ray of the breast. It is the screening test for breast cancer.
   Yes No Maybe

5. Quitting smoking is one of the best things a person can do for their health.
   Yes No Maybe

What do I now know about breast screening and ways to lower the risk of developing breast cancer? Write what you learned in the lines below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Adapted from Toronto Central Regional Cancer Program 2017
Activity #12 – Self-assessment/Reflection for higher CLB learners
Breast Cancer Prevention and Screening

Name: ___________________________  Date: ___________________________

We discussed breast health and screening.

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my teenage daughter if she asked me about breast health and ways to lower the risk of developing breast cancer? What would I say to my mother if she asked me about the test for breast cancer that she heard about in her conversation group? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?
Breast Cancer Prevention and Screening Answer Key:

Activity #2:

Mammogram  Be active  Breast

Keep a healthy body weight  Eat healthy  Do not drink alcohol

Activity #3

<table>
<thead>
<tr>
<th>Healthy Choice</th>
<th>Unhealthy Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita does not smoke.</td>
<td>Felisha smokes ten cigarettes a day.</td>
</tr>
<tr>
<td>Anita eats vegetables and fruit every day.</td>
<td>Felisha eats “fast food” every day.</td>
</tr>
<tr>
<td>Anita has a mammogram every two years.</td>
<td>Felisha has never had a mammogram.</td>
</tr>
<tr>
<td>Anita sees her healthcare provider regularly.</td>
<td>Felisha has not seen her healthcare provider in many years.</td>
</tr>
<tr>
<td>Anita goes for a walk in her free time.</td>
<td>Felisha watches TV in her free time.</td>
</tr>
<tr>
<td>Anita talks to a friend when she is sad.</td>
<td>Felisha smokes cigarettes when she is sad.</td>
</tr>
<tr>
<td>Anita never drinks alcohol.</td>
<td>Felisha drinks alcohol daily.</td>
</tr>
</tbody>
</table>

Activity #4:

1. mammogram  3. early  5. symptoms
2. 50, 74  4. woman, getting  6. healthy lifestyle

Adapted from Toronto Central Regional Cancer Program 2017
Teaching Tools for ESL Instructors

Activity #5:
Breast aware – when people know how their breasts look and feel and know what changes to look for
Breast cancer – cancer of the breast
Screening – tests done on people who feel well and have no signs of problems
Risk – the chance of getting cancer
Mammogram – the screening test for breast cancer; an x-ray of the breast
Healthy lifestyle – a way of living that may help lower the chance of getting breast cancer
X-ray – a picture of the inside of the body

Activity #6:
1. Yes
2. Yes
3. No
4. Yes
5. No
6. Yes
7. Yes
8. Yes
9. Yes

Activity #8:
2. May find it uncomfortable to do; may be scared that it will hurt, or afraid of having a mammogram; do not know why it is so important to do it; do not know how to make an appointment to get a mammogram
3. Talk to them about why it is important to do it; let them know they can access the Ontario Breast Screening Program
4. Live a healthy lifestyle; know their family history

Activity #10:
1. Breast cancer is the most common cancer among Canadian women.
2. The two main risk factors for developing breast cancer are being a woman and getting older – over age 50. Most women with breast cancer have no family history of the disease.
3. The screening test for breast cancer is a mammogram. It is a breast x-ray that can find problems in the breast when they are small, before they can be felt.
4. In Ontario, it is recommended that women aged 50-74 have a mammogram every two years. After age 74, women should speak to their healthcare provider about breast screening.
5. If a person has a family history of breast cancer, they may be at higher risk for breast cancer. It is very important that they speak with their healthcare provider because they may need to be screened earlier and more often.
6. Average risk women, aged 50-74, can call the Ontario Breast Screening Program at 1-800-668-9304 to book a mammogram. A healthcare provider’s referral is not required.
7. People of all ages are encouraged to get to know how their breasts look and feel and to know what changes to look for. Changes include: a lump or thickening; skin changes, e.g. dimpling, redness or rash; and nipple changes (pulled in or fluid coming out of the nipple). If they notice a change, they need to have it checked by their healthcare provider.

Adapted from Toronto Central Regional Cancer Program 2017
Cervical Cancer Prevention and Screening

Key Facts

• Cancer is a disease that happens when cells grow out of control and do not work properly.
• Cancer screening tests can find cell changes that may lead to cancer, or find cancer early, when it is small and there is a good chance of treating it successfully.
• Cancer screening tests are done when the individual feels well and has no signs or symptoms of a problem.
• In Ontario, there are three cancer screening programs that are managed by Cancer Care Ontario, an agency of the Ministry of Health and Long-Term Care:
  o Ontario Cervical Screening Program (checks for cancer in the cervix in people 21-70 years of age who are or have ever been sexually active)
  o Ontario Breast Screening Program (checks for breast cancer in women age 50-74)
  o ColonCancerCheck Program (checks for cancer in the colon and rectum in both men and women age 50-74)
• There are things that people can do to prevent cancer or lower their risk of developing cancer.
• 50% of all cancers can be prevented through healthy living.

Key Messages

Cervical Cancer Screening

1. The cervix is the lower part of the uterus (womb).
2. Cervical cancer (cancer of the cervix) is caused by long lasting infections of cancer-causing types of human papillomavirus (HPV).
3. HPV is a very common virus found in men and women. There are over 100 different types. HPVs that cause cervical cancer are mostly spread through sexual activity and by genital skin to skin contact.
4. A HPV infection causes changes in the cells of the cervix. In most cases, the infection goes away without any treatment and the cells go back to normal.
5. Sometimes, the infection does not go away and, if not treated, it can slowly cause further cell changes that lead to cervical cancer.
6. The Pap test is the screening test for cervical cancer. During a Pap test, an instrument called a speculum is gently inserted in the vagina. A small brush is then used to wipe some cells from the cervix. The cells are sent to a laboratory and checked for cell changes caused by a HPV infection, before they become cancer.
7. People with a cervix who are or who have ever been sexually active, should have a Pap test every three years, starting at age 21 and continuing until at least age 70.
8. The HPV vaccine protects people from the most common types of HPV that cause cervical cancer, but not all types. After receiving the HPV vaccine, regular Pap tests are still required.
Cervical Cancer Prevention

Healthy lifestyle choices can help lower the risk of cervical cancer and improve overall health:

1. Cervical cancer is almost entirely preventable by being immunized with the HPV vaccine, having regular Pap tests, and following up on abnormal results.
2. Practice safer sex – use condoms and limit the number of sexual partners.
3. Be tobacco-free. If you smoke, try to quit. Avoid second-hand smoke.
4. Eat well – eat a variety of vegetables and fruit, choose whole grain products, select lower fat milk products and have meat alternatives like beans and lentils more often.
5. Be physically active every day.
6. Try to manage stress and get enough sleep.

Resources

Canadian Cancer Society [http://www.cancer.ca/en/?region=on]
   - Prevention and Screening

Cancer Care Ontario [https://www.cancercare.on.ca/]
   - Cervical Cancer Screening
   - Screening Resources for Newcomers and Immigrants

Health Canada [https://www.canada.ca/en/health-canada.html]
   - Canada’s Food Guide

My CancerIQ [https://www.mycanceriq.ca/]
   - Complete a cancer risk assessment and get a personalized action plan

Public Health Agency of Canada
   - Physical Activity Guidelines

Canadian Cancer Society
   - Smokers’ Helpline

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]
   - Cancer Prevention and Screening
   - Human Papillomavirus and Vaccine

Adapted from Toronto Central Regional Cancer Program 2017
Cervical Cancer Prevention and Screening

Core Content
Learn about the importance of cervical cancer screening and what people can do to lower their risk of developing cervical cancer.

Learning Objectives
Students will:
• Learn how a healthy lifestyle can lower the risk of developing cervical cancer
• Understand the importance of screening tests for cervical cancer
• Have the language necessary to talk with their healthcare provider about cervical health

Key Messages
• Talk to your healthcare provider about cervical cancer screening and the risk factors for cervical cancer.
• Cervical cancer screening can find cell changes that may lead to cancer, or find cancer early, when it is small and there is a good chance of treating it successfully.
• A healthy lifestyle (e.g. living tobacco-free, eating a variety of healthy foods, being physically active, getting enough sleep, having safer sex) can help lower the risk of developing cervical cancer and improve overall health.

Helpful English Words
Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity #1: uterus, vagina, cervix, ovary
Activity #2: active, Pap test, checked, healthcare provider
Activity #3: fast food, had sex, sexual partners, condoms
Activity #4: screening, cell changes, cancer, test, virus, cervical cancer, human papillomavirus (HPV), sexually active, symptoms, HPV vaccine
Activity #5: test, abnormal, risk factors, disease
Activity #6: intimate sexual contact, no longer, having sex, family history
Activity #7: nurse practitioner
Activity #8: developing
Activity #9: practicing
Activity #10: genital, infection, instrument, speculum, laboratory, recommended

Adapted from Toronto Central Regional Cancer Program 2017
Discussion Questions to Assess Student Knowledge about Cervical Cancer Prevention and Screening

1. What does prevention mean? Discuss as a class.

   Activity: In pairs, ask students to write down as many ways they can think of to be healthy.

   (Answers could include: healthy eating; being physically active; having little or no alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; having regular Pap tests and/or other screening tests recommended by a healthcare provider.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What do you think of when you hear the word “cancer”? How does it make you feel?

3. Screening tests can help find cancer early. What are the names of the screening tests that women and men can do to find cancer?

   (In Ontario, there are three recommended cancer screening tests: mammograms for women, to find breast cancer; Pap tests to find cervical cancer; Fecal Occult Blood Tests (FOBT) for men and women, to find colon cancer.)

*A note about cervical health promotion*

The key messages in this lesson plan apply to all people who have a cervix. This can include, but is not limited to, women and people who identify as transgender. If a person who identifies as transgender has retained his cervix, then he can benefit from taking care of his cervical health.

In this document we use the words “women” and “people or persons with a cervix” interchangeably. All individuals who have a cervix can reduce their risk of developing cervical cancer by leading a healthy lifestyle and participating in cervical cancer screening.
Activity #1 – Writing (CLB 1)
Cervical Cancer Prevention and Screening

Copy the words on the picture.

This is a drawing of the parts of a person’s body that can make a baby.
Activity #2 – Reading (CLB 2)
Cervical Cancer Prevention and Screening

Write the word(s) from the Word List under the matching picture.

**WORD LIST**

- Be active
- Cervix
- Get checked by a healthcare provider
- Pap test
- Do not smoke

Adapted from Toronto Central Regional Cancer Program 2017
Activity #3 – Reading (CLB 3)
Cervical Cancer Prevention and Screening

Instructor: Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: Maria and Hanna are friends. They are both 35 years old.

Encourage the students to decide whether each action is a healthy choice which may reduce the chance of developing cervical cancer, or an unhealthy choice, which may increase the chance of developing cervical cancer. Separate the answers into two corresponding piles and then have the groups decide which woman has a healthier lifestyle.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action may reduce or increase the risk of developing cancer. Record the answers on the board and then have the class decide which woman has a healthier lifestyle.

<table>
<thead>
<tr>
<th>Maria</th>
<th>Hanna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria smokes ten cigarettes a day.</td>
<td>Hanna quit smoking ten years ago.</td>
</tr>
<tr>
<td>Maria stays up late to watch TV and feels tired in the morning.</td>
<td>Hanna tries to get enough sleep each night.</td>
</tr>
<tr>
<td>Maria had a Pap test 10 years ago, after her child was born.</td>
<td>Hanna has a Pap test every three years.</td>
</tr>
<tr>
<td>Maria usually buys her lunch at a “fast food” restaurant.</td>
<td>Hanna makes her lunch the night before and brings it to school.</td>
</tr>
<tr>
<td>Maria watches TV in her free time.</td>
<td>Hanna goes for a walk in her free time.</td>
</tr>
<tr>
<td>Maria has had sex with many different people.</td>
<td>Hanna has had few sexual partners in her life.</td>
</tr>
<tr>
<td>Maria does not use condoms when having sex.</td>
<td>Hanna uses condoms when having sex.</td>
</tr>
</tbody>
</table>

Adapted from Toronto Central Regional Cancer Program 2017
Activity #4 – Reading (CLB 4)
Cervical Cancer Prevention and Screening

Fill each blank with a word or number from the list below.

1. Screening with a Pap test finds cell changes in your ________________ that may lead to cancer.

2. The screening test for cervical cancer is the ________________ ________________.

3. ________________ ________________ is a very common virus that may be found in anyone who is sexually active.

4. Starting at age _________, women who are or have been sexually active should have a Pap test.

5. Pap tests should be done every _________ years.

6. Pap tests should be part of your regular health ________________ until you are 70 years old.

7. A person with a cervix who feels ________________ and has no symptoms still needs a Pap test.

8. The HPV ________________ is given for free in Ontario schools for all students in grade 7.
### Activity #5 – Reading (CLB 4)

**Cervical Cancer Prevention and Screening**

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancer</td>
<td>tests done on people who feel well and have no signs of problems</td>
</tr>
<tr>
<td>Cervix</td>
<td>the screening test that looks for changes in the cells of the cervix: it is done by a healthcare provider</td>
</tr>
<tr>
<td>Cervical cancer</td>
<td>things that increase the chance of getting cancer</td>
</tr>
<tr>
<td>Screening</td>
<td>cancer of the cervix</td>
</tr>
<tr>
<td>Risk factors</td>
<td>top of the vagina: opening of the uterus (womb)</td>
</tr>
<tr>
<td>Pap test</td>
<td>a disease; when cells in the body change and become abnormal</td>
</tr>
<tr>
<td>Human papillomavirus (HPV)</td>
<td>taking action to lower the chance (risk) of getting cancer</td>
</tr>
<tr>
<td>Prevention</td>
<td>a common virus found in both men and women; there are over 100 types</td>
</tr>
</tbody>
</table>
Activity #6 – Reading (CLB 4)
Cervical Cancer Prevention and Screening

Circle the answer (Yes or No) for each question.

1. A 33 year old woman who is sexually active feels healthy and has no symptoms. Does she need a Pap test? Yes  No

2. A woman has never had any intimate sexual contact. Does she need a Pap test? Yes  No

3. A 65 year old woman is no longer having sex. Does she need a Pap test? Yes  No

4. A woman has only had one partner. Does she still need a Pap test? Yes  No

5. A woman is married. Does she need a Pap test? Yes  No

6. A 35 year old person with a cervix has no family history of cervical cancer. Does this person need a Pap test? Yes  No

7. A 19 year old woman is having sex. Does she need a Pap test? Yes  No

8. A person with a cervix has had the HPV vaccine. Does this person need a Pap test? Yes  No

Adapted from Toronto Central Regional Cancer Program 2017
Activity #7 – Listening (CLB 4), Speaking (CLB 4)
Cervical Cancer Prevention and Screening

Making an Appointment for a Pap Test

1. The instructor reads the following script to the students.

   Receptionist: Good morning, you have reached your local Community Health Centre.

   Caller: Good morning. This is (insert name) speaking and I would like to make an appointment to have a Pap test.

   Receptionist: Do you remember when your last Pap test was done?

   Caller: It was 3½ years ago.

   Receptionist: That’s great that you called. I have an opening with Dr. DeSouza next Thursday at 1:30 p.m. Does that work for you?

   Caller: I am more comfortable having a female do my Pap test. Is Dr. DeSouza female?

   Receptionist: No, he is a male. Would you rather I book you with our nurse practitioner, Shannon, who is a woman.

   Caller: Yes, thank you. That would be great.

   Receptionist: Shannon can see you on October 21st at 10:00. Please remember to bring your health card.

   Caller: Thank you. Bye.

   Receptionist: Goodbye.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #8 – Speaking (CLB 5) or Writing (CLB 5)
Cervical Cancer Prevention and Screening

Students discuss the questions in small groups or write a brief paragraph about one of the topics below.

1. Before today’s lesson, what did you know about Pap tests? What new information did you learn?
2. Why do you think some people do not have a Pap test?
3. What can you do or say to help a friend or family member get a Pap test?
4. What can be done to lower the risk of developing cervical cancer?
Activity #9 – Reading (CLB 6)
Cervical Cancer Prevention and Screening

Computer Lab

1. The instructor asks anyone who is interested in completing a cervical cancer risk assessment to visit My CancerIQ: [https://www.mycanceriq.ca/](https://www.mycanceriq.ca/)

Once they complete the assessment, they get a personal action plan.

Explain that having risk factors does not mean that a person will develop cancer, however their chance of getting cancer is higher. Some risk factors cannot be changed, such as when you first had sex. Focus on the things that can be changed – healthy lifestyle choices that you can make to lower the risk of developing cervical cancer (e.g. having a Pap test every three years, practicing safe sex).

Have students think of one small action they can take to lower their risk of developing cervical cancer.
Activity #10 – Reading (CLB 6)
Cervical Cancer Prevention and Screening

Read the following paragraph and underline the correct word form or word choice.

1. Cervical cancer is cancer of the cervix. The cervix is at the top of the vagina; it is the (open, opened, opening) of the uterus.

2. Cervical cancer is (cause, causes, caused) mainly by a virus called the human papillomavirus (HPV).

3. HPV is a very common virus found in men and women. There (is, are, was) over 100 different types. HPVs that cause cervical cancer are mostly spread (through, throughout, thorough) sexual activity and by genital skin to skin contact.

4. A HPV infection (cause, causes, caused) changes in the cells of the cervix. In (more, much, most) cases, the infection goes away without any treatment and the cells (go, goes, going) back to normal. Sometimes, the infection does not go away and if not treated, it can (slow, slowing, slowly) cause further cell changes that lead to cervical cancer.

5. The (screened, screen, screening) test for cervical cancer is a Pap test. A Pap test can find (changes, changed changing) in the cells of the cervix before they (become, became, get) cancer.

6. (When, During, Before) a Pap test, an instrument called a speculum is gently inserted in the vagina. A small brush is then used to wipe some cells from the cervix. The cells are (send, sent, sending) to a laboratory and checked for cell changes caused by a HPV infection, (when, before, after) they become cancer.

7. In Ontario, it (are, is, was) recommended that starting at age 21, all people who have a cervix who are or who have ever been (sex, sexual, sexually) active should have a Pap test every (one, two, three) years. If a person with a cervix has never been sexually active, they should wait until they are sexually active to have a Pap test.

8. All people with a cervix (should, would) continue having regular Pap tests until age 70. At age 70, a person should talk with their healthcare provider to decide if further Pap tests are required.

9. Cervical cancer is almost entirely (prevent, prevented, preventable) by being immunized with the HPV vaccine, having regular Pap tests, and following up on abnormal test results.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #11 – Self-assessment/Reflection for lower CLB learners
Cervical Cancer Prevention and Screening

Name: ____________________________ Date: ____________________________

We discussed cervical cancer prevention and screening.

• What can I do to prevent developing cervical cancer?
• What can I do to be healthier?

1. Seeing my healthcare provider to have regular screening tests is good.
   Yes  No  Maybe

2. Eating “fast food” is a healthy choice.
   Yes  No  Maybe

3. Getting enough sleep is good for my health.
   Yes  No  Maybe

4. A Pap test is the screening test for cervical cancer. It can find changes in the cells before they become cancer.
   Yes  No  Maybe

5. Quitting smoking is one of the best things a person can do for their health.
   Yes  No  Maybe

What do I now know about cervical cancer prevention and screening? Write what you learned in the lines below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Adapted from Toronto Central Regional Cancer Program 2017
Activity #12 – Self-assessment/Reflection for lower CLB learners
Cervical Cancer Prevention and Screening

Name: ________________________________ Date: ________________________________

We discussed cervical cancer prevention and screening.

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my teenage daughter if she asked me about cervical cancer prevention and Pap tests? What would I say to my mother if she asked me about the test for cervical cancer that she heard about in her conversation group? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Adapted from Toronto Central Regional Cancer Program 2017
Cervical Cancer Prevention and Screening Answer Key:

Activity #2:

Do not smoke  
Be active  
Cervix  
Pap test  
Get checked by a healthcare provider

Activity #3:

<table>
<thead>
<tr>
<th>Healthy Choice</th>
<th>Unhealthy Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanna quit smoking ten years ago.</td>
<td>Maria smokes ten cigarettes a day.</td>
</tr>
<tr>
<td>Hanna tries to get enough sleep each night. <em>Getting adequate sleep can help to strengthen the immune system and lower the risk of developing cervical cancer.</em></td>
<td>Maria stays up late to watch TV and feels tired in the morning.</td>
</tr>
<tr>
<td>Hanna has a Pap test every three years.</td>
<td>Maria had a Pap test 10 years ago, after her child was born.</td>
</tr>
<tr>
<td>Hanna makes her lunch the night before and brings it to school.</td>
<td>Maria usually buys her lunch at a “fast food” restaurant.</td>
</tr>
<tr>
<td>Hanna goes for a walk in her free time.</td>
<td>Maria watches TV in her free time.</td>
</tr>
<tr>
<td>Hanna has had few sexual partners in her life.</td>
<td>Maria has had sex with many different people.</td>
</tr>
<tr>
<td>Hanna uses condoms when having sex.</td>
<td>Maria does not use condoms when having sex.</td>
</tr>
</tbody>
</table>

Activity #4:

1. cervix  
2. Pap test  
3. Human papillomavirus (HPV)  
4. 21  
5. 3  
6. check-up  
7. healthy  
8. vaccine

Activity #5:

Cancer – a disease; when cells in the body change and become abnormal  
Cervix – top of the vagina; opening of the uterus (womb)  
Cervical cancer – cancer of the cervix  
Screening – tests done on people who feel well and have no signs of problems  
Risk factors – things that increase the chance of getting cancer  
Pap test – the screening test that looks for changes in the cells of the cervix; it is done by a healthcare provider  
Human papillomavirus (HPV) – a common virus found in men and women; there are over 100 types  
Prevention – taking action to lower the chance (risk) of getting cancer

Adapted from Toronto Central Regional Cancer Program 2017
Activity #6:
1. Yes  
2. No  
3. Yes  
4. Yes  
5. Yes  
6. Yes  
7. No  
8. Yes

Activity #8:
2. May find it uncomfortable to do, may be scared that it will hurt, or afraid of having a Pap test; do not know why it is so important to do it; don’t know how to make an appointment to get a Pap test; may be embarrassed
3. Talk to them about why it is important to do it; offer to go with them or let them know they can bring someone with them if they would like; people can get a Pap test at a Toronto Public Health sexual health clinic
4. Lead a healthy lifestyle, know their family history, practice safe sex, and go for preventative screening

Activity #9:
Explain that having risk factors does not mean that a person will develop cancer, however their chance of getting cancer is higher. Some risk factors cannot be changed, such as when you first had sex. Focus on the things that can be changed – healthy lifestyle choices that you can make to lower the risk of developing cervical cancer (e.g. having a Pap test every three years).

Activity #10:
1. Cervical cancer is cancer of the cervix. The cervix is at the top of the vagina; it is the opening of the uterus.
2. Cervical cancer is caused mainly by a virus called the human papilloma Virus (HPV).
3. HPV is a very common virus found in men and women. There are over 100 different types. HPVs that cause cervical cancer are mostly spread through sexual activity and by genital skin to skin contact.
4. A HPV infection causes changes in the cells of the cervix. In most cases, the infection goes away without any treatment and the cells go back to normal. Sometimes, the infection does not go away and if not treated, it can slowly cause further cell changes that lead to cervical cancer.
5. The screening test for cervical cancer is a Pap test. A Pap test can find changes in the cells of the cervix before they become cancer.
6. During a Pap test, an instrument called a speculum is gently inserted in the vagina. A small brush is then used to wipe some cells from the cervix. The cells are sent to a laboratory and checked for cell changes caused by a HPV infection, before they become cancer.
7. In Ontario, it is recommended that starting at age 21, all people who have a cervix who are or who have ever been sexually active should have a Pap test every three years. If a woman has never been sexually active, she should wait until she is sexually active to have a Pap test.
8. All people with a cervix should continue having regular Pap tests until age 70. At age 70, a person should talk with their healthcare provider to decide if further Pap tests are required.
9. Cervical cancer is almost entirely preventable by being immunized with the HPV vaccine, having regular Pap tests, and following up on abnormal test results.

Adapted from Toronto Central Regional Cancer Program 2017
Colon Cancer Prevention and Screening

Key Facts

• Cancer is a disease that happens when cells grow out of control and do not work properly.
• Cancer screening tests can find cell changes that may lead to cancer, or find cancer early, when it is small and there is a good chance of treating it successfully.
• Cancer screening tests are done when the individual feels well and has no signs or symptoms of a problem.
• In Ontario, there are three cancer screening programs that are managed by Cancer Care Ontario, an agency of the Ministry of Health and Long-Term Care:
  • ColonCancerCheck Program (checks for cancer in the colon and rectum in both men and women age 50-74)
  • Ontario Cervical Screening Program (checks for cancer in the cervix in people 21-70 years of age who are or have ever been sexually active)
  • Ontario Breast Screening Program (checks for breast cancer in women age 50-74)
• There are things that people can do to prevent cancer or lower their risk of developing cancer.
• 50% of all cancers can be prevented through healthy living.

Key Messages

Colon Cancer Screening

1. Almost all colon cancers (cancer in the colon and rectum) begin as a tiny growth or lump in the inside of the colon called a polyp. Polyps do not begin as cancer but, over time, some can develop into cancer.
2. If a polyp is found early through screening tests, it can be removed before it becomes cancer or when it is a small cancer and has a 90% chance of being cured.
3. Risk factors for colon cancer include being over the age of 50 and having a parent, sibling or child with colon cancer.
4. Men and women aged 50-74 with no family history of colon cancer should do a Fecal Occult Blood Test (FOBT) every two years. The FOBT is a simple test that is done at home. It checks for blood in the stool that you cannot see.
5. If the FOBT finds blood in the stool, another test called a colonoscopy will need to be done to determine why the blood is there. A colonoscopy is a procedure that lets a healthcare provider look at the lining of the entire colon.
6. Men and women with a family history of colon cancer (parent, sibling or child), should speak with their healthcare provider. They may need to be screened with a colonoscopy at age 50 or earlier.
Colon Cancer Prevention

Healthy lifestyle choices can help lower the risk of colon cancer and improve overall health:
1. Eat well – eat a variety of vegetables and fruit, choose whole grain products, select lower fat milk products, limit red meat and have meat alternatives like beans and lentils more often.
2. Be physically active.
4. Be tobacco-free. If you smoke, try to quit. Avoid second-hand smoke.
5. Avoid or limit alcohol use. Alcohol is a carcinogen. There is no safe level of alcohol consumption to avoid cancer risk.
6. Know your family history of colon cancer and inform your healthcare provider.
7. If you have no family history of colon cancer, do a FOBT every two years, starting at age 50.

Resources

Canadian Cancer Society [http://www.cancer.ca/en/?region=on]
• Prevention and Screening

Cancer Care Ontario [https://www.cancercareontario.ca/en]
• Colorectal Cancer Screening

Health Canada [https://www.canada.ca/en/health-canada.html]
• Canada’s Food Guide

My CancerIQ [https://www.mycanceriq.ca/]
• Complete a cancer risk assessment and get a personalized action plan

Public Health Agency of Canada
• Physical Activity Guidelines

Settlement.Org [https://settlement.org/]
• Checking for Colon Cancer

Canadian Cancer Society
• Smokers' Helpline

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]
• Cancer Prevention and Screening

Adapted from Toronto Central Regional Cancer Program 2017
Colon Cancer Prevention and Screening

Core Content

Learn about the importance of colon cancer screening tests and what people can do to lower their risk of developing colon cancer.

Learning Objectives

Students will:
- Learn how a healthy lifestyle can lower the risk of developing colon cancer
- Learn the importance of screening tests for colon cancer
- Have the language necessary to talk with their healthcare provider about colon health

Key Messages

- Know your family medical history and talk to your healthcare provider about colon cancer screening.
- Colon cancer screening can find cell changes that may lead to cancer, or find cancer early, when it is small and there is a good chance of treating it successfully.
- A healthy lifestyle (e.g. eating a variety of healthy foods, being physically active, maintaining a healthy body weight, living tobacco-free, and avoiding or limiting alcohol use) can help lower the risk of developing colon cancer and improve overall health.

Helpful English Words

Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity #1: digestive system, stay healthy, stomach, colon, small intestine, large intestine, rectum, anus
Activity #2: FOBT, eat healthy, healthcare provider
Activity #3: healthy, unhealthy, choice, cancer, prevent, increase, reduce, developing, whole grain, products, Fecal Occult Blood Test (FOBT), regularly, pounds, weight
Activity #4: percent, curable, risk, screened, healthy lifestyle, chance, symptoms, stages, family history
Activity #5: signs, lump, checks, stool, cells, abnormal, polyp
Activity #6: risk factor, physically active, exercises
Activity #7: colorectal, smear, flaps
Activity #8: No new words
Activity #9: No new words
Activity #10: clues, necessarily

Adapted from Toronto Central Regional Cancer Program 2017
Discussion Questions to Assess Student Knowledge about Colon Cancer Prevention and Screening

1. Discuss as a class. What does prevention mean?

   Activity: In pairs, ask students to write down as many ways they can think of to be healthy.

   (Answers could include: healthy eating; being physically active; having little or no alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; going for screening tests recommended by a healthcare provider.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What do you think of when you hear the word “cancer”? How does it make you feel?

3. Screening tests can help find cancer early. What are the names of the screening tests that women and men can do to find cancer?

   (In Ontario, there are three recommended cancer screening tests: mammograms for women to find breast cancer; Pap tests to find cervical cancer; Fecal Occult Blood Tests (FOBT) for men and women, to find colon cancer.)
Activity #1 – Writing (CLB 1)
Colon Cancer Prevention and Screening

Copy the words on the picture.

This is a drawing of the digestive system. It breaks down the food that we eat so the body can use it to stay healthy.

The Digestive System

Adapted from Toronto Central Regional Cancer Program 2017
Activity #2 – Reading (CLB 2)
Colon Cancer Prevention and Screening

Write the word(s) from the Word List under the matching picture.

**WORD LIST**

- Fecal Occult Blood Test (FOBT)
- Do not drink alcohol
- Eat healthy
- See your healthcare provider
- Do not smoke
- Colon

Adapted from Toronto Central Regional Cancer Program 2017
**Activity #3 – Reading (CLB 3)**

**Colon Cancer Prevention and Screening**

**Instructor:** Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: **Michael and Allen are friends. They are both 56 years old.**

Encourage the students to decide whether each action is a healthy choice which may reduce the chance of developing colon cancer, or an unhealthy choice, which may increase the chance of developing colon cancer. Separate the answers into two corresponding piles and then have the groups decide which person has a healthier lifestyle.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action may reduce or increase the risk of developing colon cancer. Record the answers on the board and then have the class decide which person has a healthier lifestyle.

- Michael smokes ten cigarettes a day.
  - Allen does not smoke.
- Michael loves to eat red meat but does not like vegetables.
  - Allen enjoys eating vegetables, fruit and whole grain products every day.
- Michael has never completed a Fecal Occult Blood Test (FOBT).
  - Allen has completed a Fecal Occult Blood Test (FOBT) every two years since turning 50.
- Michael has not seen his healthcare provider in many years.
  - Allen sees his healthcare provider regularly.
- Michael knows he should go for a walk after dinner but he prefers to watch TV.
  - Allen aims to get at least 150 minutes of physical activity each week.
- Michael has put on 30 pounds over the past ten years and wants to lose weight.
  - Allen is at a healthy body weight.
- Michael drinks alcohol daily.
  - Allen never drinks alcohol.

*Adapted from Toronto Central Regional Cancer Program 2017*
Activity #4 – Reading (CLB 4)
Colon Cancer Prevention and Screening

Fill each blank with a word or number from the list below.

WORD LIST
- symptoms
- 50
- healthcare provider
- men
- older
- healthy lifestyle
- FOBT
- 90
- women

1. When found early, colon cancer is _______ percent curable.

2. Both _________ and _________ can get colon cancer.

3. The risk for colon cancer increases as people get _________.

4. Starting at age _______, all men and women with no family history of colon cancer should get screened for colon cancer by doing the _________.

5. A _________, _________ can reduce the chance of getting colon cancer.

6. There are no _________ during the early stages of colon cancer.

7. Men and women should talk to their _________ _________ if someone in their family has colon cancer.

Adapted from Toronto Central Regional Cancer Program 2017
**Activity #5 – Reading (CLB 4)**

**Colon Cancer Prevention and Screening**

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancer</td>
<td>sometimes called the large intestine</td>
</tr>
<tr>
<td>Colon</td>
<td>tests done on people who feel well and have no signs of problems</td>
</tr>
<tr>
<td>Screening</td>
<td>small lump that grows on the inside of the colon or rectum</td>
</tr>
<tr>
<td>Risk factors</td>
<td>a way of living that may help lower the risk of getting colon cancer</td>
</tr>
<tr>
<td>Fecal Occult Blood Test (FOBT)</td>
<td>taking action to lower the chance (risk) of getting cancer</td>
</tr>
<tr>
<td>Polyp</td>
<td>things that increase the chance of getting cancer</td>
</tr>
<tr>
<td>Prevention</td>
<td>the screening test for colon cancer that checks for blood in the stool</td>
</tr>
<tr>
<td>Healthy lifestyle</td>
<td>a disease; when cells in the body change and become abnormal</td>
</tr>
</tbody>
</table>

*Adapted from Toronto Central Regional Cancer Program 2017*
Activity #6 – Reading (CLB 4)
Colon Cancer Prevention and Screening

Circle the answer (Yes or No) for each question or statement.

1. The main risk factor for colon cancer is being a man or woman over the age of 50.  
   Yes  No

2. The screening test for colon cancer is the Fecal Occult Blood Test (FOBT).  
   Yes  No

3. A 52 year old man/woman feels healthy and has no symptoms. Does this person need to do the FOBT?  
   Yes  No

4. A 35 year old man/woman feels healthy and has no family history of colon cancer. Does this person need to do the FOBT?  
   Yes  No

5. A 44 year old man/woman feels healthy but his/her father has colon cancer. Does this person need to do the FOBT?  
   Yes  No

6. A 50 year old man/woman has never smoked, has kept a healthy body weight, exercises regularly and has no family history of colon cancer. Does this person need to do the FOBT?  
   Yes  No

7. Men and women aged 50 to 74 can get the FOBT from their healthcare provider.  
   Yes  No

8. A healthy lifestyle includes not smoking, keeping a healthy body weight, eating healthy, and being physically active. This can lower a person’s risk of getting colon cancer.  
   Yes  No

Adapted from Toronto Central Regional Cancer Program 2017
Activity #7 – Listening (CLB 5), Speaking (CLB 5)
Colon Cancer Prevention and Screening

Talking to your healthcare provider about your colon health

1. The instructor reads the following script to the students.

   **Healthcare provider:** Good afternoon. What brings you here today?

   **Patient:** Good afternoon. Last week at school, there was a class about colon cancer. I turn 50 next month and wanted to talk to you about a test they said I could do at home to find out if I have any problems.

   **Healthcare provider:** I'm really glad that you came to speak with me today. I think the test they were talking about is the Fecal Occult Blood Test, sometimes called the FOBT. It is a simple test that checks for blood in the stool and is the main screening test for colorectal cancer.

   **Patient:** Yes, that's it.

   **Healthcare provider:** People who have no family history of colon cancer are encouraged to do the FOBT every two years, starting at age 50. Has your mother, father, brother, sister or child ever had colon cancer?

   **Patient:** No. As far as I know, there is no history of cancer in my family.

   **Healthcare provider:** OK. I will give you this FOBT kit to take home and do.

   **Patient:** There seemed to be a lot of steps to do the test. Can we go over the instructions together?

   **Healthcare provider:** Of course, we can. You will need to collect samples of your stool on three different days. The test card has three flaps, one for each day. To collect the stool, use a container or put several pieces of toilet paper in the toilet water. After your bowel movement, use one of the sticks in the kit to smear a small bit of stool onto the test card. Then, smear another bit of stool from a different area onto the second test area. Close the flap and then do this on two more days. You then send the test off by mail to get your results. I can give you an instruction sheet with this information on it. What language would be best for you?

   **Patient:** Farsi. Thanks so much. This is very helpful. I will do the test soon.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #8 – Speaking (CLB 5) or Writing (CLB 5)
Colon Cancer Prevention and Screening

Students discuss the questions in small groups or write a brief paragraph about one of the topics below.

1. Before this lesson, what had you heard people say about colon cancer or the FOBT? What new information did you learn?

2. Why do you think people aged 50 to 74 may not want to do the FOBT?

3. What can you do or say to help a friend or family member do the FOBT?

4. What can people do to lower their risk of developing colon cancer?

Adapted from Toronto Central Regional Cancer Program 2017
Activity #9 – Reading (CLB 6)
Colon Cancer Prevention and Screening

Computer Lab

1. The instructor asks students to review the Checking for Colon Cancer web page from Settlement.org

2. The instructor asks anyone who is interested in completing a colon* cancer risk assessment to visit My CancerIQ: https://www.mycanceriq.ca/

Once they complete the assessment, students get a personal action plan.

Explain that having risk factors does not mean that a person will develop cancer, however their chance of getting cancer is higher. Some risk factors cannot be changed, such as age and family history. Focus on the things that can be changed – healthy lifestyle choices that you can make to lower the risk of developing colon cancer.

Have students think of one small action they can take to lower their risk of developing colon cancer.

*Please note that it is listed as colorectal cancer on the My CancerIQ website. Students should click on the icon, pictured below to access the assessment.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #10 – Reading (CLB 6)
Colon Cancer Prevention and Screening

Read the following paragraph and underline the correct word form or word choice.

1. Ontario has one of the (high, most, highest) rates of colon cancer in the world.

2. Colon cancer (growing, grows, grow) in the large intestine. It generally develops from tiny growths inside the colon called polyps. Over time, some polyps can (become, became, becoming) cancerous.

3. Colon cancer often doesn’t (given, give, giving) us any clues of its presence inside us. During the early stages of the disease there (is, are, at) no symptoms. Regular screening is the (best, bests, most) way to detect colon cancer early.

4. You can reduce your risk for (developed, developing, develop) colon cancer (is, by, be) leading a healthy lifestyle. This includes (eat, eats, eating) fruits, vegetables, and whole grains, not (smoke, smoking, smoker) and (exercise, exercising, exercises) regularly.

5. The (screened, screen, screening) test for colon cancer is a FOBT. It is a test that detects blood (by, in, on) the stool. Having blood in your stool doesn’t necessarily mean that you have colorectal cancer, but (do, does, doing) require follow-up to find out if you do have colorectal cancer.

6. In Ontario, it (are, is, was) recommended that if you are 50 years of age or older, without a family history of colon cancer, you should (do, does, did) the FOBT every (two, five, three) years.

7. People who (has, have, get) a family history of colon cancer, may be at (highest, higher, larger) risk for colon cancer. It is very important that they speak with their healthcare provider because they may need to be (screen, screening, screened) earlier and more often.

Adapted from Toronto Central Regional Cancer Program 2017
Activity #11 – Self-assessment/Reflection for lower CLB learners
Colon Cancer Prevention and Screening

Name: ____________________________ Date: ____________________________

We discussed colon health.

• What can I do to lower my risk of developing colon cancer?
• What can I do to be healthier?

1. Eating fruits, vegetables, and whole grains can help reduce my risk for colon cancer.
   Yes          No          Maybe

2. It is good to talk to my healthcare provider about screening tests to keep me healthy.
   Yes          No          Maybe

3. Walking regularly is good for my health.
   Yes          No          Maybe

4. The Fecal Occult Blood Test (FOBT) is the screening test for colon cancer.
   Yes          No          Maybe

5. Drinking alcohol is a healthy choice.
   Yes          No          Maybe

What do I now know about colon cancer screening and ways to lower the risk of developing colon cancer? Write what you have learned in the lines below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Adapted from Toronto Central Regional Cancer Program 2017
Activity #12 – Self-assessment/Reflection for higher CLB learners
Colon Cancer Prevention and Screening

Name: ___________________________ Date: ___________________________

We discussed colon health and colon cancer screening.

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my father if he asked me about ways to lower his risk of developing colon cancer? What would I say if he asked me about the Fecal Occult Blood Test (FOBT)? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Adapted from Toronto Central Regional Cancer Program 2017
Colon Cancer Prevention and Screening Answer Key:

**Activity #2:**

Colon Fecal Occult Blood Test (FOBT) Eat healthy
Do not smoke See your healthcare provider Do not drink alcohol

**Activity #3:**

<table>
<thead>
<tr>
<th>Healthy Choice</th>
<th>Unhealthy Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen does not smoke.</td>
<td>Michael smokes ten cigarettes a day.</td>
</tr>
<tr>
<td>Allen enjoys eating vegetables, fruit and whole grain products every day.</td>
<td>Michael loves to eat red meat but does not like vegetables.</td>
</tr>
<tr>
<td>Allen has completed a Fecal Occult Blood Test (FOBT) every two years since turning 50.</td>
<td>Michael has never completed a Fecal Occult Blood Test (FOBT).</td>
</tr>
<tr>
<td>Allen sees his healthcare provider regularly.</td>
<td>Michael has not seen his healthcare provider in many years.</td>
</tr>
<tr>
<td>Allen aims to get at least 150 minutes of physical activity each week.</td>
<td>Michael knows he should go for a walk after dinner but he prefers to watch TV.</td>
</tr>
<tr>
<td>Allen is at a healthy body weight.</td>
<td>Michael has put on 30 pounds over the past ten years and wants to lose weight.</td>
</tr>
</tbody>
</table>

**Activity #4:**

1. 90
2. men, women
3. older
4. 50, FOBT
5. healthy lifestyle
6. symptoms
7. healthcare provider

Adapted from Toronto Central Regional Cancer Program 2017
**Activity #5:**
Cancer – a disease; when cells in the body change and become abnormal
Colon – sometimes called the large intestine
Screening – tests done on people who feel well and have no signs of problems
Risk factors – things that increase the chance of getting cancer
Fecal Occult Blood Test (FOBT) – the screening test for colon cancer that checks for blood in the stool
Polyp – small lump that grows on the inside of the colon or rectum
Prevention – taking action to lower the chance (risk) of getting cancer
Healthy lifestyle – a way of living that may help lower the risk of getting colon cancer

**Activity #6:**
1. Yes
2. Yes
3. Yes
4. No
5. No
6. Yes
7. Yes
8. Yes

**Activity #8:**
2. May find it uncomfortable to do; do not know why it is important to take the FOBT; do not know where to get the FOBT; have not heard of the FOBT; embarrassed to talk to the healthcare provider or ask questions
3. Talk to them about why it is important to do it; let them know they can get the FOBT from their healthcare provider
4. Lead a healthy lifestyle; know their family history; go for colon cancer screening

**Activity #10:**
1. Ontario has one of the highest rates of colon cancer in the world.
2. Colon cancer grows in the large intestine. It generally develops from tiny growths inside the colon called polyps. Over time, some polyps can become cancerous.
3. Colon cancer often doesn’t give us any clues of its presence inside us. During the early stages of the disease there are no symptoms. Regular screening is the best way to detect colon cancer early.
4. You can reduce your risk for developing colon cancer by leading a healthy lifestyle. This includes eating fruits, vegetables, and whole grains, not smoking and exercising regularly.
5. The screening test for colon cancer is a FOBT. It is a test that detects blood in the stool. Having blood in your stool doesn’t necessarily mean that you have colorectal cancer, but does require follow-up to find out if you do have colorectal cancer.
6. In Ontario, it is recommended that if you are 50 years of age or older, without a family history of colon cancer, you should do the FOBT every two years.
7. People who have a family history of colon cancer may be at higher risk for colon cancer. It is very important that they speak with their healthcare provider because they may need to be screened earlier and more often.

*Adapted from Toronto Central Regional Cancer Program 2017*
Diabetes Prevention

Key Facts

• Diabetes is a serious chronic disease. The number of Canadians with diabetes is rising. This is due to the aging population and increasing rates of obesity.

• Toronto is one of the most multi-cultural cities and has some of the lowest income neighbourhoods in the country. Since diabetes is more common among individuals with low income and for people of Indigenous, Black (e.g. African, Caribbean), South Asian, East Asian and Latin American descent, the rate of diabetes in Toronto is high.

• Diabetes affects how our body uses the energy we get from food. Our main source of energy is glucose (a type of sugar). Glucose must travel from our blood into the body’s cells, where it can be used for energy. It needs insulin, a hormone produced in the pancreas, to do this. With diabetes, the pancreas does not produce enough insulin or the insulin is not effective. Glucose builds up in the blood instead of being used for energy.

• There are three main types of diabetes: type 1, type 2 and gestational.

• Type 1 diabetes develops in childhood and cannot be prevented. The pancreas does not produce insulin so the person will need insulin injections. The cause of type 1 diabetes is unknown. Only 10% of people with diabetes have type 1.

• 90% of people with diabetes have type 2 diabetes and it can be prevented. It usually develops in adults but sometimes it begins earlier. With type 2 diabetes, the pancreas does not make enough insulin or the insulin does not work properly. Type 2 diabetes can be managed by healthy eating, physical activity, medication and sometimes insulin injections.

• Gestational diabetes is another type of diabetes that occurs during pregnancy. It usually goes away after the baby is born. However, both the parent and baby are at increased risk for developing diabetes later on in life.

• Symptoms of type 1 and 2 diabetes are the same and include: feeling tired; blurry vision; frequent urination; cuts and bruises that are slow to heal; sudden weight loss or gain; unusual thirst. In some cases, a person can have diabetes but NOT have any signs or symptoms.

• High blood glucose levels can damage nerves and blood vessels. Untreated diabetes can lead to other serious health problems: vision loss and blindness; cardiovascular disease (stroke, heart attack); kidney disease; dental disease; depression.

• Risk factors for type 2 diabetes include: being over the age of 40; having a parent, sibling or child with diabetes; being a member of a high risk group (South Asian, East Asian, Black, Indigenous, Latin American); being physically inactive; being overweight or obese; having high blood pressure; having high cholesterol; being a tobacco user; having a diagnosis of pre-diabetes or gestational diabetes.

Key Messages

• People cannot change their age, family history or ethnicity, but there are some things that people can do to lower their risk of developing type 2 diabetes.

• Healthy eating, being physically active, maintaining a healthy body weight and not smoking are good for overall health and well-being and can help to prevent type 2 diabetes.
Healthy Eating
• Eating Well with Canada's Food Guide can help guide food choices. Balance meals by eating a variety of foods from all four of the food groups each day.
• Eat the recommended number and size of servings per day for each food group to help you get all the nutrients your body requires and to maintain a healthy weight.
• Choose tap water to quench thirst. Limit juice consumption and avoid sugar sweetened drinks such as soft drinks, fruit drinks and energy drinks.

Physical Activity
• The Canadian Physical Activity Guidelines state that adults 18 – 64 years of age should accumulate at least 150 minutes of moderate to vigorous-intensity aerobic physical activity each week, in bouts of ten minutes or more. It is also beneficial to add muscle and bone strengthening activities, using the major muscle groups, at least two days per week.

Maintaining a Healthy Weight
• People who carry excess weight, especially around their middle, have a higher risk of developing type 2 diabetes. Maintain a healthy weight by balancing your energy in (eating) with energy out (physical activity).

Being Tobacco-Free
• People who use tobacco are twice as likely to develop type 2 diabetes. If you do not use tobacco, don't start. If you do use tobacco, quitting is one of the best things you can do for your health. Smokers’ Helpline is a free service of the Canadian Cancer Society that provides support and information about quitting in many languages.

See Your Healthcare Provider
• See your healthcare provider if you are having any symptoms of diabetes. Since many people with diabetes do not know they have it, see your healthcare provider every 1-3 years for a checkup. Find out your risk level for type 2 diabetes by completing the CANRISK Questionnaire.

Resources
Health Canada [https://www.canada.ca/en/health-canada.html]
• Canada’s Food Guide

Ontario Ministry of Health and Long-Term Care [http://www.health.gov.on.ca/en/]
• Stand Up to Diabetes

Public Health Agency of Canada
• CANRISK Questionnaire
• Physical Activity Guidelines

Canadian Cancer Society
• Smokers’ Helpline

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]
• Diabetes Prevention
Type 2 Diabetes Prevention

Core Content

Learn about diabetes and the importance of healthy eating, physical activity and other healthy behaviours to lower the risk of developing type 2 diabetes.

Learning Objectives

Students will:
• Understand what diabetes is
• Learn about the risk factors for developing type 2 diabetes
• Identify the signs and symptoms of diabetes
• Learn how a healthy lifestyle can lower the risk of developing type 2 diabetes
• Find out their risk level for developing type 2 diabetes by completing the Canadian Diabetes Risk (CANRISK) Questionnaire
• Have the language necessary to talk with their healthcare provider about diabetes

Key Messages

• Diabetes is a serious chronic disease. The number of Canadians with diabetes is rising and the rate of diabetes in Toronto is high.
• People cannot change their age, family history or ethnicity, but there are some things that they can do to lower their risk of developing type 2 diabetes.
• A healthy lifestyle can help lower the risk of developing type 2 diabetes and improve overall health (e.g. eating a variety of healthy foods, being physically active, maintaining a healthy body weight, living tobacco-free, and avoiding or limiting alcohol use).

Helpful English Words

Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.
Activity #1A: mouth, stomach, energy, breaks down, glucose, blood, blood sugar, cells, needs, insulin, hormone, pancreas, organ
Activity #1B: complications, diabetes, depression, vision, loss, blindness, dental, heart, disease, kidney, nerve, damage
Activity #2: active, healthy, weight, free, healthcare provider, tobacco-free
Activity #3: healthy choice, healthier lifestyle, “fast food”, extra, waist, overweight, regular check-ups, alcohol, stressed, blood pressure, pills
Activity #4A: type 2 diabetes, serious, affects, enough, properly, risk, factors, family history, loss, increased, thirst, frequent, urination, symptoms, likely, develop, CANRISK Questionnaire, Canadian Physical Activity Guidelines, at least
Activity #4B: function, source, carbohydrates, builds up
Activity #5: chronic, carbohydrate, nutrient, protect, developing
Activity #6: middle
Activity #7: found out, ethnic background, improve, especially, portions, definitely, refer, dietitian, test
Activity #8: No new words
Activity #9: No new words
Activity #10: rising, population, rates, obesity, effective, managed, injections, blurry vision, cuts, bruises, heal, sudden, stroke, heart attack, cholesterol, inactive, ethnicity, gestational, maintain, balancing, Canadian Cancer Society, Smokers’ Helpline
Activity #11: No new words
Activity #12: No new words

**Discussion Questions to Assess Student Knowledge about Type 2 Diabetes**

1. Discuss as a class. What does prevention mean?
   
   Activity: In pairs, ask students to write down as many ways they can think of to be healthy.
   
   (Answers could include: healthy eating; being physically active; avoiding or limiting alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; completing the CANRISK Questionnaire and/or other screening tests recommended by a healthcare provider.)
   
   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What is type 2 diabetes?
   
   (Type 2 diabetes is a chronic disease that can be prevented. With type 2 diabetes, the pancreas does not make enough insulin or the insulin does not work properly. Type 2 diabetes can be managed by healthy eating, physical activity, medication and sometimes insulin injections.)

3. Do you think diabetes is a serious disease?
   
   (Type 2 diabetes can damage blood vessels and nerves, which can cause serious complications and be life-threatening. Type 2 diabetes, especially when not well managed, can lead to health problems such as vision loss, heart and kidney disease, as well as nerve damage and amputations.)

4. Do you know someone who has type 2 diabetes?
Activity #1A – Reading (CLB 4)
Type 2 Diabetes Prevention

When we eat food, it goes from our mouth into our stomach. Our body uses food to get the energy it needs to work. Food breaks down into glucose in our blood (blood sugar).

Glucose must travel from our blood into the cells, where it can be used for energy. It needs insulin, a hormone made in the pancreas, to do this. The pancreas is an organ found below the stomach.

Name the parts of the body that the arrows are pointing to in the picture below.
Activity #1B – Writing (CLB 1)
Type 2 Diabetes Prevention

Complications of Type 2 Diabetes

- Depression
- Vision Loss and Blindness
- Dental Disease
- Heart Disease
- Kidney Disease
- Nerve Damage
Activity #2 – Reading (CLB 2)
Type 2 Diabetes Prevention

Write the word(s) from the Word List under the matching picture.

WORD LIST

Be active

Keep a healthy body weight

Eat healthy

Drink water

See your healthcare provider

Be tobacco-free
Activity #3 – Reading (CLB 3)
Type 2 Diabetes Prevention

**Instructor:** Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: **Vijay and Kim are friends. They are both 43 years old.**

Encourage the students to decide whether each action is a healthy choice which may prevent type 2 diabetes, or an unhealthy choice, which may increase the chance of developing type 2 diabetes. Separate the answers into two corresponding piles and then have the groups decide which person has a healthier lifestyle.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action may reduce or increase the risk of developing type 2 diabetes. Record the answers on the board and then have the class decide which person has a healthier lifestyle.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vijay smokes ten cigarettes a day.</td>
<td>Kim does not smoke.</td>
</tr>
<tr>
<td>Vijay eats “fast food” every day.</td>
<td>Kim eats vegetables and fruit every day.</td>
</tr>
<tr>
<td>Vijay has a lot of extra weight around his waist.</td>
<td>Kim is not overweight.</td>
</tr>
<tr>
<td>Vijay has not seen his healthcare provider in many years.</td>
<td>Kim sees his healthcare provider for regular check-ups.</td>
</tr>
<tr>
<td>Vijay watches TV in his free time.</td>
<td>Kim goes for a walk in his free time.</td>
</tr>
<tr>
<td>Vijay drinks alcohol when he is stressed.</td>
<td>Kim talks to a friend when he is stressed.</td>
</tr>
<tr>
<td>Vijay has not had his blood pressure checked in many years.</td>
<td>Kim has high blood pressure but takes the pills his healthcare provider gave him.</td>
</tr>
</tbody>
</table>
Activity #4A – Reading (CLB 4)
Type 2 Diabetes Prevention

Fill each blank with a word or number from the list below.

**WORD LIST**

- CANRISK
- energy
- blindness
- 150
- family history
- symptoms
- 40
- more
- pancreas

1. Type 2 diabetes is a serious disease that affects how our body uses the _____________ we get from food.

2. With type 2 diabetes, the _____________ does not make enough insulin or the insulin does not work properly.

3. Type 2 diabetes can lead to serious health problems including _____________ and heart disease.

4. Risk factors for developing type 2 diabetes include being over the age of _____________ and having a _____________ _____________ of the disease.

5. Weight loss, increased thirst and frequent urination are _____________ of type 2 diabetes.

6. People who smoke tobacco are _____________ likely to develop type 2 diabetes.

7. To find out your risk for developing type 2 diabetes, you can complete the _____________ Questionnaire.

8. The Canadian Physical Activity Guidelines state that adults 18-64 years of age should get at least _______ minutes of physical activity per week.
Activity #4B – Reading (CLB 4)
Type 2 Diabetes Prevention

Fill each blank with a word from the list below to learn more about type 2 diabetes.

**WORD LIST**
- pancreas
- cells
- energy
- glucose
- carbohydrates
- diabetes
- grains
- insulin

1. Our body uses food to get the ____________ it needs to function.

2. The main source of energy is from ____________. They are found in ____________ (bread, pasta, and rice), milk, fruits and vegetables.

3. When we eat carbohydrates, they break down into ____________ in our blood (blood sugar).

4. Glucose must travel from our blood into the ____________, where it can be used for energy. It needs ____________, a hormone made in the pancreas, to do this.

5. With diabetes, the ____________ does not make enough insulin or the insulin does not work properly.

6. Glucose builds up in the blood instead of being used for energy. This is ____________.
**Activity #5 – Reading (CLB 4)**

**Type 2 Diabetes Prevention**

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pancreas</td>
<td>a serious chronic disease</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>the main source of energy for our body; a type of blood sugar</td>
</tr>
<tr>
<td>Diabetes</td>
<td>a hormone made by the pancreas</td>
</tr>
<tr>
<td>Insulin</td>
<td>the most common type of diabetes</td>
</tr>
<tr>
<td>Energy</td>
<td>an organ in the body found below the stomach where insulin is made</td>
</tr>
<tr>
<td>Type 2</td>
<td>a nutrient that gives our body energy</td>
</tr>
<tr>
<td>Glucose</td>
<td>the strength provided by food that allows our body to work</td>
</tr>
<tr>
<td>Risk</td>
<td>things you can do to protect your health</td>
</tr>
<tr>
<td>Prevention</td>
<td>the chance of developing diabetes</td>
</tr>
</tbody>
</table>
Activity #6 – Reading (CLB 4)
Type 2 Diabetes Prevention

Circle the answer (Yes or No) for each question or statement.

1. Risk factors for developing type 2 diabetes include being over age 40 and having a family member with the disease. Yes No

2. Type 2 diabetes can be prevented. Yes No

3. A person with diabetes always has signs or symptoms. Yes No

4. Diabetes is not a serious disease. Yes No

5. People who smoke are more likely to develop type 2 diabetes. Yes No

6. The Canadian Physical Activity Guidelines state that adults should get at least 100 minutes of physical activity each week. Yes No

7. People who carry excess weight, especially around their middle, have a higher risk of developing type 2 diabetes. Yes No

8. Eating too much sugar causes diabetes. Yes No

9. The CANRISK Questionnaire will tell you if you have diabetes. Yes No

10. Eating a variety of foods from all food groups each day can help to prevent type 2 diabetes. Yes No
Activity #7 – Listening (CLB 5), Speaking (CLB 5)

Type 2 Diabetes Prevention

Talking to your healthcare provider about your CANRISK score

1. The instructor reads the following script to the students.

   **Healthcare provider:** Good afternoon. What brings you here today?

   *Patient:* Good afternoon. Last week at school, I completed the CANRISK Questionnaire. I found out that I was at high risk for developing type 2 diabetes. I am really worried.

   **Healthcare provider:** I’m really glad that you came to speak with me today. Having a high score does not mean you will get the disease but you are at higher risk. Type 2 diabetes is a serious disease and there are many things that you can do to lower your chance of developing it. Did you bring your completed questionnaire with you?

   *Patient:* Yes, here it is.

   **Healthcare provider:** Ok, I see that your mother and sister have type 2 diabetes. Your age and ethnic background also make you at higher risk. There is nothing that you can do to change these things. From the questionnaire, did you learn about some things you can do to improve your health?

   *Patient:* Since moving to Canada, I have not been as active and I have put on some weight, especially around my middle. I know that I should walk more, eat more vegetables and eat smaller portions. I think that would help.

   **Healthcare provider:** Healthy eating and being more active will definitely lower your risk of developing type 2 diabetes.

   *Patient:* I would like to talk with someone about eating healthier. I would also like to know more about exercise programs in my neighbourhood. Can you help me?

   **Healthcare provider:** I can refer you to the local community health centre where you can talk with a nurse and dietitian and learn about diabetes prevention and exercise programs in the community. Would you be interested in this?

   *Patient:* Yes. Thank you very much.

   **Healthcare provider:** I would also like you to go and have a blood test to check for diabetes. Please do this and then make another appointment to see me in one month.

   *Patient:* I will. See you next month.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order as the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with the pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.
Activity #8 – Speaking (CLB 5), or Writing (CLB 5)
Type 2 Diabetes Prevention

Students discuss the questions in small groups or write a brief paragraph about one of the topics below.

1. What are some things that you learned today?

2. Why do you think type 2 diabetes is important to talk about?

3. Being a member of a high risk ethnic group can increase a person’s chance of developing type 2 diabetes. What are your thoughts about this?

4. Why is it important to have regular health check-ups with your healthcare provider?

5. What can people do to lower their risk of developing type 2 diabetes?
Activity #9 – Reading (CLB 6)
Type 2 Diabetes Prevention

Computer Lab

1. The instructor asks students to go to www.diabetes.ca to find a community program that they think might be helpful to themselves or to a family member or friend.

2. The instructor asks students to complete the Canadian Diabetes Risk (CANRISK) Questionnaire by visiting https://www.toronto.ca/community-people/health-wellness-care/
   - Type **Diabetes prevention** in the search bar.
   - Click on the link, “Diabetes Prevention – City of Toronto”.
   - Click on “**Diabetes Risk Assessment**” at the top of the page.
   - This will take you to the Canadian Diabetes Risk (CANRISK) Questionnaire.
   - Complete the questionnaire.

Explain that having risk factors does not mean that a person will develop type 2 diabetes, however their chance of developing type 2 diabetes is higher. Some risk factors cannot be changed, such as age and family history. Focus on the things that can be changed – healthy lifestyle choices that you can make to lower the risk of developing type 2 diabetes.

Have students think of one small action they can take to lower their risk of developing type 2 diabetes.
Activity #10 – Reading (CLB 6)
Type 2 Diabetes Prevention

Read the following paragraph and underline the correct word form or word choice.

1. Diabetes is a serious chronic disease. The number of Canadians with diabetes is (speeding up, reaching up, rising). This is due to the (getting older, growing, aging) population and (growing, widening, increasing) rates of obesity.

2. Diabetes affects how our body (using, used, uses) the energy we get from food. Our main source of energy is glucose (a type of sugar). Glucose (must, can, will) travel from our blood into the body’s cells, where it can be used for energy. It needs insulin, a hormone produced in the pancreas, to (doing, do, does) this. With diabetes, the pancreas (will, does, can) not produce enough insulin or the insulin is not effective. Glucose builds up in the blood instead of being used for energy.

3. 90% of people with diabetes have type 2 diabetes and it (may, can, will) be prevented. It usually develops in adults but sometimes it begins earlier. With type 2 diabetes, the pancreas (will, does, can) not make enough insulin or the insulin does not work properly. Type 2 diabetes can be managed by healthy eating, physical activity, medication and sometimes insulin injections.

4. Symptoms of type 1 and 2 diabetes (is, are, were) the same and include: feeling tired; blurry vision; frequent urination; cuts and bruises that are slow to heal; sudden weight loss; unusual thirst. In some cases, a person can (has, have, had) diabetes but NOT have any signs or symptoms.

5. High blood glucose levels (lead, leads, leading) to damage of nerves and blood vessels. Untreated diabetes can lead to other serious health problems: vision loss and blindness; cardiovascular disease (stroke, heart attack); kidney disease; dental disease; depression.

6. Risk factors for type 2 diabetes include: being over the age of 40; having a parent, sibling or child with diabetes; (am, was, being) a member of a high risk group (South Asian, East Asian, Black, Indigenous, Latin American); being physically inactive; being overweight or obese; (have, had, having) high blood pressure; having high cholesterol; being a tobacco user; having gestational diabetes.

7. People cannot change (their, there, they’re) age, family history or ethnicity, but (their, there, they’re) are some things that people can do to lower (there, their, they’re) risk of developing type 2 diabetes.

8. Healthy eating, (be, being, are) physically active, (keep, keeping, kept) a healthy body weight and not smoking are good for overall health and can help to prevent type 2 diabetes.

9. People (whom, who, whose) carry excess weight, especially around their middle, have a higher risk of developing type 2 diabetes. Maintain a healthy weight by balancing your energy in (eating) with energy out (physical activity).

10. People who use tobacco are more likely to develop type 2 diabetes. If you do not use tobacco, (don’t, doesn’t, did) start. If you do use tobacco, (quit, quits, quitting) is one of the best things you can do for your health. Smokers’ Helpline is a free service of the Canadian Cancer Society that provides support and information about quitting in many languages.

11. Since many people with diabetes do not know they have it, see your healthcare provider regularly for a check-up. Find out your risk level for developing type 2 diabetes by (complete, completed, completing) the CANRISK Questionnaire.
Activity #11 – Self-assessment/Reflection for lower CLB learners
Type 2 Diabetes Prevention

Name: ___________________________ Date: ___________________________

We discussed type 2 diabetes and how to maintain a healthy lifestyle to lower the risk of developing type 2 diabetes.

• What can I do to lower the risk of developing type 2 diabetes?
• What can I do to be healthier?

1. Seeing my healthcare provider for regular check-ups may help to find problems early.
   Yes No Maybe

2. Eating a variety of vegetables and fruits is healthy.
   Yes No Maybe

3. Smoking cigarettes can increase a person’s risk for developing type 2 diabetes.
   Yes No Maybe

4. Taking the stairs is a good way to be active.
   Yes No Maybe

5. Type 2 diabetes can be prevented.
   Yes No Maybe

What do I know about type 2 diabetes and how to maintain a healthy lifestyle to lower the risk of developing type 2 diabetes?
Activity #12 – Self-assessment/Reflection for higher CLB learners
Type 2 Diabetes Prevention

Name: ___________________________ Date: ___________________________

We discussed type 2 diabetes prevention.

How can I use this information to manage my own health or help family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my son if he asked me about diabetes prevention? He's worried because his father has type 2 diabetes with many complications. What would I say to him about filling out the CANRISK Questionnaire and why it is important, especially given our family history?

Do I need more information? Where could I find more information?
Type 2 Diabetes Prevention Answer Key:

Activity #2:

Be active  Drink water  See your healthcare provider

Keep a healthy body weight  Eat healthy  Be tobacco-free

Activity #3:

<table>
<thead>
<tr>
<th>Healthy Choice</th>
<th>Unhealthy Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim does not smoke.</td>
<td>Vijay smokes ten cigarettes a day.</td>
</tr>
<tr>
<td>Kim eats vegetables and fruit every day.</td>
<td>Vijay eats “fast food” every day.</td>
</tr>
<tr>
<td>Kim is not overweight.</td>
<td>Vijay has a lot of extra weight around his waist.</td>
</tr>
<tr>
<td>Kim sees his healthcare provider for regular check-ups.</td>
<td>Vijay has not seen his healthcare provider in many years.</td>
</tr>
<tr>
<td>Kim goes for a walk in his free time.</td>
<td>Vijay watches TV in his free time.</td>
</tr>
<tr>
<td>Kim talks to a friend when he is stressed.</td>
<td>Vijay drinks alcohol when he is stressed.</td>
</tr>
<tr>
<td>Kim has high blood pressure but takes the pills his healthcare provider gave him.</td>
<td>Vijay has not had his blood pressure checked in many years.</td>
</tr>
</tbody>
</table>

Activity #4:

1. energy  3. blindness  5. symptoms  7. CANRISK
2. pancreas 4. 40, family history 6. more 8. 150

Activity #4B:

1. energy  3. glucose  5. pancreas
2. carbohydrates, grains 4. cells, insulin 6. diabetes
**Activity #5:**
- **Pancreas** – an organ in the body found below the stomach where insulin is made
- **Carbohydrate** – a nutrient that gives our body energy
- **Diabetes** – a serious chronic disease
- **Insulin** – a hormone made by the pancreas
- **Energy** – the strength provided by food that allows our body to work
- **Type 2** – the most common type of diabetes
- **Glucose** – the main source of energy for our body; a type of blood sugar
- **Risk** – the chance of developing diabetes
- **Prevention** – things you can do to protect your health

**Activity #6:**
1. Yes
2. Yes
3. No
4. No – Untreated diabetes can lead to serious health problems, including vision loss, heart disease, kidney disease, dental problems and depression.
5. Yes
6. No – The guidelines recommend at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity each week, in bouts of 10 minutes or more.
7. Yes
8. No – This is a common myth. People with diabetes have high blood sugar – this can be caused by many factors such as unhealthy eating, lack of physical activity, smoking and obesity.
9. No – The CANRISK Questionnaire will tell you if you are at low, moderate or high risk of developing type 2 diabetes. Your healthcare provider can do blood tests to find out if you have diabetes.
10. Yes

**Activity #8**
1. Diabetes is a serious chronic disease. The number of Canadians with diabetes is rising and the rate of diabetes in Toronto is high.
2. High blood glucose levels can damage nerves and blood vessels. Untreated diabetes can lead to other serious health problems: vision loss and blindness; cardiovascular disease (stroke, heart attack); kidney disease; dental disease; depression.
3. Being a member of a high risk group (South Asian, East Asian, Black, Aboriginal, Latin American) can put you at higher risk for developing type 2 diabetes. Students may feel worried if they are part of one of these high risk groups. Encourage them to focus on things they can change to lower their risk.
4. In some cases, a person can have diabetes but NOT have any signs or symptoms. See your healthcare provider if you are having any symptoms of diabetes including feeling tired; blurry vision; frequent urination; cuts and bruises that are slow to heal; sudden weight loss; unusual thirst.
5. Healthy eating, being physically active, maintaining a healthy body weight and not smoking are good for overall health and can help to prevent type 2 diabetes.
Activity #10

1. Diabetes is a serious chronic disease. The number of Canadians with diabetes is rising. This is due to the aging population and increasing rates of obesity.

2. Diabetes affects how our body uses the energy we get from food. Our main source of energy is glucose (a type of sugar). Glucose must travel from our blood into the body’s cells, where it can be used for energy. It needs insulin, a hormone produced in the pancreas, to do this. With diabetes, the pancreas does not produce enough insulin or the insulin is not effective. Glucose builds up in the blood instead of being used for energy.

3. 90% of people with diabetes have type 2 diabetes and it can be prevented. It usually develops in adults but sometimes it begins earlier. With type 2 diabetes, the pancreas does not make enough insulin or the insulin does not work properly. Type 2 diabetes can be managed by healthy eating, physical activity, medication and sometimes insulin injections.

4. Symptoms of type 1 and 2 diabetes are the same and include: feeling tired; blurry vision; frequent urination; cuts and bruises that are slow to heal; sudden weight loss; unusual thirst. In some cases, a person can have diabetes but NOT have any signs or symptoms.

5. High blood glucose levels lead to damage of nerves and blood vessels. Untreated diabetes can lead to other serious health problems: vision loss and blindness; cardiovascular disease (stroke, heart attack); kidney disease; dental disease; depression.

6. Risk factors for type 2 diabetes include: being over the age of 40; having a parent, sibling or child with diabetes; being a member of a high risk group (South Asian, East Asian, Black, Indigenous, Latin American); being physically inactive; being overweight or obese; having high blood pressure; having high cholesterol; being a tobacco user; having gestational diabetes.

7. People cannot change their age, family history or ethnicity, but there are some things that people can do to lower their risk of developing type 2 diabetes.

8. Healthy eating, being physically active, keeping a healthy body weight and not smoking are good for overall health and can help to prevent type 2 diabetes.

9. People who carry excess weight, especially around their middle, have a higher risk of developing type 2 diabetes. Maintain a healthy weight by balancing your energy in (eating) with energy out (physical activity).

10. People who use tobacco are more likely to develop type 2 diabetes. If you do not use tobacco, don’t start. If you do use tobacco, quitting is one of the best things you can do for your health. Smokers’ Helpline is a free service of the Canadian Cancer Society that provides support and information about quitting in many languages.

11. Since many people with diabetes do not know they have it, see your healthcare provider regularly for a check-up. Find out your risk level for type 2 diabetes by completing the CANRISK Questionnaire.
Healthy Eating

Key Facts

• Many chronic diseases are preventable. A healthy diet is fundamental to good health and can decrease the risk of chronic diseases such as heart disease, diabetes, obesity, certain types of cancer and osteoporosis.

• Mental health is an important part of our overall health. What we eat and don’t eat can have a powerful impact on our mood, behaviour and brain function (e.g. concentration and learning).

• Healthy foods nourish the body, maintain bone and muscle health, and provide us with the energy we need to get through each day.

• People are now consuming more foods high in energy (calories), fats, added sugars and salt. Many do not eat enough vegetables, fruit and dietary fibre (e.g. whole grains). The home, community, workplace and school all have a strong influence on our individual food choices.

• The type of food we eat is just as important as the amount. Eating Well with Canada’s Food Guide models a healthy eating pattern and provides direction on specific foods to choose for a healthy diet.

Key Messages

1. Enjoy a variety of foods every day.

2. Use Eating Well with Canada’s Food Guide and read nutrition labels to inform your food choices.

3. Fill half your plate with vegetables and fruit at every meal.

4. Limit processed packaged foods that usually contain large amounts of added sugar, saturated fat, and/or salt. Avoid foods made with artificial trans fats (e.g. shortening, hydrogenated oils).

5. Satisfy your thirst with tap water. Limit juice consumption and avoid sugar sweetened drinks such as soft drinks, fruit drinks, and energy drinks.

6. Prepare meals from scratch more often, and use healthy cooking methods such as baking, steaming or boiling rather than frying.

7. Eat together with family, friends or colleagues.
Resources

Foodshare [http://foodshare.net/]

Health Canada [https://www.canada.ca/en/health-canada.html]
  • Canada’s Food Guide

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]
  • Nutrition & Food Access
Healthy Eating

Core Content

Learn basic principles of healthy eating and simple ways to make nutritious food choices.

Learning Objectives

Students will:

• Learn how to use Canada’s Food Guide to make nutritious choices for themselves and their families
• Read and understand basic information about nutrition labels
• Learn about food programs in their community
• Have the language necessary to gather information from community resources

Key Messages

• Enjoy a variety of foods every day.
• Use Eating Well with Canada’s Food Guide and read nutrition labels to inform your food choices.
• Fill half your plate with vegetables and fruit at every meal.
• Limit processed packaged foods that contain large amounts of added sugar, saturated fat, and/or salt. Avoid foods made with artificial fats (trans fats). Shortening and hydrogenated oils are examples of these artificial fats.
• Satisfy your thirst with tap water. Limit juice consumption and avoid sugar sweetened drinks such as soft drinks, fruit drinks, and energy drinks.

Helpful English Words

Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity #1:  vegetables, fruit, grain products, milk, alternatives, meat  
Activity #2:  whole wheat, fortified soy beverage  
Activity #3:  teaspoon, iced, sports drink, juice, coffee drink  
Activity #4a:  ingredient, packaged, glucose, sugar, syrup, artificial, hydrogenated, trans fat, avoided, Nutrition Facts Table, serving size, Daily Value, fat, sodium, fibre, vitamins, minerals  
Activity #4b:  label, fructose, concentrated  
Activity #5:  healthy, beans, brown rice, whole grain, steaming  
Activity #6:  sweet potato, frozen, fresh, calcium, vitamin D  
Activity #7:  Health Connection, transfer, registered nurse, chick peas, tofu, nut butter, lentils  
Activity #8:  pack, best price, prepare  
Activity #9:  ward, assets, community kitchen, community garden, student nutrition program, Good Food Market, Toronto Food Policy Council  
Activity #10:  chronic diseases, type 2 diabetes, heart disease, satisfied, digestive system, endosperm, germ, bran, nutrients, removed, nutritious, protein  
Activity #11:  compare  
Activity #12:  sugary drinks
Discussion Questions to Assess Student Knowledge about Healthy Eating

1. Discuss as a class. Why is healthy eating important?

   Activity: In pairs, try to write down as many benefits of healthy eating as you can.

   (Answers could include: feeling better; gives us energy; helps meet our body’s need for vitamins, minerals and other nutrients; decreases the risk of developing chronic diseases such as type 2 diabetes, heart disease and cancer; stronger bones and muscles.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What does healthy eating look like for you?

3. Did your eating habits change when you came to Canada?

   (Refer to Canada’s Food Guide to learn more about how much food we need and which foods to choose most often for healthy eating.)
Activity #1 – Writing (CLB 1)
Healthy Eating

Copy the words on the picture.

- Vegetables and Fruit
- Grain Products
- Milk and Alternatives
- Meat and Alternatives
# Activity #2 – Writing (CLB 1)

## Healthy Eating

Copy the words onto the picture.

<table>
<thead>
<tr>
<th>Vegetables &amp; Fruit</th>
<th>Grain Products</th>
<th>Milk and Alternatives</th>
<th>Meat and Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrot</td>
<td>Whole Wheat Bread</td>
<td>Milk</td>
<td>Egg</td>
</tr>
<tr>
<td>Apple</td>
<td>Brown Rice</td>
<td>Cheese</td>
<td>Beans</td>
</tr>
<tr>
<td>Broccoli</td>
<td>Oats</td>
<td>Yogurt</td>
<td>Nuts</td>
</tr>
<tr>
<td>Peach</td>
<td>Whole Wheat Pasta</td>
<td>Fortified Soy Beverage</td>
<td>Fish</td>
</tr>
</tbody>
</table>
### Activity #3 – Reading (CLB 2)

**Healthy Eating**

Guess how much sugar there is in a beverage. Draw a line from the beverage to the correct number of teaspoons of sugar. *Note: 1 teaspoon of sugar = 4g*

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Teaspoons of Sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iced Tea (500 mL)</td>
<td>10 teaspoons (42g)</td>
</tr>
<tr>
<td>100% Apple Juice (200mL)</td>
<td>12 teaspoons (47g)</td>
</tr>
<tr>
<td>Sports Drink (710 mL bottle)</td>
<td>11 teaspoons (43g)</td>
</tr>
<tr>
<td>Cola (355 mL)</td>
<td>0 teaspoons (0g)</td>
</tr>
<tr>
<td>Iced Coffee Drink, medium (515 mL)</td>
<td>5 teaspoons (20g)</td>
</tr>
<tr>
<td>Water</td>
<td>10 teaspoons (42g)</td>
</tr>
</tbody>
</table>
Activity #4a – Reading (CLB 3)
Healthy Eating

Fill each blank with a word or number from the list below.

WORD LIST
5
fat
sugar
vitamins

15
Facts
avoided
most
syrup

ingredient

1. An ________________ list is a list of all the items inside a packaged food.

2. Ingredients listed in packaged food are listed from the ________________ to the least.

3. Glucose and ________________ are different types of sugar.

4. Hydrogenated oils contain artificial trans fat and should be ________________.

5. Information on the Nutrition ________________ Table is based on the serving size.

6. When you see the Daily Value is ________________ % or more, it is a lot.

7. When you see the Daily Value is ________________ % or less, it is a little.

8. Look for products that have less ________________, sodium and ________________.

9. Look for products that have more fibre, ________________ and minerals.
Activity #4b – Reading (CLB 4)
Healthy Eating

Read the Nutrition Facts Table and list of ingredients to answer the questions below.

1. What is the serving size for this product?

2. What are the first three ingredients?

3. How many grams of sugar are there per serving? How many teaspoons of sugar is that? (*hint: 1 teaspoon = 4g of sugar)

4. What is the best thing to drink when you are thirsty?
## Activity #5 – Reading (CLB 4)

### Healthy Eating

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>fill half your plate with these each day</td>
</tr>
<tr>
<td>Two</td>
<td>an example of a dark green vegetable</td>
</tr>
<tr>
<td>Beans</td>
<td>an example of a dark orange vegetable</td>
</tr>
<tr>
<td>Vegetables</td>
<td>a healthy way of cooking</td>
</tr>
<tr>
<td>Brown Rice</td>
<td>an example of a meat alternative</td>
</tr>
<tr>
<td>Broccoli</td>
<td>an example of a whole grain product</td>
</tr>
<tr>
<td>Carrot</td>
<td>the number of cups of milk or fortified soy beverage to have each day</td>
</tr>
<tr>
<td>Steaming</td>
<td>the best thing to drink when you are thirsty</td>
</tr>
</tbody>
</table>
Activity #6 – Reading (CLB 4)

Healthy Eating

Circle the answer (Yes or No) for each question or statement.

1. A healthy meal includes filling half your plate with grain products. Yes No

2. Juice is healthier than fruit. Yes No

3. Whole wheat bread has less fibre than white bread. Yes No

4. Sweet potato is an example of a dark green vegetable. Yes No

5. Frozen peas are just as nutritious as fresh. Yes No

6. Beans are an example of a meat alternative. Yes No

7. Fortified Soy Beverage has calcium and vitamin D added. Yes No

8. Tap water is the best thing to drink when you are thirsty. Yes No
Activity #7 – Listening (CLB 5), Speaking (CLB 5)
Healthy Eating

Calling Toronto Health Connection for Nutrition Advice

1. The instructor reads the following script to the students.

   **Customer Service Representative:** Good afternoon, you have reached Toronto Public Health, Health Connection. How may I help you?
   
   **Caller:** Good afternoon. This is (insert name) and I would like to learn more about healthy eating. My 13 year old daughter told me she does not want to eat meat. What are some alternatives to meat that I can make for her?
   
   **Customer Service Representative:** We have a nurse who could answer your questions. Would you like me to transfer you to her?
   
   **Caller:** Yes, please.
   
   **Customer Service Representative:** Go ahead, you are connected to our nurse.
   
   **Nurse:** Hi, my name is Stephanie and I am a registered nurse. How can I help you?
   
   **Caller:** Good afternoon. This is (insert name) and I would like to learn more about healthy eating. My 13 year old daughter told me she does not want to eat meat. What are some alternatives to meat that I can make for her?
   
   **Nurse:** That is a great question. There are many healthy alternatives to meat, such as tofu, chick peas, beans, lentils, nuts, seeds and nut butters. Does she eat eggs?
   
   **Caller:** Yes, she likes to eat eggs. I have not made dishes with lentils before.
   
   **Nurse:** Can I send you some information by email and direct you to a website for more information about delicious dishes you can make with eggs, beans and lentils?
   
   **Caller:** Yes, my name is (insert name). My email is (insert email).
   
   **Nurse:** Great. I will send that to you right now. If you have any further questions, please feel free to call us back or you can simply reply to the email.
   
   **Caller:** Thank you.
   
   **Nurse:** Is there anything else I can help you with today?
   
   **Caller:** No, that is all. Thank you. I will call you. Bye.
   
   **Nurse:** Thank you for calling. Have a nice day.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.
Activity #8 – Speaking (CLB 4) or Writing (CLB 4)
Healthy Eating

Students discuss the questions in small groups or write a brief paragraph about one of the topics below.

1. How can you make it easier for you and your family to eat vegetables and fruit?
2. What are some simple and healthy meals you can pack for work or school?
3. Where can you get the best price for healthy food in your neighbourhood?
4. What are your family’s favourite dishes to prepare and eat together?
5. What are some new healthy foods you have tasted in Canada?
Activity #9 – Reading (CLB 6)
Healthy Eating

Computer Lab

1. The instructor tells students to find out which Toronto ward they live in by following this link:

   https://www.toronto.ca/city-government/data-research-maps/neighbourhoods-communities/ward-profiles/

2. Once you know which ward you live in, find information about the food assets, such as community kitchens, community garden programs and student nutrition programs in your ward. Find the information on the Toronto Food Policy Council’s website here:

   http://tfpc.to/food-by-ward/food-by-ward-resources

   a) Is there a Good Food Market?
   b) Is there a Community Kitchen program?
   c) Is there a Community Garden program?
   d) How can you find out more information about participating in one of these programs?
Activity #10 – Reading (CLB 5)
Healthy Eating

Read the following paragraph and underline the correct word form or word choice.

1. Fill half your plate with vegetables and fruit at (all, every, some) meal.

2. Healthy eating (reduces, reducing, reduce) our risk for some chronic diseases, such as type 2 diabetes and heart disease.

3. Eating whole fruit is healthier than drinking juice. Whole fruit has (better, more) fibre, which (keeps, keep, keeping) our digestive system healthy and helps us feel full and satisfied.

4. A whole grain (have, has) three parts: endosperm, germ and bran and they all have different nutrients. Nothing has been (add, added, adding) to or removed from the whole grain.

5. (Eats, Eat, Eating) at least one dark green and one orange vegetable every day. Examples of these (is, as, are) broccoli, romaine lettuce, spinach, collard greens, carrots, sweet potato and pumpkin.

6. Lentils, beans, nuts, seeds and tofu are nutritious sources of protein. Lentils and beans are also (decrease, lower) in fat and provide fibre.

7. (Cook, Cooks, Cooking) at home using whole ingredients more often.

8. Satisfy (you’re, your, yours) thirst with tap water. Make tap water more interesting by adding slices of fruit, a few berries or mint leaves.
Activity #11 – Self-assessment/Reflection for lower CLB learners
Healthy Eating

Name: ___________________________ Date: ___________________________

We discussed healthy eating.

• Why is healthy eating important?
• What can I do to make nutritious choices for me and my family?

1. Eating according to Canada’s Food Guide can reduce a person’s risk of developing many chronic diseases.
   Yes __________ No __________ Maybe __________

2. Fill half your plate with vegetables to get enough vegetables everyday.
   Yes __________ No __________ Maybe __________

3. Compare labels of packaged foods and choose foods lower in sodium, fat and sugar.
   Yes __________ No __________ Maybe __________

4. When comparing packaged foods, look for foods with more fibre, vitamins and minerals.
   Yes __________ No __________ Maybe __________

5. Satisfy your thirst with tap water.
   Yes __________ No __________ Maybe __________

6. Participating in a community kitchen or garden program in your area is fun.
   Yes __________ No __________ Maybe __________

Did you learn any tips from other learners about where to find healthy food at a good price? Write what you learned in the lines below.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Activity #12 – Self-assessment/Reflection for higher CLB learners
Healthy Eating

Name: ___________________________ Date: ___________________________

We discussed healthy eating and simple ways of making nutritious food choices.

How can I use this information for taking care of my own health or for helping family members take care of their health? Write a short paragraph discussing this question.

For example, what would I say to my teenage daughter who wants to drink sugary drinks every day? What would I say to my friend who is looking for tips on healthy lunches to make for her son at school? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?
Healthy Eating Answer Key:

**Activity #3:**

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Teaspoons of Sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iced Tea (500 mL)</td>
<td>11 teaspoons (43g)</td>
</tr>
<tr>
<td>100% Apple Juice (200mL)</td>
<td>5 teaspoons (20g)</td>
</tr>
<tr>
<td>Sports Drink (710 mL bottle)</td>
<td>10 teaspoons (42g)</td>
</tr>
<tr>
<td>Cola (355 mL)</td>
<td>10 teaspoons (42g)</td>
</tr>
<tr>
<td>Iced Coffee Drink, medium (515 mL)</td>
<td>12 teaspoons (47g)</td>
</tr>
<tr>
<td>Water</td>
<td>0 teaspoons (0g)</td>
</tr>
</tbody>
</table>

**Activity #4a:**

1. ingredient  
2. most  
3. syrup  
4. avoided  
5. Facts  
6. 15  
7. 5  
8. fat, sugar  
9. vitamins

**Activity #4b:**

1. 200 mL  
2. Water, sugar/glucose-fructose, concentrated (apple and/or pear and/or grape) juices  
3. 19g, almost 5 teaspoons  
4. Water

**Activity #5:**

Water – the best thing to drink when you are thirsty  
Two – the number of cups of milk or fortified soy beverage to have each day  
Beans – an example of a Meat alternative  
Vegetables – fill your plate with half of these each day  
Brown Rice – an example of a whole grain product  
Broccoli – an example of a dark green vegetable  
Carrot – an example of a dark orange vegetable  
Steaming – a healthy way of cooking

**Activity #6:**

1. No  
2. No  
3. No  
4. No  
5. Yes  
6. Yes  
7. Yes  
8. Yes
Activity #8:
1. There are many ways of encouraging healthy eating with children: leading by example, getting children involved with meal planning and preparation, introducing new foods with familiar ones and having patience! You can read more about it on the Unlock Food website.

2. There are many healthy snacks and lunches you can easily make for school or work. Unlock Food has listed a few examples on their website.

Encourage learners to discuss their experiences for the answers to questions 3 – 5.

Activity #9
Encourage learners to do an internet search of the different community agencies and their programs listed to find out more about them and how to participate.

Activity #10
1. Fill half your plate with vegetables and fruit at every meal.

2. Healthy eating reduces our risk for some chronic diseases, such as type 2 diabetes and heart disease.

3. Eating whole fruit is healthier than drinking juice. Whole fruit has more fibre, which keeps our digestive system healthy and helps us feel full and satisfied.

4. A whole grain has three parts: endosperm, germ and bran and they all have different nutrients. Nothing has been added to or removed from the whole grain.

5. Eat at least one dark green and one orange vegetable every day. Examples of these are broccoli, romaine lettuce, spinach, collard greens, carrots, sweet potato and pumpkin.

6. Lentils, beans, nuts, seeds and tofu are nutritious sources of protein. Lentils and beans are also lower in fat and provide fibre.

7. Cook at home using whole ingredients more often.

8. Satisfy your thirst with tap water. Make tap water more interesting by adding slices of fruit, a few berries or mint leaves.
Mental Health Promotion

Key Facts

Mental Health and Illness

- Mental health is an important part of our overall health and wellbeing – we are physical, intellectual, social, emotional and spiritual beings.
- Positive mental health and wellbeing is when we feel, think, and act in ways that helps us to enjoy life and cope with the challenges we face.
- When people are not coping well with life’s challenges and stresses, they may experience poor mental health.
- Mental health is different than mental illness. Mental illnesses (e.g. depression) are characterized by changes in thinking, mood or behaviour associated with much distress and decreased functioning.
- Mental illnesses affect people of all ages, education, income levels, and cultural backgrounds.
- Stigma or discrimination attached to mental illnesses presents a serious barrier, not only to diagnosis and treatment, but also to acceptance in the community.
- With effective diagnosis, treatment and support, most people with mental illnesses can feel well and live productive lives.
- The focus of mental health promotion is on coping with everyday stress to help improve mental wellbeing, not the treatment or prevention of mental illness.

Stress

- Stress is a normal part of life and is the body’s response to demands, challenges, or pressures.
- Some stress can be positive. It can motivate us to focus on a task or take action and solve a problem.
- Other stresses are negative (e.g. money problems or an argument with a family member). Problems may occur when the stress continues and becomes chronic – the body and mind can become ill.
- Resilience can be described as the capacity to thrive and fulfill one’s potential despite (or perhaps because of) stressful circumstances.
- Examples of healthy ways to cope with stress include: eating a variety of nutritious foods; being physically active; eliminating or avoiding tobacco use; getting adequate sleep; asking for help; prioritizing time for yourself; meditating; deep breathing; reading or watching something funny; and talking to a friend or healthcare professional for support.
- Choosing healthy ways to manage stress can build resiliency, as well as promote and protect a person's mental and physical health.
- Promoting positive mental health can impact individual and community wellbeing by: increasing resilience; decreasing self-harm and risk-taking behaviours; helping to reduce the risk of developing mental illness; encouraging people to seek help when needed; and improving recovery for those living with mental illness.
Key Messages

1. There is no health without mental health.

2. Individuals can engage in positive strategies to cope with stressors that can protect and promote their mental health and wellbeing.

3. The stigma associated with mental health challenges and mental illness can be a significant barrier to accessing healthcare and social services. By talking about mental health and stress, we can reduce the stigma and encourage people to express how they are feeling and seek help.

4. Positive mental health supports the prevention of chronic diseases and injuries.

Resources available

Connex Ontario [http://www.connexontario.ca/]
1-866-531-2600

Canadian Mental Health Association [http://www.cmha.ca/]

Centre for Addiction and Mental Health (CAMH) [http://www.camh.ca/en/hospital/Pages/home.aspx]
Mental Health

Core Content
Learn about the importance of positive mental health and healthy ways to cope with everyday stress.

Learning Objectives
Students will:
• Learn that mental health is an important part of wellbeing
• Be aware of what causes stress in their life and how stress affects them
• Learn techniques that can help improve their ability to cope with everyday stress
• Learn the importance of accessing mental health support services when needed
• Have the language needed to discuss mental health issues with their healthcare provider

Key Messages
• Mental health is an important part of our overall health and wellbeing – we are physical, intellectual, social, emotional and spiritual beings.
• Positive mental health and wellbeing is when we feel, think, and act in ways that help us to enjoy life and cope with the challenges we face.
• When people are not coping well with life’s challenges and stresses, they may experience poor mental health.
• Stress is a normal part of life and is the body’s response to demands, challenges, or pressures.
• Some stress can be positive. It can motivate us to focus on a task or take action and solve a problem.
• Other stresses are negative (e.g. money problems or an argument with a family member). Problems may occur when the stress continues and becomes chronic – the body and mind can become ill.
• Healthy ways to cope with stress include body, mind and social/personal strategies.
• Examples are: eating a variety of nutritious foods; being physically active; eliminating or avoiding tobacco use; getting adequate sleep; asking for help; changing your attitude; saying “no” when possible; meditating; deep breathing; reading; watching something funny; talking to a friend.
• Taking a break from stress can promote and protect a person’s mental and physical health.
• By talking about mental health and stress, we can reduce the stigma and encourage people to express how they are feeling and get help as needed.
Helpful English Words

Note: If you are starting the exercises at a higher level, ensure that students are familiar with the vocabulary from the earlier exercises.

Activity #1: stress, upset stomach, tight muscles, headache, heart beats fast
Activity #2: active, healthcare provider
Activity #3: both, moved, recently, few, successful, hopeful, feels, sad, sleep, journal
Activity #4: No new words
Activity #5: normal, life, response, demands, challenges, pressures, ability, bounce back, problems, handle, manage, resiliency, situation, taking action, protect, health
Activity #6: list, solve, positive, support, variety, nutritious, physically active, mental health, headache, constant, cope
Activity #7: cause, counsellors, community health centre, refer
Activity #8: No new words
Activity #9: local agency, offers, services, helpline
Activity #10: wellbeing, chronic, diseases, diabetes, heart, high, blood pressure, cancer, obesity, healthy diet, regular physical activity, coping strategies, resilience, ability, develop, behaviours, actions, build, available, issues, down, stigma, attached, facing, motivate, focus, task, negative, positive
Activity #11: No new words
Activity #12: settling, spends, belongs
Discussion Questions to Assess Student Knowledge about Mental Health

1. Discuss as a class. What is health? What is mental health? What is mental illness?
   (Refer to Mental Health Backgrounder for definitions.)

2. Activity: In pairs, ask students to write down as many ways as they can think of to take care of their mental health.
   (Answers could include: healthy eating; being physically active; having little or no alcohol; not smoking or making a plan to quit smoking; maintaining a healthy weight; getting enough sleep; talking to your healthcare provider or a friend when you are sad or worried.)

   Move to a class discussion, with each pair reporting on their ideas to the group.
Activity #1 – Writing (CLB 1)
Mental Health
Stress can affect us in many ways.

Copy the words on the picture.

Heart beats fast
Headache
Tight muscles
Upset stomach
Activity #2 – Reading (CLB 2)
Mental Health

Write the word(s) from the Word List under the matching picture.

**WORD LIST**

- Be active
- Talk to your healthcare provider about your stress
- Eat well
- Do not smoke
- Drink water
## Activity # 3 – Reading (CLB 3)
### Mental Health

**Instructor:** Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: **Mark and Hassan have both moved to Canada recently. They are both 32 years old.**

Encourage the students to decide whether each action is a healthy behaviour which may promote positive mental health, or an unhealthy behaviour, which may cause poor mental health. Separate the answers into two corresponding piles and then have the groups decide which person has a healthier lifestyle.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action promotes or prevents positive mental health. Record the answers on the board and then have the class decide which gentleman has a healthier lifestyle.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark lives on his own and has only one friend.</td>
<td>Hassan has a few good friends that he meets with every week.</td>
</tr>
<tr>
<td>Mark does not think he will be successful in Canada.</td>
<td>Hassan is hopeful that he will find a good job in Canada.</td>
</tr>
<tr>
<td>Mark does not leave his house for days when he feels sad.</td>
<td>Hassan talks to his friends when he feels sad.</td>
</tr>
<tr>
<td>Mark gets 3 hours of sleep a night.</td>
<td>Hassan gets 7-8 hours of sleep a night.</td>
</tr>
<tr>
<td>Mark smokes cigarettes when he feels stressed.</td>
<td>Hassan goes for a walk when he feels stressed.</td>
</tr>
<tr>
<td>Mark drinks alcohol to feel better.</td>
<td>Hassan writes in his journal to feel better.</td>
</tr>
<tr>
<td>Mark never eats vegetables or fruit.</td>
<td>Hassan eats a lot of vegetables and fruit.</td>
</tr>
</tbody>
</table>
Activity #4 – Reading (CLB 4)
Mental Health

Fill each blank with a word from the list below.

WORD LIST

- not good
- active
- cope
- healthcare provider
- yourself
- Many things
- unhealthy
- help
- stress
- healthy
- normal

1. Everyone has _________________. It is ________________.

2. Too much stress is ________________ ________________.

3. We can ________________ in ________________ or ________________ ways.

4. ________________ ________________ cause stress.

5. I can talk with my ________________ ________________ about my stress.

6. Being physically ________________ like going for a walk, is a positive way of coping with stress.

7. It is important to take time for ________________ and do things that are healthy and fun.

8. Talking with someone I trust can ________________ me cope with stress.
### Activity #5 – Reading (CLB 4)
#### Mental Health

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cope</td>
<td>is a normal part of life and is your body’s response to demands, challenges, or pressures</td>
</tr>
<tr>
<td>Stress</td>
<td>the ability to bounce back from problems to stay healthy</td>
</tr>
<tr>
<td>Healthy</td>
<td>to handle or manage a problem or a situation</td>
</tr>
<tr>
<td>Unhealthy</td>
<td>things that make us feel stressed</td>
</tr>
<tr>
<td>Resiliency</td>
<td>help</td>
</tr>
<tr>
<td>Support</td>
<td>what is good for us</td>
</tr>
<tr>
<td>Prevention</td>
<td>what is not good for us</td>
</tr>
<tr>
<td>Stressors</td>
<td>taking action to protect your health</td>
</tr>
</tbody>
</table>
Teaching Tools for ESL Instructors

Activity #6 – Reading (CLB 4)
Mental Health

Circle the answer (Yes or No) for each question or statement.

1. Making a list of things I can do to solve a problem is a positive way of solving a problem. Yes No

2. If I feel stressed I can talk to my healthcare provider for support. Yes No

3. Eating a variety of nutritious foods, being physically active, and getting enough sleep can help my mental health. Yes No

4. Drinking alcohol is a healthy way of managing stress. Yes No

5. Taking time for yourself is important. Yes No

6. People only get a headache when they feel stressed. Yes No

7. Constant stress can make you get sick more often. Yes No

8. Smoking cigarettes is a healthy way for me to cope with my stress. Yes No
Activity #7 – Listening (CLB 5), Speaking (CLB 5)

Mental Health

Talking to your healthcare provider when you feel stressed.

1. The instructor reads the following script to the students.

   **Healthcare provider**: Good afternoon. What brings you here today?

   **Patient**: Good afternoon. Lately, I've been feeling tired and I haven't been sleeping well.

   **Healthcare provider**: How long has this been going on for?

   **Patient**: Let me think. It was after my children and I started back to school and my husband started working. So, about two months ago.

   **Healthcare provider**: It sounds like there have been a lot of changes in your life recently.

   **Patient**: Yes, I feel like I have so much to do and there is not enough time. My husband used to help a lot but he now works long hours. All my family is back home so I have no one to help me.

   **Healthcare provider**: It is normal for people to get stressed when they have a lot going on and have little support. Stress can cause changes in your sleep. Do you feel stressed?

   **Patient**: Yes, I guess I do.

   **Healthcare provider**: I'm really glad that you came to see me today. Sleep is so important for your health and your ability to cope each day. It's important that we talk about this further and come up with some ideas that may help you to get a good night’s rest. What have you done in the past when you couldn’t sleep?

   **Patient**: Back home I used to take a walk in the evening. With my husband out, I can’t do that anymore.

   **Healthcare provider**: Could you take a walk at any other time of the day?

   **Patient**: I have a few good friends at school. I guess I could walk with them.

   **Healthcare provider**: That’s a great idea. Here's a pamphlet with tips on improving your sleep. I would like you to read it and see if there are any other things that would work for you. There are also counsellors at the community health centre that I can refer you to.

   **Patient**: I think I am ok for now.

   **Healthcare provider**: Why don’t you come back and see me in two weeks and we can talk more about how you are feeling?

   **Patient**: Ok. Thanks. I will see you in two weeks.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.
Activity #8 – Speaking (CLB 5) or Writing (CLB 5)
Mental Health

Students discuss the questions below in small groups or write a brief paragraph about one of the questions.

1. What causes you stress?

2. Why is too much stress not good?

3. What do you do to cope with stress?

4. What are healthy things you can do to cope with stress?
**Activity #9 – Reading (CLB 5)**

**Mental Health**

**Computer Lab**

1. The instructor tells students to find a local agency that offers mental health services.


2. The instructor tells students to answer the following questions about the Connex Ontario by visiting their website [http://www.connexontario.ca/](http://www.connexontario.ca/):
   
   a) Do you have to give your name when you call?
   
   b) Who can call?
   
   c) Do you have to pay to use the helpline?
Activity #10 – Reading (CLB 6)
Mental Health

Read the following paragraph and underline the correct word form or word choice.

1. Everyone (**have**, **had**, **has**) mental health in the (**similar**, **same**, **alike**) way that everyone has physical health. Our mental health is an important part of (**your**, **mine**, **our**) overall health and wellbeing. Positive mental health can (**helping**, **helped**, **help**) to prevent many chronic diseases such as diabetes, heart disease, high blood pressure, cancer and obesity.

2. Having a healthy diet, regular physical activity, healthy coping strategies and (**talk**, **talking**, **spoke**) to others such as a healthcare provider, family member, or a friend can improve a person’s overall health and wellbeing.

3. Resilience is a person’s ability to cope with life’s challenges and (**bounce**, **bouncing**, **bounced**) back from these challenges. Anyone can (**develop**, **developing**, **developed**) and (**learned**, **learn**, **learning**) the thoughts, behaviours, and actions that can help build resiliency.

4. It is important to know what mental health services are available and to ask for help when you (**need**, **needed**, **needs**) it.

5. In the same way that it is important to (**talking**, **talk**, **talked**) to your healthcare provider about any physical health issues you may (**had**, **having**, **have**), it is also important to talk to your healthcare provider about any mental health issues such as stress or (**feel**, **felt**, **feeling**) sad or down.

6. There is a stigma (**attaching**, **attach**, **attached**) to mental health. Many people do not (**getting**, **get**, **got**) the help they need because they do not feel comfortable talking about challenges they may be facing.

7. Stress is a normal part of life. It is the body’s (**responding**, **response**, **responded**) to demands, challenges, or pressures. Stress can be positive if it can help us (**solving**, **solved**, **solve**) a problem or motivate us to focus on a task. For example, having a baby can be positive stress and having problems with money can be negative stress. Being (**stressed**, **stress**, **stressing**) for a long period of time can cause a person to become sick.
Activity #11 Self-assessment/Reflection for lower CLB learners
Mental Health

Name: ___________________________ Date: ___________________________

We discussed mental health.

- What can I do to improve my mental health?
- What can I do to be healthier?

1. Talking to my healthcare provider about how I am feeling is important.
   - Yes
   - No
   - Maybe

2. There are many mental health services available that I can use.
   - Yes
   - No
   - Maybe

3. Being active is a good way to cope with stress.
   - Yes
   - No
   - Maybe

4. It is important to know that when I am stressed, I can ask for help.
   - Yes
   - No
   - Maybe

5. Quitting smoking is one of the best things a person can do for their health.
   - Yes
   - No
   - Maybe

What do I now know about mental health? Write what you learned in the lines below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Activity #12 Self-assessment/Reflection for higher CLB learners

Mental Health

Name: ____________________________ Date: ____________________________

We discussed mental health.

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my teenaged daughter who is having a hard time settling in to her new school and spends many hours alone in her room? What would I say to my father when he says he wishes he never came to this country and does not feel like he belongs here? Create a dialogue about one of these questions.

Do I need more information? Where can I find more information?
Mental Health Answer Key:

Activity #2:

Eat well  Be active  Drink water  Do not smoke  Talk to your healthcare provider about your stress

Activity #3:

<table>
<thead>
<tr>
<th>Healthy Behaviour</th>
<th>Unhealthy Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hassan has a few good friends that he meets with every week.</td>
<td>Mark lives on his own and has only one friend.</td>
</tr>
<tr>
<td>Hassan is hopeful that he will find a job in Canada.</td>
<td>Mark does not think he will be successful in Canada.</td>
</tr>
<tr>
<td>Hassan talks to his friends when he feels sad.</td>
<td>Mark does not leave his house for days when he feels sad.</td>
</tr>
<tr>
<td>Hassan gets 7-8 hours of sleep a night.</td>
<td>Mark gets 3 hours of sleep a night.</td>
</tr>
<tr>
<td>Hassan goes for a walk when he feels stressed.</td>
<td>Mark smokes cigarettes when he feels stressed.</td>
</tr>
<tr>
<td>Hassan writes in his journal to feel better.</td>
<td>Mark drinks alcohol to feel better.</td>
</tr>
<tr>
<td>Hassan eats a lot of vegetables and fruit.</td>
<td>Mark never eats vegetables and fruit.</td>
</tr>
</tbody>
</table>

Activity #4:

1. stress, normal
2. not good
3. cope, healthy, unhealthy
4. Many things
5. healthcare provider
6. active
7. yourself
8. help

Activity #5:

Cope – to handle or manage a problem or a situation
Stress – is a normal part of life and is your body’s response to demands, challenges, or pressures
Healthy – what is good for us
Unhealthy – what is not good for us
Resiliency – the ability to bounce back from problems to stay healthy
Support – help
Prevention – taking action to protect your health
Stressors – things that make us feel stressed
Activity #6:

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

Activity #8:

1. Answers will vary depending on each student’s locality.  
2. When your body feels stressed, it uses more energy to cope. If stress levels stay high, it is not good for your body. Your body’s need for energy resources becomes greater than its ability to produce them. High stress levels are linked to an increased risk for heart disease, heart attack, being overweight or obese, type 2 diabetes, high cholesterol, stroke and depression. High stress can also increase the potential for risk-taking behaviour.  
3. Being physically active, eating a variety of healthy foods, getting enough sleep and remembering to breathe can help you cope with stress. Taking deep breaths when you’re stressed increases the oxygen in the body and can help signal your brain to relax. This can introduce calming sensations (e.g. reduced heart rate and respiration rate) and help you focus on the task at hand. Remember that taking one small positive step can inspire the next. Replacing unhealthy choices with healthier ones can benefit your mind and body.

Activity #9:

1. Answers will vary depending on each student’s locality.  
2. a) No, you do not have to provide any information to talk to someone.  
   b) Anyone can call. Concerned family members and/or friends can call.  
   c) No, you do not have to pay.

Activity #10:

1. Everyone has mental health in the same way that everyone has physical health. Our mental health is an important part of our overall health and wellbeing. Positive mental health can help to prevent many chronic diseases such as diabetes, heart disease, high blood pressure, cancer and obesity.  
2. Having a healthy diet, regular physical activity, healthy coping strategies and talking to others such as a healthcare provider, family member, or a friend can improve a person’s overall health and wellbeing.  
3. Resilience is a person’s ability to cope with life’s challenges and bounce back from these challenges. Anyone can develop and learn the thoughts, behaviours, and actions that can help build resiliency.  
4. It is important to know what mental health services are available and to ask for help when you need it.  
5. In the same way that it is important to talk to your healthcare provider about any physical health issues you may have, it is also important to talk to your healthcare provider about any mental health issues such as stress or feeling sad or down.  
6. There is a stigma attached to mental health. Many people do not get the help they need because they do not feel comfortable talking about challenges they may be facing.  
7. Stress is a normal part of life. It is the body’s response to demands, challenges, or pressures. Stress can be positive if it can help us solve a problem or motivate us to focus on a task. For example, having a baby can be positive stress and having problems with money can be negative stress. Being stressed for a long period of time can cause a person to become sick.
Pedestrian Safety

Key Facts

Walking
- Regular physical activity improves your health and wellbeing.
- The benefits of physical activity include: reducing your risk of developing chronic diseases, increasing your energy, increasing your self-esteem, improving your sleep, strengthening your bones and muscles, improving memory and concentration.
- Walking is a great way to be physically active. It is the number one physical activity among Canadians. For many people, it is also a form of transportation.

Pedestrian Safety
- A pedestrian is a person who is travelling on foot or in a wheelchair.
- Pedestrians may face the risk of injury or death resulting from a collision with a motor vehicle.
- Pedestrian traffic fatalities have risen in recent years.
- Collisions often occur when visibility is good, conditions are dry, and it is daylight.
- In the Greater Toronto Area (GTA), when pedestrians are hit by cars, it usually occurs within 1.5 kilometers of their home.
- Pedestrian injuries can occur at any time of the year, but there are higher incidents between November and February, when there is decreased daylight.
- Seniors (people over the age of 65) have the highest pedestrian injury and injury-related death rates of any Canadian population segment.
- This can be caused by age-related changes in the body. As a person ages, their reaction time slows down, hearing and eyesight are reduced and it becomes much more difficult to recover from injuries.

More Safety Information
- Safety is everyone’s responsibility. In Toronto, call 311 to report any risks to pedestrians, for example, a cracked or uneven sidewalk.
- Remember to push the button at all intersections with lights. It may add 7 seconds to the time allocated to cross.
- As of January 1, 2016, drivers, including cyclists, must stop and yield the whole roadway at pedestrian crossovers, school crossings and other locations where there is a crossing guard.
By following simple tips, you can avoid becoming injured:

**Stop, Look and Listen**
- Be visible to drivers. Wear reflective clothing or other items, especially at night.
- Wear shoes with a good tread. Look for running shoes with reflective materials.
- Walk facing traffic when there are no sidewalks.
- Cross at corners with traffic lights or stop signs. Never cross in the middle of a block.
- Remove head phones and put away cell phones when walking.
- Make eye contact with drivers before stepping onto the road and watch for moving vehicles in driveways and lanes.
- Look left-right-left before crossing the street.

**Key Messages**
1. Walking is a great way to be physically active.
2. Pedestrians can face risks when they are walking.
3. Pedestrians over the age of 65 are more at risk of being injured while walking.
4. You should practice safety while walking. You can do this by:
   - Planning your outings.
   - Wearing reflective clothing or other items (e.g. reflective vest), especially at night.
   - Wearing proper and well-maintained shoes.
   - Not rushing – cross at intersections with traffic signals, stop signs, or crosswalks.
   - Avoiding carrying things that can weigh you down or affect your balance while walking.
   - Putting away distractions (e.g. cell phone).
   - Carrying identification.

**Resources Available:**

City of Toronto [www.toronto.ca/]
- Pedestrian Safety

- Pedestrian Safety

iNavigait [http://www.inavigait.com/]

Parachute Canada [http://www.parachutecanada.org/]
- Pedestrian Safety
Pedestrian Safety

Core Content
Learn about pedestrian signals, and what people can do to be safe and reduce their risk for injury when walking.

Learning Objectives
Students will:
• Learn the health benefits of walking and being physically active
• Learn how to stay safe when walking
• Have the language necessary to discuss pedestrian safety

Key Messages
• Walking is a form of transportation and an easy way to be physically active in order to improve health.
• Pedestrians can face risk of injury when they are walking.
• Pedestrians should practice safety while walking by:
  o Wearing bright clothing during the day
  o Wearing reflective clothing or other reflective items, especially at night
  o Wearing proper and well-maintained shoes to prevent trips and falls
  o Crossing at traffic lights, marked intersections or crosswalks
  o Obeying signs and signals
  o Making eye contact with drivers before stepping off the curb and onto the road
  o Being alert and aware of surroundings
  o Avoiding distractions (e.g. cell phone)

Helpful English Words
Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity # 1: crosswalk, intersection, traffic, push button, pedestrian, stop sign, traffic light
Activity # 2: allowed, pedestrian signal, school zone, crossover
Activity # 3: flashing, injury, head phones, eye contact, cell phone, rushing, reflective tape, belt, red hand
Activity # 4: physical, benefit, wheelchair, proper, well-maintained, trip, visible, bright, vehicles, alert, avoid, distractions
Activity # 5: tread
Activity # 6: transportation, injuries, prevented, right of way, responsible
Activity # 7: visibility, role model, bands, texting
Activity # 8: drop off, obeyed
Activity # 9: school crossing guard, school crossing
Activity # 10: considered, collision, activating, fatalities, preventable
Discussion Questions to Assess Student Knowledge about Pedestrian Safety

1. Discuss as a class. What does pedestrian safety mean?

   Activity: In pairs, ask students to write down as many ways they can think of to stay safe while walking.

   (Answers could include: wearing bright clothing, obeying traffic signals, crossing at intersections and crosswalks, not texting while walking.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What was it like to walk on the streets of your home country? What is it like to walk on the streets of Toronto? What is the difference between your home country and Toronto?

3. What are some things that can cause injuries when walking?
Activity #1 – Writing (CLB 1)

Pedestrian Safety

Copy the words on the picture.

Image was taken from Ontario Ministry of Transportation.
Activity #2 – Reading (CLB 2)
Pedestrian Safety

Write the word(s) from the Word List under the matching picture.

**WORD LIST**

- No pedestrians allowed
- Pedestrian push button
- Pedestrian signal – Do not walk
- School zone
- Pedestrian signal – Walk
- Pedestrian crossover
**Activity #3 – Reading (CLB 3)**

**Pedestrian Safety**

**Instructor:** Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: **Chen and Malana are friends. They are both 40 years old.**

Encourage the students to decide whether each action is a safe choice which may prevent a pedestrian injury, or an unsafe choice, which may increase the chance of a pedestrian injury. Separate the answers into two corresponding piles and then have the groups decide which person is more likely to stay safe.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action may reduce or increase the risk of a pedestrian injury. Record the answers on the board and then have the class decide which woman is more likely to stay safe.

<table>
<thead>
<tr>
<th>Malana uses headphones to listen to music when she walks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen makes eye contact with drivers before she steps onto the road.</td>
</tr>
<tr>
<td>Malana is always late and rushing to get where she has to go.</td>
</tr>
<tr>
<td>Chen likes to be on time so she gives herself lots of time to get where she has to go.</td>
</tr>
<tr>
<td>Malana uses her cell phone when she is walking outside.</td>
</tr>
<tr>
<td>Chen looks at her cell phone when she has time to sit down.</td>
</tr>
<tr>
<td>Malana crosses the road wherever she wants to.</td>
</tr>
<tr>
<td>Chen always uses pedestrian crossovers.</td>
</tr>
<tr>
<td>Malana’s black jacket does not have any reflective tape on it.</td>
</tr>
<tr>
<td>Chen’s orange jacket has a belt with reflective tape on it.</td>
</tr>
<tr>
<td>Malana rushes across the street, even when the red hand on the signal is flashing.</td>
</tr>
<tr>
<td>Chen always presses the push button at an intersection as she knows it may give her extra time to cross the street.</td>
</tr>
<tr>
<td>Malana usually eats her lunch as she is walking from one place to the next.</td>
</tr>
<tr>
<td>Chen likes to sit down and enjoy her lunch with friends.</td>
</tr>
</tbody>
</table>
Activity #4 – Reading (CLB 4)
Pedestrian Safety

Fill each blank with a word from the list below.

1. Walking is a type of ________________ activity that has many health benefits.

2. A ________________ is someone travelling on foot or in a wheelchair.

3. Wear proper and well-maintained ________________ to prevent a trip or fall.

4. Do not rush. Take the extra time to cross at ________________ with traffic signals, stop signs, or at crossovers.

5. Put away cell phones. STOP, LOOK and ________________ for traffic.

6. To be more visible to drivers, wear ________________ clothing during the day and ________________ clothing or items at night.

7. At a pedestrian crossover, make ________________ ________________ with drivers. Begin crossing when all the vehicles have come to a complete stop.

8. Be alert and avoid ________________ to help you stay safe on the road.

9. Look left – ________________ – left before crossing the street.

WORD LIST
- right
- listen
- eye contact
- reflective
- distractions
- intersections
- bright
- shoes
- pedestrian
- physical
**Activity #5 – Reading (CLB 4)**

**Pedestrian Safety**

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright</td>
<td>something that makes it difficult to think or pay attention</td>
</tr>
<tr>
<td>Pedestrian</td>
<td>a marked path where people can safely walk across a street or road</td>
</tr>
<tr>
<td>Crosswalk</td>
<td>the person who controls a car, truck or bus</td>
</tr>
<tr>
<td>Reflective</td>
<td>able to think clearly and notice things</td>
</tr>
<tr>
<td>Alert</td>
<td>having a very light and strong colour</td>
</tr>
<tr>
<td>Intersection</td>
<td>the part of a shoe or boot that touches the ground</td>
</tr>
<tr>
<td>Distraction</td>
<td>able to show light; make more visible at night</td>
</tr>
<tr>
<td>Driver</td>
<td>a person who is travelling on foot or in a wheelchair</td>
</tr>
<tr>
<td>Tread</td>
<td>the place where two or more streets meet or cross each other</td>
</tr>
</tbody>
</table>
Activity #6 – Reading (CLB 4)
Pedestrian Safety

Circle the answer (Yes or No) for each question or statement.

1. Walking is a form of active transportation that has many health benefits.  
   Yes  No

2. A pedestrian is a person travelling on foot or in a wheelchair.  
   Yes  No

3. Most pedestrian injuries happen at night.  
   Yes  No

4. Most pedestrian injuries can be prevented.  
   Yes  No

5. Pedestrians always have the right of way.  
   Yes  No

6. The signal is counting down so the pedestrian should rush to begin crossing the road.  
   Yes  No

7. Watching for distracted drivers and staying alert can help pedestrians be safe on the road.  
   Yes  No

8. Wearing reflective clothing helps pedestrians to be seen at night.  
   Yes  No

9. It is safe for a pedestrian to talk on a cell phone while crossing the intersection.  
   Yes  No

10. Only drivers are responsible for keeping pedestrians safe on the roads.  
    Yes  No
Activity #7 – Listening (CLB 5), Speaking (CLB 5)

Pedestrian Safety

Talking to a friend about pedestrian safety

1. The instructor reads the following script to the students.

   **Abeba**: Oh, Sasha, I am so worried about Carmen! She got hit by a car last night while walking.
   
   **Sasha**: I’m so sorry. How did it happen?
   
   **Abeba**: Well, it was dark, and she wore a dark shirt. The police said the driver did not see her, especially on a rainy night like last night.
   
   **Sasha**: What can we do to help drivers see us better since most of us walk to school?
   
   **Abeba**: The police said all pedestrians should wear reflective clothing when walking at night and when the visibility is poor. And, it is important to wear bright clothing during the day. No more black coats for me.
   
   **Sasha**: That is good to know! I didn’t know that!
   
   **Abeba**: Yes. From now on, I will help my family to be more visible to drivers. I am going to buy some reflective bands to put on our jackets. Also, I am going to teach them to always cross at crosswalks and make eye contact with drivers before they step onto the road. Since pedestrians always need to be alert, I will stop texting and talking on my phone when I am walking. I want to be a good role model for my children. I wish Carmen followed those rules last night. Maybe she wouldn’t be injured now.
   
   **Sasha**: I hope we can see her soon.

2. Students can choose a partner and then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

3. Having heard the conversation between Abeba and Sasha, students can discuss with their partner about what they can do to keep themselves and their family safe on the road. Students can write down at least four ideas that they shared with their partner:

   1. 
   2. 
   3. 
   4.

   *This activity was adapted from [Pedestrian Safety Student Handbook]*.
**Activity #8 – Reading (CLB 4), Speaking (CLB 5)**

**Pedestrian Safety**

**Students read the scenario:**
Demi had a busy day. She rushed out of her home with her black pants and jacket on. She dropped her children off at school and then went to the grocery store. She had to wait in line to pay for her groceries and was late for her healthcare provider’s appointment. At the intersection near her healthcare provider’s office, Demi began walking across the road when the pedestrian signal showed a red hand and 6 seconds. While she was crossing, her cell phone rang and she opened her purse to answer it. Demi was almost hit by a car.

**Circle the answer (True or False) for each statement.**

1. Demi was in a rush.  
   - True  
   - False

2. Demi was wearing bright clothing.  
   - True  
   - False

3. Demi obeyed the pedestrian signal when crossing the road.  
   - True  
   - False

4. Demi did not make eye contact with drivers in the intersection.  
   - True  
   - False

**Discussion Questions:**

1. Demi was distracted. What does “distracted” mean? What distracted Demi?

2. What could Demi have done to avoid almost being hit by a car?
Activity #9 – Reading (CLB 6), Speaking (CLB 5)
Pedestrian Safety

Computer Lab

1. The instructor asks students to go to the Ontario Ministry of Transportation website on Road Safety: Pedestrians

2. The instructor asks students to read about the rules for pedestrian crossovers and school crossings that came into effect on January 1, 2016. (Note: These rules do not apply to pedestrian crosswalks at intersections with stop signs or traffic signals, unless a school crossing guard is present.)

3. Have students discuss the following questions:
   - What is the law that came into effect on January 1, 2016?
   - What is the difference between a pedestrian crossover, a school crossing and a crosswalk in an intersection?
   - What can drivers and pedestrians do to keep everyone safe on the roads?
Activity #10 – Reading (CLB 6)
Pedestrian Safety

Read the following paragraph and underline the correct word form or word choice.

1. Walking is the (more, most, biggest) common way for Canadians to be (physical, physically) active. It is also a type of transportation for (more, many, most) people.

2. Walking is considered to be a (safe, safer, safest) activity however there are (risk, risks, riskier) of injuries or deaths from a collision (to, from, with) a motor vehicle. Pedestrian traffic fatalities have (rise, rose, risen) in recent years.

3. In Toronto, when pedestrians are hit by cars, it usually (occurs, occurred, occurring) within 1.5 kilometers of (her, his, their) home. Often the (visual, visibility, visible) is (good, better, best) and the roads (is, are, was) dry.

4. Most pedestrian injuries are (prevented, prevent, preventable).

5. Road safety (was, is, are) everyone’s responsibility. Drivers, pedestrians, and cyclists (must, would, need) share the road and be alert.

6. Pedestrians are more visible to drivers when they wear bright clothing (on, at, during) the day and (reflection, reflecting, reflective) clothing at night. They (should, would, could) also make eye contact with the driver (before, after, when) stepping onto the road.

7. Cross at intersections (where, when, wear) there are traffic lights, stop signs or (at, in, on) crossovers. Look left – right – left before (step, stepped, stepping) (of, off, out) the curb and onto the street.

8. Activating the pedestrian push button at an intersection may (gave, give, gives) pedestrians (five, seven, nine) more seconds to cross the road.

9. At a pedestrian crossover, push the button and (stand, standing, stood) at the curb to indicate that you (will, want, wanted) to cross. When all motor vehicles have (stop, stops, stopped), you can step off the curb and begin crossing the road. (All, Many, Most) cars are to remain stopped until you reach the other side.

10. To avoid being (distract, distracting, distracted), pedestrians should not use (your, their, there) cell phone when walking.
Activity #11 – Self-assessment/Reflection for lower CLB learners
Pedestrian Safety

Name: ____________________________ Date: ____________________________

We discussed pedestrian safety.

• What can I do to be seen when walking outside?
• What can I do to be alert when walking outside?

1. Walking is a good way to be active.
   Yes  No  Maybe

2. Wearing bright clothing during the day helps drivers to see you.
   Yes  No  Maybe

3. It is important to make eye contact with drivers before stepping onto the road.
   Yes  No  Maybe

4. Most pedestrian injuries can be prevented.
   Yes  No  Maybe

5. Using a cell phone when walking keeps you alert.
   Yes  No  Maybe

What do I now know about pedestrian safety? Write what you have learned in the lines below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Activity #12 – Self-assessment/Reflection for higher CLB learners
Pedestrian Safety

Name: ___________________________________________ Date: ________________________________

We discussed pedestrian safety.

How can I use this information for managing my own health and safety or for helping family members manage their health and safety? Write a short paragraph discussing this question.

For example, what would I say to teach my child how to stay safe when he is walking to school with his friends? What would I say to my elderly neighbour to help her keep safe when she is walking to the store to get groceries? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?
Pedestrian Safety Answer Key:

**Activity #2:**

- **School zone**
- **Pedestrian signal – Walk**
- **Pedestrian signal – Do not walk**
- **Pedestrian crossover**
- **Pedestrian push button**
- **No pedestrians allowed**

**Activity #3:**

<table>
<thead>
<tr>
<th>Safer Choice</th>
<th>Unsafe Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chen makes eye contact with drivers before she steps on to the road.</td>
<td>Malana uses headphones to listen to music when she walks.</td>
</tr>
<tr>
<td>Chen likes to be on time so she gives herself lots of time to get where she has to go.</td>
<td>Malana is always late and rushing to get where she has to go.</td>
</tr>
<tr>
<td>Chen looks at her cell phone when she has time to sit down.</td>
<td>Malana uses her cell phone when she is walking outside.</td>
</tr>
<tr>
<td>Chen always uses pedestrian crossovers.</td>
<td>Malana crosses the road wherever she wants to.</td>
</tr>
<tr>
<td>Chen’s orange jacket has a belt with reflective tape on it.</td>
<td>Malana’s black jacket does not have any reflective tape on it.</td>
</tr>
<tr>
<td>Chen always presses the push button at an intersection as she knows it may give her extra time to cross the street.</td>
<td>Malana rushes across the street, even when the red hand on the signal is flashing.</td>
</tr>
<tr>
<td>Chen likes to sit down and enjoy her lunch with friends.</td>
<td>Malana usually eats her lunch as she is walking from one place to the next.</td>
</tr>
</tbody>
</table>
Activity #4:
1. physical  
2. pedestrian  
3. shoes  
4. intersections  
5. listen  
6. bright, reflective  
7. eye contact  
8. distractions  
9. right

Activity #5:
Bright – having a very light and strong colour  
Pedestrian – a person who is travelling on foot or in a wheelchair  
Crosswalk – a marked path where people can safely walk across a street or road  
Reflective – able to show light; make more visible at night  
Alert – able to think clearly and notice things  
Intersection – the place where two or more streets meet or cross each other  
Distraction – something that makes it difficult to think or pay attention  
Driver – the person who controls a car, truck or bus  
Tread – the part of a shoe or boot that touches the ground

Activity #6:
1. Yes  
2. Yes  
3. No  
4. Yes  
5. No  
6. No  
7. Yes  
8. Yes  
9. No  
10. No

Activity #7:
1. I will wear proper shoes or well-maintained footwear when walking.  
2. I will wear bright clothing during the day and reflective clothing at night, or wear a backpack with reflective bands to be more visible to drivers.  
3. I will tell my family to cross the road at intersections with traffic lights, stop signs, or at crossovers.  
4. I will stay alert and pay attention to my surroundings and traffic.  
5. I will practice Stop, Look and Listen before crossing streets. I will look left-right-left before I cross.  
6. I will put down my cell phone while walking on the road.  
7. I will follow road signs and signals while walking on the road.

Activity #8:
True or False
1. True  
2. False  
3. False  
4. True

Discussion:
1. Busy day; late for her healthcare provider’s appointment; cell phone rang
2. Wear bright and reflective clothing; take the time to wait for the next walk signal; avoid using her cell phone when walking
Activity #9:

- As of January 1, 2016, drivers – including cyclists – must stop and yield the whole roadway at pedestrian crossovers, school crossings and other locations where there is a crossing guard. Only when pedestrians and school crossing guards have crossed and are safely on the sidewalk can drivers and cyclists proceed. **These new rules do not apply to pedestrian crosswalks at intersections with stop signs or traffic signals, unless a school crossing guard is present.**

- **Pedestrian crossovers** have specific signs, pavement markings and lights; some have overhead lights/warning signs and pedestrian push buttons.

A **school crossing** is any pedestrian crossing where a school crossing guard is present and using a school crossing stop sign.

A **crosswalk** is a crossing location usually found at intersections with traffic signals, pedestrian signals or stop signs.

- It is up to both drivers and pedestrians to keep everyone safe on Ontario roads.

**Pedestrians:**
- Cross only at marked crossovers, crosswalks or traffic lights; not in the middle of the block or between parked cars.
- Press pedestrian push buttons at crossovers and crosswalks, where available.
- Make sure drivers see you by making eye contact with them before stepping onto the road.
- Wear bright coloured clothing during the day and reflective clothing at night.
- At a traffic light, begin to cross at the start of a green light or “Walk” signal; do not cross if the “Do Not Walk” symbol is flashing or if the light turns yellow.
- Watch for traffic turning right and left at intersections and vehicles turning into and leaving driveways.

**Drivers:**
- Always look for pedestrians, especially when turning.
- Stop for pedestrians at crossovers and crosswalks with crossing guards. Wait until pedestrians and school crossing guards have crossed and are on the sidewalk before proceeding.
- Watch for children. Drive slowly and cautiously through school zones, residential areas, or any other area where children could be walking or playing.
- Be patient, especially with seniors or pedestrians with disabilities who need more time to cross the road.

Activity #10:
1. Walking is the most common way for Canadians to be physically active. It is also a type of transportation for many people.

2. Walking is considered to be a safe activity however there are risks of injuries or deaths from a collision with a motor vehicle. Pedestrian traffic fatalities have risen in recent years.

3. In Toronto, when pedestrians are hit by cars, it usually occurs within 1.5 kilometers of their home. Often the visibility is good and the roads are dry.

4. Most pedestrian injuries are preventable.

5. Road safety is everyone’s responsibility. Drivers, pedestrians, and cyclists must share the road and be alert.

6. Pedestrians are more visible to drivers when they wear bright clothing during the day and reflective clothing at night. They should also make eye contact with the driver before stepping onto the road.

7. Cross at intersections where there are traffic lights, stop signs or at crossovers. Look left – right – left before stepping off the curb and onto the street.

8. Activating the pedestrian push button at an intersection may give pedestrians seven more seconds to cross the road.

9. At a pedestrian crossover, push the button and stand at the curb to indicate that you want to cross. When all motor vehicles have stopped, you can step off the curb and begin crossing the road. All cars are to remain stopped until you reach the other side.

10. To avoid being distracted, pedestrians should not use their cell phone when walking.
Physical Activity

Key Facts

- Regular physical activity improves your health and wellbeing. It has benefits for all ages and abilities including increasing your energy and reducing your risk of developing many chronic diseases.

- The Canadian Physical Activity Guidelines outline the amount and type of physical activity that offer health benefits. According to these guidelines:
  - Adults aged 18-64 years should accumulate at least 150 minutes (2.5 hours) of moderate- to vigorous-intensity aerobic physical activity per week (e.g. brisk walking and bike riding). This can be done in bouts of 10 minutes at a time or more.
  - Add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.
  - More physical activity provides greater health benefits.

- Only 15% of Canadian adults meet the Canadian Physical Activity Guidelines.

- According to Statistics Canada, the average person spends 9.5 hours a day sitting in front of a computer, playing video games, sitting at a desk, driving to work and watching TV. This sedentary behaviour is associated with an increased risk of type 2 diabetes, heart disease, and back pain.

- Many people still do not make regular physical activity a priority. People are encouraged to identify opportunities to build regular physical activity into their day.

Key Messages

1. Engage in 150 minutes of moderate- to vigorous-intensity aerobic physical activity each week, in bouts of 10 minutes or more.

2. Limit time spent sitting each day.

3. Adding more activity into your day can be free and easy – it can be as simple as going for a walk and taking the stairs.

4. Being active can:
   - improve sleep, help to reduce stress, and increase energy
   - reduce your risk of type 2 diabetes, heart disease and cancer
   - make muscles and bones stronger
   - improve memory and concentration
Resources

activeTO.ca [http://www.activeto.ca/]


City of Toronto Parks, Forestry & Recreation [https://www.toronto.ca/explore-enjoy/recreation/]
  • Free & Low Cost Options for Recreation Programs

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]
  • Toronto Public Health – Walking
Physical Activity

Core Content
Learn about the importance of physical activity and what people can do to be more active.

Learning Objectives
Students will:
• Learn about the Canadian Physical Activity Guidelines
• Learn about the health benefits of physical activity
• Have the language necessary to gather information about community resources that will help them incorporate physical activity into their day

Key Messages
• As per the Canadian Physical Activity Guidelines, adults aged 18-64 years should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more. It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.
• Look for opportunities to incorporate physical activity into your day.
• There are many free and low cost ways to be active.
• Time spent sitting should be limited.
Helpful English Words

Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity #1: sun hat, running shoes, sunglasses
Activity #2: sitting, stretching, public transit, stairs
Activity #3: sedentary, computer, activity breaks, earlier, treadmill
Activity #4: stretch, sunscreen, heart disease, hydrated, Canadian Physical Activity Guidelines, recommend, moderate, vigorous, intensity, aerobic, decrease, risk, developing, muscles, bones, outdoors, cover, apply, plenty
Activity #5: lifting weights, cycling, type 2 diabetes, reduce stress, sweat, out of breath, strengthening exercise
Activity #6: mental health, benefits, active, less, energy, improve, memory, concentration, shovelling, provide
Activity #7: recreation centre, registration, community centre, Parks, Forestry and Recreation, register, Zumba, client number, program, account, gender, information, expire, registration list, reminder calls
Activity #8: No new words
Activity #9: sources, method, challenges
Activity #10: motivation, behaviour, requires, pace, heart rate, racing, destination, simple
Activity #11: bouts
Activity #12: information, managing, spends time, team
Discussion Questions to Assess Student Knowledge about Physical Activity

1. Discuss as a class. Why is physical activity important?

   Activity: In pairs, try to write down as many benefits of being physically active.

   (Answers could include: feeling better; reducing stress; decreasing the risk of developing chronic diseases such as type 2 diabetes, heart disease and cancer; sleeping better; more energy; stronger bones and muscles; improving memory and concentration; maintaining a healthy body weight)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. Are you more active in Canada than you were in your home country?

3. Do you know how much physical activity you should be getting?

   (The Canadian Physical Activity Guidelines recommend that adults should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.)
Activity #1 – Writing (CLB 1)
Physical Activity

Copy the words on the picture.

Sun hat

Sunglasses

Running shoes
Activity #2 – Reading (CLB 2)
Physical Activity

Write the word(s) from the Word List under the matching picture.

WORD LIST

Public Transit

Stretching

Stairs

Walking

Sitting
Activity #3 – Reading (CLB 3)
Physical Activity

Instructor: Ask the students to work in pairs or trios. Cut out the information strips about Mariam and Hannah and give a set to each pair/trio. Then provide the following information: Mariam and Hannah are co-workers. They are both 25 years old.

Encourage the students to decide whether each action is sedentary or active. Being sedentary increases the risk of developing chronic diseases, while being physically active helps to prevent chronic diseases. Separate the answers into two corresponding piles and then have the groups decide which person has a healthier lifestyle.

Alternatively, you could make it a group activity. You (or a student) could read out each statement to the class and ask the class whether the action/information is sedentary or active. Record the answers on the board and discuss as a group which woman has a healthier lifestyle.

Mariam sits in front of her computer for 7 hours a day at the office.

Hannah takes short activity breaks every hour.

Mariam eats her lunch at her desk.

Hannah goes for a walk during lunch break.

Mariam drives one hour to get home after work.

Hannah gets off the bus one stop earlier and walks the rest of the way home.

Mariam sits on her couch and watches TV after dinner.

Hannah plays catch with her dog at the park after dinner.

Mariam takes the elevator to the 3rd floor.

Hannah takes the stairs to the 3rd floor.

Mariam sits on a park bench and plays a game on her cell phone.

Hannah plays volleyball with her friends.

Mariam plays video games with her friends every Saturday.

Hannah watches TV while she walks on the treadmill every Saturday.
Activity #4 – Reading (CLB 4)
Physical Activity

Fill each blank with a word or number from the list below.

1. The Canadian Physical Activity Guidelines recommend that adults get ___________ minutes of moderate- to vigorous-intensity aerobic physical activity a week.

2. Being physically active everyday can decrease a person’s risk of developing diseases such as ____________.

3. Being active makes your muscles and bones ____________

4. It is important to ___________ after any type of physical activity.

5. Going for a ___________ is an easy and free activity that people of all ages can do anytime of the year.

6. When being active outdoors, it is important to wear clothes that cover as much skin as possible, wear a hat, wear sunglasses and apply plenty of ____________

7. Make sure to stay ___________ when being active.

8. Take ___________ ___________ during the day to break up the time spent sitting.

WORD LIST
- stretch
- 150
- sunscreen
- walk
- stronger
- heart disease
- activity breaks
- hydrated
### Activity #5 – Reading (CLB 4)

Physical Activity

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifting weights</td>
<td>example of a sedentary activity</td>
</tr>
<tr>
<td>Cycling</td>
<td>sedentary behaviour increases a person's risk of developing this disease</td>
</tr>
<tr>
<td>Watching TV</td>
<td>this should be done after any physical activity</td>
</tr>
<tr>
<td>Type 2 diabetes</td>
<td>example of an aerobic activity</td>
</tr>
<tr>
<td>Stretch</td>
<td>a benefit of being active</td>
</tr>
<tr>
<td>Walking</td>
<td>this intensity of physical activity causes you to sweat and be out of breath</td>
</tr>
<tr>
<td>Reduce stress</td>
<td>example of a strengthening exercise</td>
</tr>
<tr>
<td>Vigorous</td>
<td>a free activity that can be done all year round</td>
</tr>
</tbody>
</table>
Activity #6 – Reading (CLB 4)
Physical Activity

Circle the answer (Yes or No) for each question.

1. Should adults be getting at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity every week? Yes No

2. Can being active improve your mental health? Yes No

3. Is taking the stairs instead of the elevator or escalator one way to add physical activity into your day? Yes No

4. Is walking an activity that can only be done in the summer? Yes No

5. Will you have less energy if you are physically active? Yes No

6. Can being active help to improve your memory and concentration? Yes No

7. Is shoveling the snow an example of being physically active? Yes No

8. Does being active for 10 minutes at a time provide benefits for your body? Yes No
Activity #7 – Listening (CLB 5), Speaking (CLB 5)

Physical Activity

Registration for a class at a local recreation centre.

1. The instructor reads the following script to the students.

   **Receptionist:** Good afternoon, you have reached the registration centre for Parks, Forestry and Recreation. How can I help you?

   **Client:** Good afternoon. I would like to register for the Zumba classes that will be taking place at Chalkfarm Community Centre.

   **Receptionist:** May I please have your client number?

   **Client:** I do not have a client number, this is my first time calling to register for a program.

   **Receptionist:** May I please have your first and last name as well as your phone number so I can make sure we do not have an account open for you already?

   **Client:** Yes, my name is (insert name) and my phone number is 416 123 4567.

   **Receptionist:** Thank you. I do not see an account under your name or telephone number. I will make an account for you. May I please have your date of birth, gender, home address and an email address if you have one?

      Client: Yes, my date of birth is: January 1, 1980 and I am a female. My home address is: 123 Toronto Street. My email address is: gettingactive@gmail.com.

   **Receptionist:** Thank you for that information. I have made an account for you. Your client number is: 12234. You can use the same account to sign up for any programs in the future; this account does not expire.

      Client: Thank you, I will write down my client number so that I can remember it.

   **Receptionist:** There is a free Zumba class that is taking place at Chalkfarm Community Centre. It is a free 9 week program. Is this the same program you would like to register for?

      Client: Yes, that’s the one. I’m so excited!

   **Receptionist:** Great, I have added you to the registration list. This class takes place on Thursdays from 7:30 PM-8:30 PM starting on October 5th at Chalkfarm Community Centre. It goes until November 30th. We do not provide reminder calls, so please write down the dates and times.

      Client: Yes, I will write all that information down. Thank you so much.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.
Activity #8 – Speaking (CLB 4) or Writing (CLB 4)

Physical Activity

Students discuss the questions in small groups or write a brief paragraph about one of the topics below.

1. What are some benefits of physical activity that you learned about today?

2. Why do you think most people are not meeting the physical activity guidelines?

3. What are some strategies that can be used to add physical activity into a busy day?
Activity #9 – Reading (CLB 5)

Physical Activity

Computer Lab

1. The instructor tells students to find their local recreation centre by visiting the City of Toronto www.toronto.ca – Parks Forestry and Recreation webpage:

   https://www.toronto.ca/explore-enjoy/recreation

2. Find a free physical activity program happening in Toronto this month by visiting http://www.activeto.ca/
   a) What activity/program is taking place?
   b) When will it take place?
   c) Where will it take place?
Activity #10 – Reading (CLB 6)
Physical Activity

Read the following paragraph and underline the correct word form or word choice.

1. (Many, Most, All) Canadians are not getting the recommended 150 minutes of moderate- to vigorous-intensity aerobic physical activity a week.

2. Being physically active can (increase, decrease, stabilize) your energy, improve your memory and concentration, (reduce, less, reducing) your stress and make your muscles and bones (stronger, strong, strongest).

3. There are many reasons that people are not meeting the guidelines. They can (include, includes, including) not having enough time, having sedentary jobs, and not (knows, knew, knowing) about recreational opportunities in their neighbourhood.

4. Sedentary behaviour is any activity that requires very (little, less, small) movement. This includes time spent sitting or lying down. Many sedentary behaviours involve time (spent, spending, spend) in front of a screen such as a computer, tablet or television.

5. When being physically active, you know you are (going, go, gone) at a moderate pace when you can talk but not sing while doing the activity. Your heart rate will increase but it will not be racing.

6. One way to add physical activity to your day is (get, got, getting) off the bus, streetcar or subway one stop earlier and walking the rest of the way to your destination.

7. Adding more physical activity can be simple and free, such as going for a walk around the neighbourhood and (take, taking, took) the stairs instead of the elevator. Some recreation centres also offer free programs for local residents of the community.
Activity #11 – Self-assessment/Reflection for lower CLB learners

Physical Activity

Name: ___________________________ Date: ___________________________

We discussed physical activity.

- Why is physical activity important?
- What can I do to be more active?

1. Regular physical activity can reduce a person's risk of developing many chronic diseases.
   - Yes
   - No
   - Maybe

2. Being active for bouts of 10 minutes provides health benefits.
   - Yes
   - No
   - Maybe

3. Mental health benefits of physical activity include reduced stress and feeling better.
   - Yes
   - No
   - Maybe

4. Going for a walk during lunch break is one way to add physical activity to your day.
   - Yes
   - No
   - Maybe

5. Adding more physical activity to your day can be free, simple and fun.
   - Yes
   - No
   - Maybe

What did I learn about the importance of physical activity and how I can include it in my day? Write what you learned in the lines below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Activity #12 – Self-assessment/Reflection for higher CLB learners
Physical Activity

Name: __________________________ Date: __________________________

We discussed the importance of physical activity and how we can be more active.

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my teenaged daughter who spends most of her time on the computer? What would I say to my son who wants to play sports but did not make the team at school? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?
Physical Activity Answer Key:

Activity #2:

| Stairs | Walking | Public Transit | Sitting | Stretching |

Activity #3:

<table>
<thead>
<tr>
<th>Active</th>
<th>Sedentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannah takes short activity breaks every hour.</td>
<td>Mariam sits in front of her computer for 7 hours a day at the office</td>
</tr>
<tr>
<td>Hannah goes for a walk during lunch break.</td>
<td>Mariam eats her lunch at her desk</td>
</tr>
<tr>
<td>Hannah gets off the bus one stop earlier and walks the rest of the way home.</td>
<td>Mariam drives one hour to get home after work.</td>
</tr>
<tr>
<td>Hannah plays catch with her dog at the park after dinner.</td>
<td>Mariam sits on her couch and watches TV after dinner.</td>
</tr>
<tr>
<td>Hannah takes the stairs to the 3rd floor.</td>
<td>Mariam takes the elevator to the 3rd floor.</td>
</tr>
<tr>
<td>Hannah plays volleyball with her friends.</td>
<td>Mariam sits on a park bench and plays a game on her cell phone.</td>
</tr>
<tr>
<td>Hannah watches TV while she walks on the treadmill every Saturday.</td>
<td>Mariam plays video games with her friends every Saturday.</td>
</tr>
</tbody>
</table>

Activity #4:

1. 150  
2. heart disease  
3. stronger  
4. stretch  
5. walk  
6. sunscreen  
7. hydrated  
8. activity breaks

Activity #5

Lifting weights – example of a strengthening exercise
Cycling – example of an aerobic activity
Watching TV – example of a sedentary activity
Type 2 diabetes – sedentary behaviour increases a person’s risk of developing this disease
Stretch – this should be done after any physical activity
Walking – a free activity that can be done all year round
Reduce stress – a benefit of being active
Vigorous – this intensity of physical activity causes you to sweat and be out of breath
Activity #6:

Activity #8:
1. Increase energy; decrease risk of developing many chronic diseases such as heart disease, diabetes, cancer; improve sleep; reduce stress; make muscles and bones stronger; improve memory and concentration
2. No time; too busy; too tired; alone; no money
3. Take the stairs; get off one stop before on the bus/subway/streetcar and walk the rest of the way; find time in the day to be active; go for a walk during lunch break; take fitness breaks; make social time active time; play outside with your children

Activity #10:
1. Most Canadians are not getting the recommended 150 minutes of moderate- to vigorous-intensity aerobic physical activity a week.
2. Being physically active can increase your energy, improve your memory and concentration, reduce your stress and make your muscles and bones stronger.
3. There are many reasons that people are not meeting the guidelines. They can include not having enough time, having sedentary jobs and not knowing about recreational opportunities in their neighbourhood.
4. Sedentary behaviour is any activity that requires very little movement. This includes time spent sitting or lying down. Many sedentary behaviours involve time spent in front of a screen such as a computer, tablet or television.
5. When being physically active, you know you are going at a moderate pace when you can talk but not sing while doing the activity. Your heart rate will increase but it will not be racing.
6. One way to add physical activity to your day is getting off the bus, streetcar or subway one stop earlier and walking the rest of the way to your destination.
7. Adding more physical activity can be simple and free, such as going for a walk around the neighbourhood and taking the stairs instead of the elevator. Some recreation centres also offer free programs for local residents of the community.
Sun Safety

Key Facts

- Skin cancer is the most common cancer in Canada, and rates of melanoma (the deadliest form of skin cancer) are increasing.
- Skin cancer can be prevented.
- Ultraviolet rays (UV) are recognized as cancer causing (carcinogenic).
- Exposure to the sun and other sources of UV rays, such as indoor tanning devices, are known to cause: skin cancer, sunburns, skin damage, early aging of skin, eye damage such as cataracts and harm the immune system.
- UV rays are not related to temperature so you still need to protect yourself from the sun on cool, cloudy days and in the winter.
- The sun's UV rays can penetrate clouds, fog and haze.

Sun Safety Key Messages

- Everyone regardless of skin type can get skin cancer. The risk for skin cancer increases for people who have:
  - Light-coloured or freckled skin
  - Long periods of exposure to the sun through work or play
  - A history of sunburns
  - A history of indoor tanning
  - Certain types and large numbers of moles
- Avoid getting a suntan or a sunburn.
- Avoid exposing yourself to UV rays to meet vitamin D needs. Use food or supplements instead.
- Never leave children and pets unattended in a vehicle. This is especially important in hot weather as this can result in death.
- Enjoy the sun safely. Protect your skin and eyes from the sun by following the Ontario Sun Safety Working Group’s recommendations:
  - **Time of Day**: Limit time in the sun especially when the UV (ultraviolet) Index is 3 or higher, usually between 11 a.m. to 3 p.m.
  - **Shade**: Seek shade or make shade (e.g. by using an umbrella). Keep babies under the age of 1 out of direct sunlight to prevent sunburn, skin damage and dehydration.
  - **Cover Up**: Wear clothes that cover as much skin as possible. Clothes made of tightly woven fabric or those labeled as UV-protective are best. Wear a wide brimmed hat that covers the head, neck and ears.
  - **Sunscreen**: Apply plenty of sunscreen with SPF 30 or higher, labelled “broad spectrum” (UVA and UVB protection) and “water resistant”. Reapply when needed (especially after swimming, sweating, or toweling). Use a sunscreen lip balm. Sunscreen may be used on babies over six months of age; avoid the mouth and eye areas. No sunscreen provides 100% protection. Use sunscreen with the other sun protection measures.
  - **Sunglasses**: Wear sunglasses with UV 400 or 100% UV protection. Eye protection is needed when there is snow, sand, or water nearby, as UV rays reflect off surfaces. Children’s and babies’ sunglasses should be unbreakable.
Skin Cancer Prevention
Healthy lifestyle choices can help lower the risk of skin cancer. Enjoy the sun safely. Protect your skin and eyes from the sun by following the Ontario Sun Safety Working Group’s recommendations.

Resources
Toronto Public Health [https://www.toronto.ca/explore-enjoy/recreation/]
  • Skin Health

Canadian Cancer Society [http://www.cancer.ca/en/?region=on]
  • Sun and UV

Cancer Care Ontario – My Cancer IQ [https://www.mycanceriq.ca/]
  • Complete a cancer risk assessment and get a personalized action plan

Melanoma Network of Canada Sun Safe Sun Aware [https://www.melanomanetwork.ca/]
  • How to Prevent and Detect Melanoma
Sun Safety

Core Content

Learn about the importance of protecting your skin and eyes from the sun, and what you can do to lower your risk of developing skin cancer.

Learning Objectives

Students will:

- Learn how to protect their skin and eyes from the sun according to the Ontario Sun Safety Working Group’s recommendations
- Learn the importance of protecting their skin and eyes from the sun
- Have the language necessary to talk with their healthcare provider about sun safety

Key Messages

- Everyone regardless of skin type can get skin cancer, however, it is one of the most preventable types of cancer.
- Avoid getting a suntan or a sunburn.
- Avoid exposing yourself to UV rays to meet vitamin D needs. Use food or supplements instead.
- Enjoy the sun safely. Protect your skin and eyes from the sun by following the Ontario Sun Safety Working Group’s recommendations:
  - **Time of Day**: Limit time in the sun especially when the UV (ultraviolet) Index is 3 or higher, usually between 11 a.m. to 3 p.m.
  - **Shade**: Seek shade or make shade (e.g. by using an umbrella). Keep babies under the age of 1 out of direct sunlight to prevent skin damage and dehydration.
  - **Cover Up**: Wear clothes that cover as much skin as possible. Clothes made of tightly woven fabric or those labeled as UV-protective are best. Wear a wide brimmed hat that covers the head, neck and ears.
  - **Sunscreen**: Apply plenty of sunscreen with Sun Protection Factor (SPF) 30 or higher, labelled “broad spectrum” (UVA and UVB protection) and “water resistant”. Reapply when needed (especially after swimming, sweating, or towelling). Use a sunscreen lip balm. Sunscreen may be used on babies over six months of age; avoid the mouth and eye areas. No sunscreen provides 100% protection. Use sunscreen with the other sun protection measures.
  - **Sunglasses**: Wear sunglasses labelled with UV 400 or 100% UV protection. Eye protection is needed when there is snow, sand, or water nearby, as UV rays reflect off surfaces. Children’s and babies’ sunglasses should be unbreakable.
Helpful English Words

Note: If you are beginning the activities at a higher level, make sure that students are familiar with the vocabulary from earlier activities.

Activity #1: shade, sunscreen, sunglasses, limit
Activity #2: tan
Activity #3: risk, wide brimmed hat, ball cap, walk, protective clothing, regularly, SPF 30, labelled, broad spectrum, water resistant, vitamin D, indoor tanning beds, sunburn, avoid, beach
Activity #4: index, cancer, seek, weather forecast, UV-protective, shelter, apply, sweating, towelling, pop-up
Activity #5: Ultraviolet (UV) rays, close-fitting
Activity #6: exposure, damage, wrinkles, reflective, surfaces, concrete, harmful, indoor tanning session
Activity #7: annual physical, local community health centre, ago, health card number, available, routine, screenings
Activity #8: awning
Activity #9: environment, melanoma, risk assessment, action plan, personal, risk factor, develop, family history
Activity #10: flaps
Activity #11: supplements
Activity #12: devices
Discussion Questions to Assess Student Knowledge about Sun Safety

1. Discuss as a class. What does prevention mean?

   Activity: In pairs, ask students to write down as many things they can do to be healthy.

   (Answers could include: healthy eating; being physically active; having little or no alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; going for screening tests recommended by a healthcare provider; protecting yourself from the sun.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. What do you think of when you hear the word “cancer”? How does it make you feel?

3. Discuss as a class. What does protect mean?

   Activity: In pairs, write as many things that you can do to protect yourself from the sun.

   (Answers could include: wear a wide brimmed hat; wear sunscreen; seek shade; wear sunglasses; cover up; wear UV-protective clothing; limit time spent in mid-day sun.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

   (Skin cancer is almost completely preventable, yet it is the most common of all cancers in Canada and the rates are increasing. Enjoy the outdoors safely by protecting your skin and eyes from the sun by following the Ontario Sun Safety Working Group’s recommendations.)
### Activity #1 – Writing (CLB 1)
#### Sun Safety

Copy the words beside the picture.

This is a drawing of how you can protect yourself from the sun.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sun" /></td>
<td>Limit time in the sun</td>
</tr>
<tr>
<td><img src="image" alt="Shade" /></td>
<td>Try to find or make shade</td>
</tr>
<tr>
<td><img src="image" alt="Clothes and Hat" /></td>
<td>Wear clothes and a hat</td>
</tr>
<tr>
<td><img src="image" alt="Sunscreen" /></td>
<td>Use sunscreen</td>
</tr>
<tr>
<td><img src="image" alt="Sunglasses" /></td>
<td>Wear sunglasses</td>
</tr>
<tr>
<td><img src="image" alt="No Tan" /></td>
<td>Do not try to get a tan</td>
</tr>
</tbody>
</table>
Activity #2 – Reading (CLB 2)
Sun Safety

Write the word(s) from the Word List under the matching picture.

WORD LIST
Shade
Hat
Sunscreen
Sunglasses
Sun
Clothes
Activity #3 – Reading (CLB 3)
Sun Safety

Instructor: Ask the students to work in groups of two or three. Cut the statements into individual strips and give a set to each group. Then provide the following information: Lydia and Adam are friends. They are both 56 years old.

Encourage the students to decide whether each action is a healthy choice that can decrease the risk of developing skin cancer, or an unhealthy choice which may increase the risk of developing skin cancer. Separate the answers into two corresponding piles and then have the groups decide which person has a healthier lifestyle.

Alternatively, participate in a group activity. The instructor (or a student) reads out each statement and asks the class whether the action may reduce or increase the risk of developing skin cancer. Record the answers on the board and then have the class decide which person has a healthier lifestyle.

- Adam wears a ball cap.
- Lydia wears a wide brimmed hat (hat that covers the head, neck and ears).
- Adam goes for a walk after lunch at 1 p.m. without protective clothing and sunglasses.
- Lydia goes for a walk after dinner at 6 p.m.
- Adam has not seen his healthcare provider in many years.
- Lydia sees her healthcare provider regularly.
- Adam does not wear sunscreen.
- Lydia wears SPF 30 sunscreen labelled broad spectrum and water resistant all year.
- Adam sits out in the direct sun to get vitamin D.
- Lydia gets vitamin D from food such as fish, milk and eggs.
- Adam gets a tan using indoor tanning beds.
- Lydia avoids getting a tan or sunburn.
- When at the beach, Adam lies in the direct sun.
- When at the beach, Lydia sits under a UV-protective tent.
Activity #4 – Reading (CLB 4)
Sun Safety

Fill each blank with a word from the list below.

WORD LIST

- vitamin D
- shade
- broad spectrum
- skin
- UV Index
- sunglasses
- sunscreen

1. In Canada _________________ cancer is the most common type of cancer.

2. If you can, limit time in the sun when the _______________ _______________ is 3 or higher, usually between 11 a.m. to 3 p.m. The UV Index is reported along with the weather forecast in newspapers, on TV and on the radio.

3. Seek _________________ or make shade by using an umbrella, a UV-protective tent or pop-up shade shelter.

4. Apply plenty of sunscreen with SPF 30 or higher, labelled _________________ _________________ and water resistant.

5. Reapply _________________ after swimming, sweating, or towelling.

6. Wear _________________ labelled with UV 400 or 100% UV protection.

7. A safer way to get _________________ is from food or vitamin supplements.
**Activity # 5 – Reading (CLB 4)**

**Sun Safety**

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ultraviolet (UV) rays</td>
<td>offers both UVA and UVB protection</td>
</tr>
<tr>
<td>Broad spectrum sunscreen</td>
<td>is a measure of the strength of the sun’s UV rays – the higher the number, the stronger the sun’s rays and the more important it is to protect yourself</td>
</tr>
<tr>
<td>Ultraviolet (UV) Index</td>
<td>these are the hours when time spent in the sun should be limited</td>
</tr>
<tr>
<td>11:00 a.m.– 3:00 p.m.</td>
<td>prevents damage to your eyes by blocking UV rays; close-fitting ones with 100% UV protection are best</td>
</tr>
<tr>
<td>Wide brimmed hat</td>
<td>invisible rays such as UVA and UVB, that are part of the energy that comes from the sun; can burn the skin and cause skin cancer</td>
</tr>
<tr>
<td>Sunglasses</td>
<td>slight darkness caused by something blocking the direct light from the sun</td>
</tr>
<tr>
<td>Shade</td>
<td>a hat that covers the head, neck and ears</td>
</tr>
</tbody>
</table>
Activity #6 – Reading (CLB 4)
Sun Safety

Circle the answer (Yes or No) for each question or statement.

1. Does exposure to the sun’s ultraviolet (UV) rays lead to eye damage, sunburns, skin damage, wrinkles and skin cancer? Yes No

2. Is skin cancer the most common cancer in Canada? Yes No

3. Does sunscreen provide 100% protection from the sun? Yes No

4. Can reflective surfaces (e.g. concrete, sand, water, snow) increase the harmful effects of the UV rays? Yes No

5. Does wearing clothes that cover as much skin as possible, a wide brimmed hat and sunglasses protect you from the sun? Yes No

6. Can skin cancer be prevented? Yes No

7. The UV index is a measure of the strength of the sun’s UV rays – the higher the number, the stronger the sun’s rays and the more important it is to protect yourself. Is the UV index usually highest between 11 a.m. to 3 p.m.? Yes No

8. Is exposing yourself to UV rays the best way to meet vitamin D needs? Yes No

9. Can one indoor tanning session increase your risk of developing skin cancer? Yes No
Activity #7 – Listening (CLB 4), Speaking (CLB 4)

Sun Safety

Making an Appointment for an Annual Physical

1. The instructor reads the following script to the students.

   **Receptionist:** Good morning. You have reached your local Community Health Centre.

   **Caller:** Good morning. This is (insert name) and I would like to make an appointment for my annual physical with my healthcare provider please.

   **Receptionist:** Ok. Have you already had your annual physical exam this year?

   **Caller:** No, I haven’t. My last annual physical exam was over 1 year ago. I’m a bit worried about a mole on my back. It’s getting bigger and darker.

   **Receptionist:** Ok, it’s good that you called. I’ll put a note on your chart. Can I please have your first and last name, and your health card number?

   **Caller:** Yes, my name is (insert name). My health card number is 01234 567 890.

   **Receptionist:** Thank you. I have an appointment available on Friday at 9:30 a.m.

   **Caller:** Thank you. Friday at 9:30 a.m. is fine.

   **Receptionist:** Ok. Please arrive ten minutes before your appointment and bring your health card. You will discuss all of your routine screenings with your healthcare provider during your appointment.

   **Caller:** Thank you. Bye.

   **Receptionist:** Bye.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order as the script was read to them.

3. Students then practice the dialogue, playing each role in turn. Instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.
Activity #8 – Speaking (CLB 5) or Writing (CLB 5)

Sun Safety

Students discuss the questions in small groups or write a brief paragraph about one of the topics below.

1. What outdoor activities do you like to do in the summer? What can you do to protect yourself from the sun while doing these activities?

2. Describe what the UV Index is. What time of day are the UV rays the strongest?
   
   If you listen to the radio in the morning, and they say “Today the UV Index is high” or “The UV Index is 8 today”, what does that mean you should do?

3. Where can you find shade? What can you bring with you to create shade?

4. What should you look for on the label when buying a sunscreen? Can you get a sunburn on a cloudy day?
Activity #9 – Reading (CLB 6)
Sun Safety

Computer Lab


   Have students think about what the UV number means, and what they should do to protect themselves from the sun.

2. The instructor asks students to complete a melanoma (cancer of the skin) cancer risk assessment by visiting: Cancer IQ: [https://www.mycanceriq.ca/](https://www.mycanceriq.ca/)

   Once they complete the assessment, they get a personal action plan.

   Explain that having risk factors does not mean that a person will develop cancer. Some risk factors cannot be changed, such as your family history, eye or natural hair color. Focus on the things that can be changed – healthy lifestyle choices that you can make to lower the risk of developing skin cancer.

   Have students think of one small action they can take to lower their risk of developing skin cancer.
Activity #10 – Reading (CLB 6)
Sun Safety

Read the following paragraph and underline the correct word form or word choice.

1. Skin cancer is the (more, most, biggest) common cancer in Canada.

2. Exposure to the sun’s ultraviolet (UV) rays (are, can, is) lead to: sunburns, skin damage, skin cancer, eye damage.

3. If you can, (limit, limited, limiting) time in the sun when the UV Index is 3 or (highest, higher, larger), usually between 11 a.m. and 3 p.m.

4. Seek shade or (make, making, makes) shade by using (a, an, and) umbrella, a UV-protective tent or pop-up shade shelter.

5. Wear clothes that (cover, covers, covered) as much skin as possible or UV-protective clothing. Wear a wide brimmed hat or a hat with (flaps, flapper, flapped) that cover the head, neck and ears.

6. (Apply, Applying, Applied) plenty of sunscreen with SPF 30 or higher, (label, labels, labelled) ‘broad spectrum’ and ‘water resistant’. Reapply (after, before, when) needed especially after swimming, sweating, or towelling. (Use, Using, Used) sunscreen lip balm.

7. Wear sunglasses (widths, wits, with) UV 400 or 100% UV (protection, protections, protective).
Activity #11 – Self-assessment/Reflection for lower CLB learners
Sun Safety

Name: ____________________________ Date: ____________________________

We discussed skin cancer prevention.
• What can I do to prevent skin cancer?
• How can I protect my skin and eyes from the sun?

1. I should try to limit time in the sun when the UV index is 3 or higher.
   Yes  No  Maybe

2. Sunscreen is 100% protective.
   Yes  No  Maybe

3. Food or supplements are a better way to get vitamin D than from the sun.
   Yes  No  Maybe

4. People with dark skin do not get skin cancer.
   Yes  No  Maybe

5. Covering up by wearing clothes that cover as much skin as possible, a hat that covers my head, neck and ears and sunglasses can protect me from the sun.
   Yes  No  Maybe

What do I now know about skin cancer prevention and ways to protect myself from the sun? Write what you have learned in the lines below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Activity #12 – Self-assessment/Reflection for higher CLB learners
Sun Safety

Name: ___________________________________________ Date: ____________________________

We discussed skin cancer prevention and ways to protect your skin and eyes from the sun.

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my teenage daughter/niece if she asked me about using indoor tanning devices? What would I say to my mother if she asked me about the best way to get vitamin D? How do I keep my family safe from the sun? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Sun Safety Answer Key:

**Activity #2:**

- **Hat**
- **Sun**
- **Sunglasses**
- **Clothing**
- **Shade**
- **Sunscreen**

**Activity #3:**

<table>
<thead>
<tr>
<th>Healthy Choice</th>
<th>Unhealthy Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lydia wears a wide brimmed hat (hat that covers the head, neck and ears).</td>
<td>Adam wears a ball cap.</td>
</tr>
<tr>
<td>Lydia goes for a walk after dinner at 6 p.m.</td>
<td>Adam goes for a walk after lunch at 1 p.m. without protective clothing and sunglasses.</td>
</tr>
<tr>
<td>Lydia sees her healthcare provider regularly.</td>
<td>Adam has not seen his healthcare provider in many years.</td>
</tr>
<tr>
<td>Lydia wears SPF 30 sunscreen labelled broad spectrum and water resistant all year.</td>
<td>Adam does not wear sunscreen.</td>
</tr>
<tr>
<td>Lydia gets vitamin D from food such as fish, milk and eggs.</td>
<td>Adam sits out in the direct sun to get vitamin D.</td>
</tr>
<tr>
<td>Lydia avoids getting a tan or sunburn.</td>
<td>Adam gets a tan using indoor tanning beds.</td>
</tr>
<tr>
<td>When at the beach Lydia sits under a UV-protective tent.</td>
<td>When at the beach, Adam lies in the direct sun.</td>
</tr>
</tbody>
</table>

**Activity #4:**

1. skin
2. UV Index
3. shade
4. broad spectrum
5. sunscreen
6. sunglasses
7. vitamin D

**Activity #5:**

- **Ultraviolet (UV) rays** – invisible rays such as UVA and UVB that are part of the energy that comes from the sun; can burn the skin, and cause skin cancer
- **Broad spectrum sunscreen** – offers both UVA and UVB protection
- **Ultraviolet (UV) Index** – is a measure of the strength of the sun’s UV rays – the higher the number, the stronger the sun’s rays and the more important it is to protect yourself
- **11:00 a.m. – 3:00 p.m.** – these are the hours when time spent in the sun should be limited
- **Wide brimmed hat** – a hat that covers the head, neck and ears
- **Sunglasses** – prevents damage to your eyes by blocking UV rays; close fitting ones with 100% UV protection are best
- **Shade** – slight darkness caused by something blocking the direct light from the sun
Activity #6:
1. Yes
2. Yes
3. No
4. Yes
5. Yes
6. Yes
7. Yes
8. No
9. Yes

Activity #8:
1. Outdoor sports are often held when the sun’s ultraviolet (UV) rays are very strong. Water, sand, concrete and snow can reflect and increase the sun’s UV rays. Protect your skin and eyes from the sun by following the Ontario Sun Safety Working Group’s recommendations.

2. The UV Index is a measure of the strength of the sun’s UV rays – the higher the number, the stronger the sun’s rays and the more important it is to protect yourself. In Canada, the UV Index is usually 3 or higher between 11 a.m. to 3 p.m. between April and September.

3. Shade can be found under a tree, awning. You can create shade by using an umbrella, building a tent.

4. Choose a sunscreen that is labelled SPF 30 or higher, ‘broad spectrum’ (UVA and UVB protection), and ‘water resistant’. Water, sand, concrete and snow can reflect and increase the sun’s UV rays. UV rays are not related to temperature, so you still need to protect yourself from the sun on cool, cloudy days and in the winter too.

Activity #10:
1. Skin cancer is the most common cancer in Canada.

2. Exposure to the sun’s ultraviolet (UV) rays can lead to: sunburns, skin damage, skin cancer, eye damage.

3. If you can, limit time in the sun when the UV Index is 3 or higher, usually between 11 a.m. and 3 p.m.

4. Seek shade or make shade by using an umbrella, a UV-protective tent or pop-up shade shelter.

5. Wear clothes that cover as much skin as possible or UV-protective clothing. Wear a wide brimmed hat or a hat with flaps that cover the head, neck and ears.

6. Apply plenty of sunscreen with SPF 30 or more, labelled ‘broad spectrum’ and ‘water resistant’. Reapply when needed especially after swimming, sweating, or towelling. Use sunscreen lip balm.

7. Wear sunglasses with UV 400 or 100% UV protection.
Tobacco Use

Key Facts

- In Ontario, tobacco use continues to be the leading cause of preventable illness and death. 13,000 people die prematurely from tobacco use each year in Ontario (2016).
- Smoke from the burning end of a cigarette has more harmful chemicals in it than the smoke inhaled directly by the person who is smoking it. There is no safe level of exposure to second-hand smoke.
- Exposure to second-hand smoke can increase your risk of: heart disease (by 25-30%); lung cancer (by 20-30%); nasal, sinus, breast and cervical cancer; and breathing problems like emphysema, pneumonia and bronchitis.
- Second-hand smoke is particularly dangerous for infants and children. Children exposed to second-hand smoke are at greater risk for Sudden Infant Death Syndrome, pneumonia, bronchitis and asthma.
- Third-hand smoke consists of residual tobacco smoke pollutants that remain on surfaces such as clothes, furniture, walls, and vehicles and can stay there for several months after smoking has stopped, even after the surfaces have been washed.
- Third-hand smoke contains cancer-causing substances and can also accumulate in dust. Third-hand smoke exposure results from the involuntary inhalation, ingestion, or dermal uptake of third-hand smoke pollutants in the air, in dust, and on surfaces (i.e. children pick up residue from dust when crawling and then may ingest it by sucking their hands).
- Nicotine in tobacco is one of the most addictive substances known. Most people who use tobacco do not realize how easy it is to become addicted. Even experimenting with tobacco use can lead to daily smoking.
- When a person smokes it takes less than 10 seconds for the nicotine from a cigarette to affect their brain. The brain becomes used to getting the nicotine from tobacco and craves it once it is gone. It takes time for a person to get used to living without nicotine from tobacco.

Toronto and Ontario smoke-free laws are in place to:

- Protect people from being exposed to the harmful effects of second-hand smoke
- Help people who smoke reduce or consider quitting altogether
- Reduce the visibility of smoking, making it less socially acceptable to children and youth

These efforts have greatly reduced tobacco use and lowered health risks for everyone in Ontario.

Here are some facts about the smoke-free laws in Toronto and Ontario:

- The sale and supply of tobacco and electronic cigarette products to minors under 19 is illegal.
- Smoking is prohibited in enclosed public spaces, workplaces and also in common areas (hallways, stairwells, parking garages, lobbies) inside apartment and condo buildings, and shelters.
- Smoking is prohibited within 9 metres of entrances and exits of any building that is used by the public including cafes, restaurants, apartment buildings, workplaces, malls, hotels, etc.
- Smoking is prohibited inside motor vehicles with children under 16 years old.
- Smoking is prohibited on all hospital grounds.
Tobacco Use

- Most people who use tobacco want to quit, but many don’t know how.
- Quitting is a process, not an event. It takes most people who smoke many quit attempts before they are smoke-free for life.
- People are 2-4 times more likely to be successful with support. Support means having a plan and having people on your side.
- Stop smoking medications such as nicotine replacement therapy (NRT) can double your chances of quitting. NRT provides the nicotine that your body craves, but in a safer form. All tobacco products contain carcinogens (things that cause cancer). NRT does not.
- NRT can help manage the withdrawal symptoms experienced when quitting (e.g. irritability, restlessness, problems with concentration and feeling generally uncomfortable) and help people get used to living without the nicotine from tobacco.

Key Messages

1. There is no safe level of exposure to second-hand smoke.
2. There are laws in place that limit smoking in public areas to protect people from second-hand smoke.
3. Quitting tobacco use is the best thing a person can do to improve their health.
4. There are free resources available to help people quit smoking.

Resources

Toronto Public Health [https://www.toronto.ca/community-people/health-wellness-care/]

To find out about quit smoking workshops and see if you are eligible for free nicotine replacement therapy (NRT) please call 416-338-7600
- About Quitting
- Quitting – How to Get Started
- Second-hand Smoke and the Law

Canadian Cancer Society
- Smokers’ Helpline
Teaching Tools for ESL Instructors

Tobacco Use

Core Content

Learn about the negative health effects of tobacco use and what people can do to achieve smoke-free/tobacco-free living.

Learning Objectives

Students will:

• Learn the importance of avoiding second-hand and third-hand smoke
• Learn why smoke-free living is important for good health
• Learn the importance of quitting smoking and about free services available to help people quit
• Have the language necessary to talk with their healthcare provider about quitting smoking and exposure to tobacco smoke

Key Messages

• Smoking cigarettes has negative health effects for everyone – people who smoke and those around them.
• Second-hand and third-hand smoke exposure have negative health effects.
• Laws are in place to limit smoking in public areas to protect people from exposure to second-hand smoke.
• Quitting smoking is one of the best things people can do to improve their health.
• There are free resources available to help people quit smoking. Contact Toronto Public Health at 416-338-7600 to learn more about quitting smoking.
Helpful English Words

Note: If you are starting the activities at a higher level, make sure that students are familiar with the vocabulary from the earlier activities.

Activity #1: smoking, sign, cigarette, smoke
Activity #2: hookah, shisha
Activity #3: allow, home, Helpline, regularly, quit, bar, free time, swimming, stress, alcohol, healthcare provider
Activity #4: laws, second-hand smoke, cancer, addictive, exposure, safe, level, limit, public areas, protect, improve, health, resources, third-hand smoke, chemicals, prohibited
Activity #5: smokeless, product, tobacco, harmful, effects, blown, burning, compounds, various, vehicles, cigar, pipe, nicotine, accumulate, surfaces
Activity #6: addictive, smoker, breathe, illegal, withdrawal
Activity #7: parking garage, asthma, cigarette butts, enclosed, common areas, multi-unit dwellings, landlord, tobacco enforcement officer, complaint
Activity #8: No new words.
Activity #9: tenants, infiltrating
Activity #10: disease, visibility, socially acceptable, nicotine replacement therapy
Activity #11: cessation, supporting
Discussion Questions to Assess Student Knowledge about prevention of second-hand smoke exposure and smoking cessation (quitting smoking).

1. Discuss as a class. What does prevention mean?

   Activity: In pairs, ask students to write down as many ways they can think of to be healthy.

   (Answers could include: healthy eating; being physically active; having little or no alcohol; making regular visits to the healthcare provider; not smoking or making a plan to quit smoking; maintaining a healthy weight; going for screening tests recommended by a healthcare provider; protecting yourself from the sun.)

   Move to a class discussion, with each pair reporting on their ideas to the group.

2. Why do you think healthcare providers provide counselling and medication support to help people quit smoking?

3. Why do you think that there are laws in place that prohibit people from smoking in public places?
Activity #1 – Writing (CLB 1)
Tobacco Use

Copy the words on the picture.

This is a picture of a no smoking sign, with a cigarette and smoke from the cigarette.
Activity #2 – Reading (CLB 2)
Tobacco Use

Write the word(s) from the Word List under the matching picture.

**WORD LIST**
- Cigarette
- No Smoking Sign
- Smoke
- Hookah/Shisha
Activity #3 – Reading (CLB 3)
Tobacco Use

Instructor: Ask the students to work in pairs or trios. Cut out the information strips about Charlie and Liam and give a set to each pair/trio. Then provide the following information: Charlie and Liam are friends. They are both 46 years old.

Encourage the students to decide whether each action is a healthy choice, or an unhealthy choice. Separate the answers into 2 corresponding piles and then have the groups decide which person has a healthier lifestyle.

Alternatively, do as a group activity. The instructor (or a student) reads out each statement and asks the class whether the action is a healthy or unhealthy choice. Record the answers on the board and then have the class decide which person has a healthier lifestyle.

Charlie smokes ten cigarettes a day.
Liam quit smoking.
Charlie smokes in his car.
Liam does not allow smoking in his home.
Charlie smokes as soon as he wakes up.
Liam called Smokers’ Helpline when he wanted to quit.
Charlie has not had a healthcare provider’s appointment in many years.
Liam sees his healthcare provider regularly.
During his free time, Charlie goes to a bar with friends who smoke.
Liam goes swimming during his free time.
Charlie smokes cigarettes when he is stressed.
Liam talks to a friend when he is stressed.
Charlie drinks alcohol when he feels like smoking.
Liam never drinks alcohol.
Activity #4 – Reading (CLB 3)
Tobacco Use

Fill each blank with a word from the list.

1. There is no safe level of exposure to ________________
   _________________.

2. There are ________________ in place that limit smoking in
   public areas to protect people from second-hand smoke.

3. ________________ smoking is the best thing a person can do to improve their health.

4. Toronto Public Health has ________________ resources to help people quit smoking.

5. Talk to your kids about ________________ smoking.

6. Third-hand smoke contains ________________ causing chemicals.

7. Smoking is prohibited on ________________ grounds.
### Activity #5 – Reading (CLB 4)

#### Tobacco Use

Match the words in column A with the correct meaning in column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-hand smoke</td>
<td>any smoked or smokeless product that contains tobacco</td>
</tr>
<tr>
<td>Tobacco product</td>
<td>protect people from being exposed to the harmful effects of second-hand smoke</td>
</tr>
<tr>
<td>Tobacco use</td>
<td>smoke blown into the air by someone who is smoking and the smoke that comes from a burning cigarette, cigar or pipe</td>
</tr>
<tr>
<td>Quit</td>
<td>use of smoked or smokeless tobacco</td>
</tr>
<tr>
<td>Third-hand smoke</td>
<td>nicotine and other tobacco compounds accumulate on various surfaces (such as clothes, furniture, walls, and vehicles) and can stay there for several months after smoking has stopped, even after the surfaces have been washed</td>
</tr>
<tr>
<td>Smoke-free laws</td>
<td>stop</td>
</tr>
</tbody>
</table>
### Activity #6 – Reading (CLB 4)

**Tobacco Use**

Circle the answer (Yes or No) for each question or statement.

1. Second-hand smoke is harmful to health.  
   - Yes  
   - No

2. Second-hand smoke is smoke that is blown out by someone who is smoking, and the smoke that comes from a burning cigarette.  
   - Yes  
   - No

3. Smoking is addictive.  
   - Yes  
   - No

4. When a person quits smoking, they are able to breathe better.  
   - Yes  
   - No

5. Toronto Public Health has programs to help people quit smoking.  
   - Yes  
   - No

6. It is illegal to buy cigarettes if you are younger than 19 years old.  
   - Yes  
   - No

7. Cigarettes have nicotine which causes a person to want to smoke more.  
   - Yes  
   - No

8. Smoking can cause cancer.  
   - Yes  
   - No

9. Withdrawal is what people who smoke feel when they quit smoking and their body is getting used to not smoking.  
   - Yes  
   - No
Activity #7 – Listening (CLB 5), Speaking (CLB 5)
Tobacco Use

Calling Toronto Public Health

1. The instructor reads the following script to the students.

   **Receptionist**: Good afternoon, you have reached Toronto Public Health. How can I help you?

   **Caller**: Good afternoon. My name is (insert name). I am calling today because I am concerned about people smoking in the parking garage of my apartment building. My daughter has asthma and I am concerned about her health.

   **Receptionist**: You are right to be concerned. Second-hand smoke is harmful to all those who are exposed to it and it can be especially harmful for those who have health conditions such as asthma. How often have you seen people smoking there?

   **Caller**: I started to notice this a couple of months ago. There is one corner of the garage where there are a lot of cigarette butts and I have seen many people smoking there. This is right near my designated parking spot. Are people allowed to be smoking there?

   **Receptionist**: According to the Smoke-Free Ontario Act, smoking is prohibited in enclosed common areas of multi-unit dwellings. This includes parking garages. Are there “no smoking” signs posted in your building? It is the responsibility of your landlord to post these signs.

   **Caller**: Yes, I have seen “no smoking” signs all over the building. There are signs in the parking garage as well.

   **Receptionist**: Have you spoken to your landlord about this?

   **Caller**: Yes, I have emailed my landlord twice, but have not received a response.

   **Receptionist**: I will need some information about your apartment building and I can send a Tobacco Enforcement Officer to come to your building to follow up on this complaint.

   **Caller**: That would be great. Thank you.

2. The instructor then gives each pair of students an envelope that contains the script cut into strips. Students open the envelope and arrange the strips in the same order that the script was read to them.

3. Students then practice the dialogue, playing each role in turn. The instructor circulates, assisting with pronunciation and intonation.

4. After the practice, one or more pairs can present the dialogue in front of the class.
Teaching Tools for ESL Instructors

Activity #8 – Reading (CLB 4), Speaking (CLB 4)
Tobacco Use

Students read the scenario:

Mary has smoked cigarettes for 15 years. She is not feeling well lately. She gets tired easily and coughs a lot. She has two young children. She does not smoke in the house or the car. She knows that it is illegal to smoke in a car with children under sixteen. She has never smoked around her children because she knows that second-hand smoke is bad for her children. She wants to quit smoking and feel better. Her friend told her that Toronto Public Health has free programs for people who want to quit smoking.

Circle the answer (True or False) for each statement.

1. Mary wants to stop smoking. True False
2. People who do not smoke can get sick from second-hand smoke. True False
3. Smoking is good for your health. True False
4. It is against the law for Mary to smoke in her car with her children inside if they are under the age of 16. True False
5. Mary can call Toronto Public Health for free resources to help her quit smoking. True False

Discussion Questions from the case scenario:

1. How long has Mary been smoking?
2. Why does Mary not smoke in the house or the car?
3. Why should Mary quit?
4. Who can help her?
Activity #9 – Reading (CLB 5)  
Tobacco Use

Computer Lab

1. The instructor tells those students who are interested to visit the “Tenants” section of the Smoke-Free Housing Ontario website  
http://smokefreehousingon.ca/tenants/

Identify one action that a tenant can take if they are suffering from second-hand smoke infiltrating their unit.
Activity #10 – Reading (CLB 6)

Tobacco Use

Read the following paragraph and underline the correct word form or word choice.

1. There are (more, most, all) than 4000 chemicals in 1 cigarette.

2. Second-hand smoke is the smoke that is blown out by a smoker and the smoke that (come, comes, came) from a burning cigarette. Exposure to second-hand smoke (increased, increase, increases) the risk of cancer, heart disease and other diseases.

3. Toronto and Ontario smoke-free laws are in place to (protecting, protect, protected) people from being (exposing, expose, exposed) to the harmful effects of second-hand smoke, help people who (smoke, smoking, smoked) reduce or consider quitting altogether, and reduce the visibility of smoking, making it less socially acceptable to children and youth.

4. Smoking is an addiction. Once people (start, started, starts) to smoke regularly, they may (find, found, finds) it very difficult to stop.

5. Some people smoke to (cope, coped, coping) with stress.

6. (Quits, Quitting, Quit) smoking is one of the best things a person can (do, does, did) for their health.

7. Nicotine replacement therapy (NRT) can (help, helped, helping) with the withdrawal symptoms of quitting and can help people get used to (live, lived, living) without the nicotine from tobacco.

8. For (most, less, all) people, it takes many quit attempts before they (are, were) smoke-free for life.
Activity #11 – Self-assessment/Reflection for lower CLB learners
Tobacco Use

Name: ___________________________ Date: ___________________________

We discussed smoking cessation and second-hand smoke prevention.

• What can you do to prevent second-hand smoke exposure?
• What can I do to be healthier?

1. Quitting smoking is one of the best things a person can do for their health.
   Yes No Maybe

2. Making my home and car smoke-free would lower the amount of second-hand smoke that I breathe in.
   Yes No Maybe

3. Supporting my friends who want to quit smoking is helpful.
   Yes No Maybe

4. Going for a walk is a good way to use free time.
   Yes No Maybe

5. Seeing my healthcare provider regularly is good.
   Yes No Maybe

What do I know about quitting smoking and second-hand smoke? Write what you have learned below.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Activity #12 – Self-assessment/Reflection for higher CLB learners
Tobacco Use

Name: ___________________________________________ Date: _______________________________________

**We discussed smoking cessation and second-hand smoke prevention.**

How can I use this information for managing my own health or for helping family members manage their health? Write a short paragraph discussing this question.

For example, what would I say to my teenage daughter, who spends a lot of time with a friend who smokes, about lowering second-hand smoke exposure? What would I say to my friend who asked me for help to quit smoking? Create a dialogue about one of these questions.

Do I need more information? Where could I find more information?
Tobacco Use Answer Key:

**Activity #2:**

<table>
<thead>
<tr>
<th>No smoking sign</th>
<th>Hookah/Shisha</th>
<th>Cigarette</th>
<th>Smoke</th>
</tr>
</thead>
</table>

**Activity #3:**

<table>
<thead>
<tr>
<th>Healthy Behaviour</th>
<th>Unhealthy Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liam quit smoking.</td>
<td>Charlie smokes ten cigarettes a day.</td>
</tr>
<tr>
<td>Liam does not allow smoking in his home.</td>
<td>Charlie smokes in his car.</td>
</tr>
<tr>
<td>Liam called Smokers’ Helpline when he wanted to quit.</td>
<td>Charlie smokes as soon as he wakes up.</td>
</tr>
<tr>
<td>Liam sees his healthcare provider regularly.</td>
<td>Charlie has not had a healthcare provider’s appointment in many years.</td>
</tr>
<tr>
<td>Liam goes swimming during his free time.</td>
<td>During his free time, Charlie goes to a bar with friends who smoke.</td>
</tr>
<tr>
<td>Liam talks to a friend when he is stressed.</td>
<td>Charlie smokes cigarettes when he is stressed.</td>
</tr>
<tr>
<td>Liam never drinks alcohol.</td>
<td>Charlie drinks alcohol when he feels like smoking.</td>
</tr>
</tbody>
</table>

**Activity #4:**

1. second-hand smoke  
2. laws  
3. Quitting  
4. free  
5. not  
6. cancer  
7. hospital

**Activity #5:**

Second-hand smoke – smoke blown into the air by someone who is smoking and the smoke that comes from a burning cigarette, cigar or pipe  
Tobacco product – any smoked or smokeless product that contains tobacco  
Tobacco use – use of smoked or smokeless tobacco  
Quit – stop  
Third-hand smoke – nicotine and other tobacco compounds accumulate on various surfaces (such as clothes, furniture, walls, and vehicles) and can stay there for several months after smoking has stopped, even after the surfaces have been washed  
Smoke-free laws- protect people from being exposed to the harmful effects of second-hand smoke

**Activity #6:**

1. Yes  
2. Yes  
3. Yes  
4. Yes  
5. Yes  
6. Yes  
7. Yes  
8. Yes  
9. Yes
Activity #8:
1. True
2. True
3. False
4. True
5. True

Discussion Questions:
1. 15 years
2. Law, to protect her children from the harmful effects of second-hand smoke i.e. asthma, sinus infections, sudden infant death syndrome (SIDS).
3. Quitting is one of the best things Mary can do for her health. Quitting has immediate and long-term health benefits.

Activity #9:
1. Some actions that can be taken:
   - Document the problem – be detailed, describe the extent, severity and impact of the smoke, how it is entering your unit, where the smoke is coming from, etc.
   - Write a letter to your landlord - request to work together with your landlord to find a solution, explore a no-smoking policy
   - Minimize the problem - take steps to reduce the amount of smoke that enters your unit, seal gaps or cracks, talk to your neighbour who smokes, etc.
   - Break your lease - Section 47 of the Ontario Residential Tenancies Act, 2006 states that a tenant may terminate a tenancy by giving notice of termination to the landlord in accordance with section 44. Section 44 sets out the period of notice required for different types of tenancies.
   - Apply to the Landlord & Tenant Board - the board resolves disputes between landlords and tenants through mediation or adjudication.
   - Apply to the Human Rights Tribunal - the tribunal exists to resolve discrimination claims filed under the Ontario Human Rights Code on such matters as employment, housing and services.

Activity #10:
1. There are more than 4000 chemicals in 1 cigarette.
2. Second-hand smoke is the smoke that is blown out by a person who is smoking, and the smoke that comes from a burning cigarette. Exposure to second-hand smoke increases the risk of cancer, heart disease and other diseases.
3. Toronto and Ontario smoke-free laws are in place to protect people from being exposed to the harmful effects of second-hand smoke, help people who smoke reduce or consider quitting altogether, and reduce the visibility of smoking, making it less socially acceptable to children and youth.
4. Smoking is an addiction. Once people start to smoke regularly, they may find it very difficult to stop.
5. Some people smoke to cope with stress.
6. Quitting smoking is one of the best things a person can do for their health.
7. Nicotine replacement therapy (NRT) can help with the withdrawal symptoms of quitting and can help people get used to living without the nicotine from tobacco.
8. For most people, it takes many quit attempts before they are smoke-free for life.