

# A Health Literacy Manual for Older Adults



## ACKNOWLEDGEMENTS

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Also, the manual would not have been possible without its validation by the following professionals in the health and literacy fields who took time to review the lesson plans and to offer suggestions:

- Alan Banks, professional adult literacy educator and instructor in the Nova Scotia Department of Education adult literacy tutor training program
- Barb Anderson, professional dietitian and educator with Public Health Services of the Nova Scotia Department of Health
- Dawn Frail, pharmacist with Pharmaceutical Services of the Nova Scotia Department of Health, and
- Dr. Costa Apostolides, specialist in geriatric and family medicine at the Queen Elizabeth II Health Sciences Centre, Capital Health.

Searching for reliable sources of easy-to-read health material for older adults has been challenging, so I am fortunate to have found the following original materials which I edited and adapted to incorporate into the lesson plans: (1) *A Nation for all Ages? A Participatory Study of Canadian Seniors' Quality of Life in Seven Municipalities* by Bryant, Raphael et al, 2002 (2) *Seniors and Active Living*, a fact sheet from the Manitoba Seniors and Healthy Aging Secretariat (3) "Nutritional Needs for Older Adults", an article from the University of Iowa Health Care (4) *All About Nutrients*, a fact sheet from the Canadian Diabetes Association/Dietitians of Canada (5) *Food Safety for Older Adults*, a booklet from the Canadian Partnership for Consumer Food Safety Education (6) "Talking with your Doctor: A Guide for Older People", an article from the journal

*Ageing International*, Winter 2003 (7) *The Pocket Guide to Staying Healthy at 50+*, a publication from the Agency for Healthcare Research and Quality (U.S.A.).

I am thankful to Health Canada for providing the handbook *Canada's Physical Activity Guide to Healthy Active Living for Older Adult*; NIH (National Institute on Aging, U.S.A.) Senior Health for its online series of exercise stories by seniors; Canadian Diabetes Association/Dietitians of Canada for their online activity sheets on healthy eating; Minnesota Department of Education for its online activity sheets on understanding medication labels by Charles Larue, known as "The Larue Medical Literacy Exercises"; Canada's Research-Based Pharmaceutical Companies for their booklet *Knowledge is the Best Medicine*. The health literacy lesson plans would not be complete without these additional learning resources.

Most importantly, this health literacy manual could not have come together without the aid of the literacy tutor training manual of the Nova Scotia Tutor & Instructor Training and Certification Program. It served as an invaluable source of literacy learning activities.

I am grateful to Jeannine Jessome, policy research analyst with the Nova Scotia Seniors' Secretariat who served as project administrator and Martha Shinyei, Adult Education Coordinator with the Nova Scotia Department of Education, Skills and Learning Branch who encouraged me throughout this project.

I would also like to thank Valerie White, Heather Praught and Jane Mayer of the Seniors' Secretariat for their help and support, and librarian Jane Phillips for her edits and suggestions.

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Seniors' Literacy Project Coordinator  
Nova Scotia Seniors' Secretariat  
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## Introduction

### Background

Welcome to “*A Health Literacy Manual for Older Adults*” – a compilation of health literacy lesson plans to be used by literacy tutors and health educators who work with older adult learners.

We know from the 2003 International Adult Literacy and Learning Skills Survey (IALSS) that over 70 percent of Canadian seniors have difficulty with reading and writing skills. Researchers say that this may be due to the fact that many older adults left school early or that reading skills are lost over time if not practiced. This can seriously compromise their health and well-being due to their inability to obtain health information, as well as not understanding instructions. Some studies show that seniors with low literacy skills are admitted to hospitals more often than those with reading skills, they tend to stay longer and are more likely to suffer from mental health problems. (Rootman)

The term “lifelong learning” implies that people can improve their **literacy** skills at any age. These skills are defined as “the ability to understand and employ printed information in daily activities- at home and in the community- to achieve one’s goals and develop one’s knowledge and potential”. **Health literacy** is defined by the World Health Organization (WHO), in part, as the ability to obtain and understand health information and to use it to improve one’s health or that of families and communities. (Rootman)

Some older adults have stated that there is a need for health information specific to them. Dr. John O’Brien-Bell, a past president of the Canadian Medical Association, recently stated that “Canadians, especially the elderly need health education, preventative medical advice and ongoing continuing care.” A 2005 University of Montreal survey of 5,000 Canadian women, aged 55 to 95, indicated that they wanted to know more about preventing disease, promoting

independence and ensuring good quality of life. The survey also showed that they want to be active participants with physicians and other health care providers. (Tannenbaum)

## **What this manual contains**

This manual contains eight lesson plans to help older adults enhance their literacy skills while learning about health topics that are of interest to them. The lesson plans are entitled:

- 1) Determinants of Health for Older Adults
- 2) Active Living
- 3) Healthy Eating
- 4) Understanding Food Labels
- 5) Food Safety
- 6) Visiting your Health Provider
- 7) Understanding Medication Labels
- 8) Practicing Prevention

In addition to short readings on the above topics, lessons include a variety of literacy activities such as fill-in-the-blanks, word searches, brainstorming, matching-the-columns, scrapbooking exercises, and completing a crossword puzzle. Learners can practice their writing skills by developing a weekly calendar of exercise activities, completing sentence starters, writing about their own experiences, developing a daily menu using Canada's Food Guide and completing a sample menu plan obtained from the Dietitians of Canada website. Other writing activities include listing some of the questions seniors might ask when visiting a health provider, writing a short story about a successful visit to a health provider, as well as entering information into a personal medication record book.

Learners can also practice their problem-solving skills by answering questions on food labeling activity sheets, as well as other questions related to prescription labels, over-the-counter medicine labels and warning labels.

At the end of the manual is the appendix section containing solutions to word searches and match-the-column exercises, as well as answers to the questions on some of the activity sheets.

## **References:**

- 1) Rootman, Irving, and Ronson, Barbara, 2003. “Literacy and Health in Canada: What We Have Learned and What Can Help in the Future?” Available at: [www.nlhp.cpha.ca](http://www.nlhp.cpha.ca)
- 2) O’Brien-Bell, Dr. John, 2005. “Aging and Primary Care: Personal Reflections” from the *CMA Leadership Series: Elder Care 2005*, p.48 or available at [www.cma.ca/index.cfm/ci\\_id/46150/la\\_id/1.htm](http://www.cma.ca/index.cfm/ci_id/46150/la_id/1.htm)
- 3) Tannenbaum C, Mayo N, Ducharme F. “Older women’s health priorities and perceptions of care delivery: results of the WOW health survey”. *CMAJ* 2005; 173(2):153-9.

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# Lesson 1

## Determinants of Health for Older Adults



# **Lesson 1**

## **Determinants of Health for Older Adults**

### **A) Determinants of Health Key Words**

**Access**

**Health**

**Community**

**Ice**

**Contacts**

**Lifestyle**

**Determinant**

**Promotion**

**Example**

**Provider**

**Falls**

**Researcher**

**Figure**

**Safety**

**Fitness**

**Security**

# Lesson 1      Determinants of Health for Older Adults

## B) Introduction

### Learning Outcomes

At the end of Lesson 1, learners should be able to:

- a) **use** the words that are listed in the Lesson 1 key words list and discuss what they mean in the context of this lesson and their lives
- b) **give** examples of the suggested five *determinants of health* that affect older adults or their community
- c) **write** short sentences on some of the things that can help older adults remain healthy

### Lesson 1 literacy activities

The types of literacy activities in Lesson 1 are:

- a) **Reading** exercise on “Determinants of Health for Older Adults”
- a) **Fill-in-the-blanks** with words from the above reading material that are on the key word list
- b) **Word search** - to find the words that are listed in the Determinants of Health Key Words list
- c) **Brainstorming** exercises on determinants of health for older adults
- d) **Writing** exercises such as sentence starters, writing prompts or scrapbooking.

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of the determinants of health for older adults.

### **C) Reading Exercise**

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 to 10 reading level, or literacy level 2 and can be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

#### **Learner Activity**

### **Determinants of Health for Older Adults**

In 2002, some researchers asked groups of seniors across Canada what the word *health* meant to them. Nearly all seniors thought of the following things when it comes to health:

- Promoting Healthy Lifestyles
- Safety and Security
- Health Care
- Social Contacts and Networks
- Access to Information

These are known as *determinants of health* because they are things that can help people determine, or figure out, how best to stay healthy. They also help governments to decide on the best ways to help keep their citizens healthy. This process is called “health promotion”.

### **C) Reading Exercise (continued)**

We know that having sidewalks cleared of snow and ice in the winter promotes the health of seniors by preventing falls. This would be an example of the determinant of health *Safety and Security*.

Seniors say that having easy access to health providers can help them remain healthy. This would be an example of the determinant of health called *Health Care*.

Offering a fitness program for seniors in your community is an example of the determinant of health *Promoting Healthy Lifestyles*.

There are many other examples. The brainstorming exercise included in this lesson will assist you in thinking of examples in your life and community for the five determinants of health.

(Adapted from *A Nation for All ages? A Participatory Study of Canadian Seniors' Quality of Life in Seven Municipalities*. (Bryant, Raphael et al, 2002)

# **Lesson 1**      **Determinants of Health for Older Adults**

## **D) Fill-in-the-Blanks Activity**

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

### **Learner Activity**

#### **Determinants of Health for Older Adults**

In 2002, some \_\_\_\_\_ asked groups of seniors across Canada what the word health meant to them. Nearly all seniors thought of the following things when it comes to health:

- Promoting Healthy \_\_\_\_\_
- Safety and \_\_\_\_\_
- \_\_\_\_\_ Care
- Social \_\_\_\_\_ and Networks
- Access to Information

These are known as \_\_\_\_\_ of health because they are things that help people determine, or \_\_\_\_\_ out, how best to stay healthy. They also help governments decide on the best way to keep their citizens healthy. This process is called “health \_\_\_\_\_”.

## Lesson 1

## Determinants of Health for Older Adults

### D) Fill-in-the-Blanks Activity (continued)

We know that having sidewalks cleared of snow and \_\_\_\_ in the winter promotes the health of seniors by preventing \_\_\_\_\_. This is an example of the determinant of health \_\_\_\_\_ *and Security*.

Seniors say that having easy \_\_\_\_\_ to senior-friendly health \_\_\_\_\_ can help them remain healthy. This would be an example of the determinant of health called *Health Care*.

Offering a \_\_\_\_\_ program in your community is an \_\_\_\_\_ of the determinant of health *Promoting Healthy Lifestyles*.

There are many other examples. The brainstorming exercise included in this lesson will assist you in thinking of examples in your life and \_\_\_\_\_ for the five determinants of health.

# Lesson 1

## Determinants of Health for Older Adults

### E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

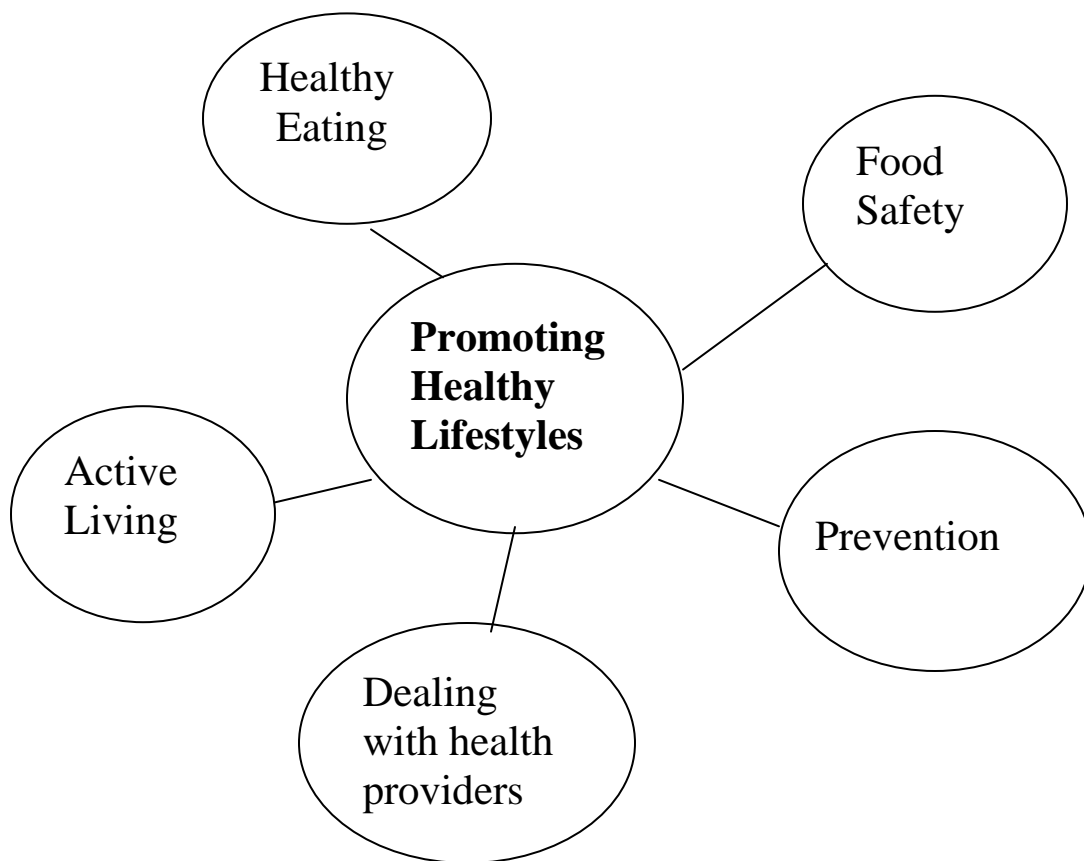
#### Learner Activity

U	R	D	Y	T	I	R	U	C	E	S	T
N	I	H	T	L	A	E	H	H	D	N	I
O	P	A	S	A	F	E	T	Y	A	E	C
I	R	C	F	O	I	X	E	N	S	L	O
T	O	C	S	R	G	A	I	N	T	Y	M
O	V	E	S	X	U	M	O	F	C	T	M
M	I	S	E	T	R	P	A	P	A	S	U
O	D	S	N	E	E	L	M	I	T	E	N
R	E	P	T	C	L	E	N	O	N	F	I
P	R	E	I	S	T	L	Y	H	O	I	T
O	D	T	F	A	L	T	E	R	C	L	Y
W	R	E	H	C	R	A	E	S	E	R	A

### F) Brainstorming Exercise

**Facilitator Notes:** This activity often helps learners change the way they think about things. It allows them to personalize the words they learned in the key word list and reading activity and to place them in their own context. The activity can be performed individually or as a group effort. Brainstorming is a good way to get ideas about a topic. In the following example, the determinant of health “*promoting healthy lifestyle*” is entered in the middle circle and ideas related to it are written in the outer circles.

**Example:**





# **Lesson 1**

## **Determinants of Health for Older Adults**

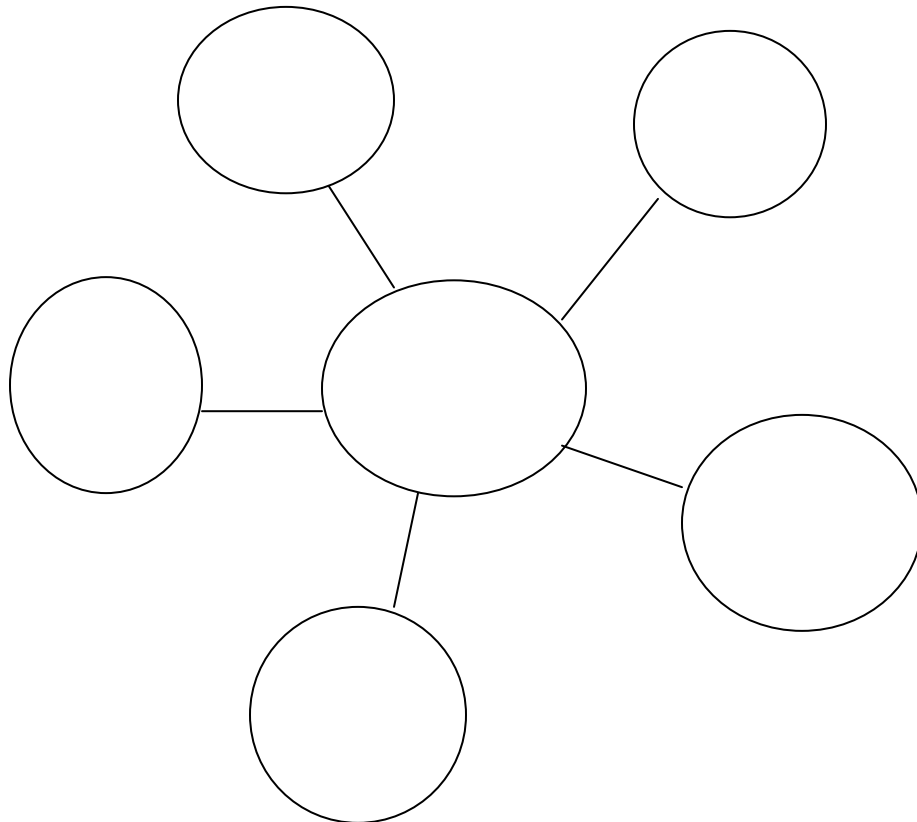
### **F) Brainstorming Exercise (continued)**

#### **Facilitator Notes:**

Brainstorming can be done with the other determinants of health.

Learners are asked to enter one of the determinants from the first reading in the middle circle below and to place five examples related to it in the surrounding circles. The other three determinants of health can be brainstormed on a separate sheet of paper.

#### **Learner Activity**



# **Lesson 1**      **Determinants of Health for Older Adults**

## **G) Writing Exercises**

### **Facilitator Notes:**

**a) Sentence starters:** Learners are invited to write and complete sentences started by the facilitator. These writings can be about things that older adults can do for themselves or their communities to stay healthy. Learners can elaborate by explaining why the activity is important, how it can be encouraged, etc.

### **Learner Activity**

**To stay healthy, older adults in my community**

**could.....**

.....

**It is important because.....**

.....

.....

.....

**More people would to do it if.....**

.....

.....

# **Lesson 1**

## **Determinants of Health for Older Adults**

### **G) Writing Exercises**

- b) Writing prompts:** This exercise allows learners to write answers to questions like “What have you noticed about your life lately that is improving your health?”, or “If they are a result of changes you made, explain how hard or easy they were to do” or, “What advice would you give to government to help keep older adults healthy?”

#### **Learner Activity**

**What have you noticed about your life lately that is improving your health?**

# **Lesson 1**

## **Determinants of Health for Older Adults**

### **G) Writing Exercises (continued)**

#### **Learner Activity**

**If they are a result of changes you made, explain how hard or easy they were to do.**

# **Lesson 1**

## **Determinants of Health for Older Adults**

### **G) Writing Exercises (continued)**

#### **Learner Activity**

**What advice would you give to government to help keep older adults healthy?**

# **Lesson 1**

## **Determinants of Health for Older Adults**

### **G) Writing Exercises (continued)**

#### **Learner Activity**

**c) Scrapbooking:** Learners can be invited to choose one of the five health determinants and create a scrapbook of some of the examples and write short sentences about them.

### References and Resources

Title	Information
1) <i>A Nation for All Ages? A Participatory Study of Canadian Seniors' Quality of Life in Seven Municipalities</i> (Bryant, Raphael et al, 2002)	Available from: York University Centre for Health Studies School of Health Policy and Management, Toronto, Canada. <a href="http://www.utoronto.ca/seniors/seniorsfinalreport">www.utoronto.ca/seniors/seniorsfinalreport</a>
2 a) <i>Enhancing the Basic Learning Skills of Older Nova Scotians - Context and Strategies</i>	All three documents are available from: Seniors' Secretariat <a href="http://www.gov.ns.ca/scs">www.gov.ns.ca/scs</a> E-mail : <a href="mailto:scs@gov.ns.ca">scs@gov.ns.ca</a>
b) <i>Programs for Seniors</i>	
c) <i>Seniors' Statistical Profile</i>	
3) <i>CARP for the 50Plus – The Authoritative Voice for Mature Canadians</i>	Magazine subscription- six times a year Canada's Association for the Fifty-Plus <a href="http://www.50plus.com">www.50plus.com</a>
4) “ <i>Expression</i> ” Bulletin of the National Advisory Council on Aging	Newsletter from the National Advisory Council on Aging (Published four times a year) <a href="http://www.naca.ca">www.naca.ca</a> .
5) <i>Self-Esteem in Older Adults</i>	A short article with tips on what seniors can do to maintain self-esteem. <a href="http://www.bmhcc.org/health/library">www.bmhcc.org/health/library</a>
6) <i>Seniors Health</i>	A list of seniors' health links. Go to <a href="http://yourhealth@calgaryhealthregion.ca">http://yourhealth@calgaryhealthregion.ca</a> “Health Content” and click on “Age & Gender”

# Lesson 2

## Active Living



### A) Active Living Key Words

**Activity**

**Joint**

**Bones**

**Kite**

**Breathe**

**Nature**

**Digestion**

**Shoulders**

**Energy**

**Stairs**

**Fitness**

**Stress**

**Garden**

**Stretch**

**Hiking**

**Walking**

## B) Introduction

### Learning Outcomes

At the end of Lesson 2, learners should be able to:

- a) **use** the words that are listed in the Lesson 2 key words list and discuss what they mean in the context of this lesson and their lives
- b) **state** the benefits of active living for older adults
- c) **give** examples of the kinds of physical activity that can be incorporated into their daily routine
- d) **develop** and write a list of physical activities in a personal weekly plan

### Lesson 2 literacy activities

The types of literacy activities in Lesson 2 are:

- a) **Reading** exercise on “Active Living”
- a) **Fill-in-the-blanks** with words from the above reading material that are on the key words list
- b) **Word search** - to find the words that are listed in the Active Living key words list
- c) **Brainstorming** activities on Active Living
- d) **Writing** exercises such as completing a personal weekly calendar of activities and other writing activities taken from the handbook “*Canada’s Physical Activity Guide to Healthier Active Living for Older Adults*”. ([www.healthcanada.ca/paguide](http://www.healthcanada.ca/paguide))

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of Active Living.

### C) Reading Exercise

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 8 or 9 reading level, or literacy level 2 and may be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

#### **Learner Activity**

##### **Active Living**

When it comes to living life to its fullest, there is nothing like physical activity!

New research has shown that moderate levels of physical activity, equivalent to about 30 minutes a day of brisk walking or yard work, are what is needed for seniors to reap many of the benefits of active living. Here are some tips on how to be active from day-to-day. Your reward? More energy and vitality, and less stress and tension.

1. Start by seeing yourself as active. Stand tall, pull your shoulders back and step lively. Plan to add physical activity to your normal day.

### C) Reading Exercise (continued)

2. Move your fingers and toes while talking on the phone. Take a stretch break when sitting for long periods of time. Roll your shoulders in large backward circles to correct the stooped back that develops when you are knitting or working at a desk.
3. Stretch and breathe deeply every day. It will keep you loose and help you relax.
4. Walk. Get off the bus early; walk around the mall once before you enter a store; walk to the store and carry small groceries home; take a friend in a wheelchair shopping; walk your dog (or borrow a neighbour's); use the stairs instead of the elevator.
5. Wash and polish your own car (you'll save money too); speed up your housework with music on the stereo.
6. Enjoy walking out-of-doors. See new neighbourhoods; try hiking, bird watching or star gazing with a special person. Take a grandchild on a picnic or nature trail walk.

### C) Reading Exercise (continued)

7. Try swimming or aqua fitness. Moving around in the water is really helpful if you have joint or breathing problems.
8. Enjoy the rewards and healing power of a garden - in your back yard, on a rented plot or in pots on your balcony.
9. Take a preschooler to the park. Fly a kite or build a snowman with a young friend.
10. Join a group for dancing or fitness classes. There is nothing like enjoying an activity with lively music, while meeting new friends.

The health benefits of active living that are important to seniors are:

- Stronger bones and muscle
- Better heart and lung function
- Less risk for heart disease
- Better digestion, less constipation
- More energy and less tired

(Adapted from “*Seniors and Active Living*”, a fact sheet from the Manitoba Seniors and Healthy Aging Secretariat.)

### D) Fill-in- the-Blanks Activity

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

#### **Learner Activity**

##### **Active Living**

When it comes to living life to its fullest, there is nothing like physical activity!

New research has shown that moderate levels of physical \_\_\_\_\_, to about 30 minutes a day of brisk \_\_\_\_\_ or yard work, are what is needed for seniors to reap many of the benefits of active living. Here are some tips on how to be active from day-to-day. Your reward? More energy and vitality, and less \_\_\_\_\_ and tension.

1. Start by seeing yourself as active. Stand tall, pull your shoulders back and step lively. Plan to add physical activity to your normal day.

### D) Fill-in- the-Blanks Activity (continued)

2. Move your fingers and toes while talking on the phone. Take a \_\_\_\_\_ break when sitting for long periods of time. Roll your \_\_\_\_\_ in large backward circles to correct the stooped back that develops when you are knitting or working at a desk.
3. Stretch and \_\_\_\_\_ deeply every day. It will keep you loose and help you relax.
4. Walk. Get off the bus early; walk around the mall once before you enter a store; walk to the store and carry small groceries home; take a friend in a wheelchair shopping; walk your dog (or borrow a neighbour's); use the \_\_\_\_\_ instead of the elevator.
5. Wash and polish your own car (you'll save money too); speed up your housework with music on the stereo.
6. Enjoy walking out-of-doors. See new neighbourhoods; try \_\_\_\_\_, bird watching or star gazing with a special person. Take a grandchild on a picnic or \_\_\_\_\_ trail walk.

### D) Fill-in- the-Blanks Activity (continued)

7. Try swimming or aqua fitness. Moving around in the water is really helpful if you have \_\_\_\_\_ or breathing problems.
2. Enjoy the rewards and healing power of a \_\_\_\_\_ - in your back yard, on a rented plot or in pots on your balcony.
3. Take a preschooler to the park. Fly a \_\_\_\_\_ or build a snowman with a young friend.
10. Join a group for dancing or \_\_\_\_\_ classes. There is nothing like enjoying an activity with lively music, while meeting new friends.

The health benefits of active living that are important to seniors are:

- Stronger \_\_\_\_\_ and muscle
- Better heart and lung function
- Less risk for heart disease
- Better \_\_\_\_\_, less constipation
- More \_\_\_\_\_ and less tired



## E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

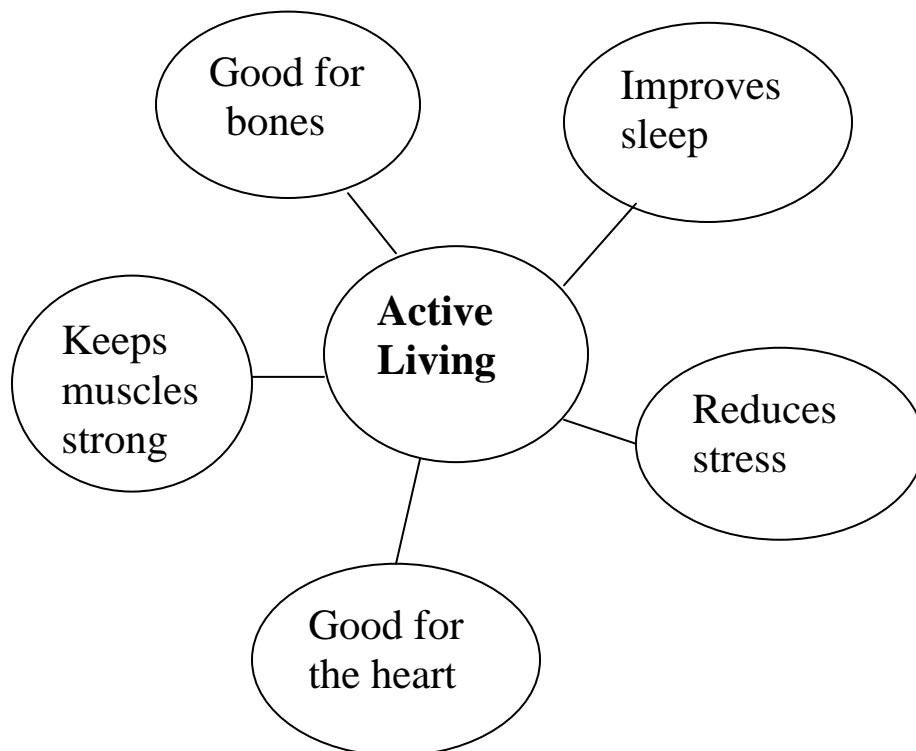
### Learner Activity

Y	T	I	V	I	T	C	A	B	B	S	E
A	M	F	E	E	N	E	R	G	Y	T	R
C	W	S	I	H	U	K	Z	O	G	R	U
S	A	M	S	T	A	I	R	S	A	E	T
R	L	S	C	A	N	T	J	O	R	T	A
E	K	N	U	E	I	E	H	C	D	C	N
D	I	A	N	R	A	T	S	L	E	H	G
L	N	O	K	B	N	N	I	S	N	N	B
U	G	N	O	I	T	S	E	G	I	D	O
O	Y	N	O	F	T	K	P	K	Q	R	U
H	E	J	X	B	D	E	I	F	G	A	D
S	T	R	E	S	S	H	G	Y	E	M	S

### F) Brainstorming Exercise

**Facilitator Notes:** This activity often helps learners change the way they think about things. It allows them to personalize the words they learned in the reading activity and to place them in their own context. The activity can be performed individually or as a group effort. Brainstorming is a good way to get ideas about a topic. In the following example, “*Active Living*” was entered in the middle circle and some of its benefits were entered in the outer circles.

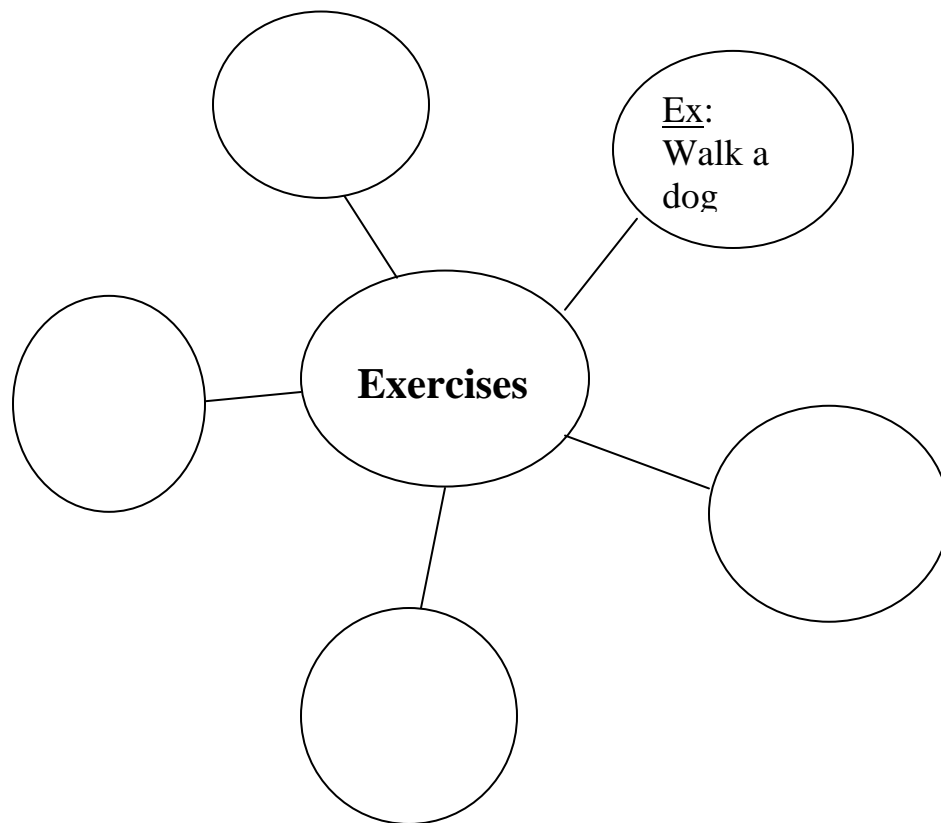
#### Example



### F) Brainstorming Exercise (continued)

**Facilitator Notes:** In the following brainstorming activity, learners are asked to think of exercises that they or their communities can do to help seniors stay active. These are then entered in the outside circles.

#### **Learner Activity**



### G) Writing Exercises

#### Facilitator Notes:

a) **Weekly calendar of activities:** Using some of the key words learned in this lesson, learners can enter the names of activities they plan to do in a typical week and for how long. The minutes for each day are totaled to see how close they are to the recommended minutes of activity per day. (See example on page 14 in the booklet “*Canada’s Physical Activity Guide to Healthy Active Living for Older Adults*” found at the end of Lesson 2.)

#### Learner Activity

#### My Weekly Calendar of Activities

	Activity	Activity	Activity	Activity	Total Minutes
<b>Mon</b>					
<b>Tues</b>					
<b>Wed</b>					
<b>Thurs</b>					
<b>Fri</b>					
<b>Sat</b>					
<b>Sun</b>					

### G) Writing Exercises (continued)

**b) Sentence starters:** Learners should be encouraged to try the writing activities on pages 9 and 20 of “*Canada’s Physical Activity Guide to Healthy Active Living for Older Adults*” found at the end of Lesson 2.

### G) Writing Exercises (continued)

c) **Writing “An Exercise Story”**: Included at the end of Lesson 2 are examples of exercise stories written by seniors on the National Institute of Health (NIH) Senior Health (U.S.) website

[www.nihseniorhealth.gov/exercise/stories/stories.html](http://www.nihseniorhealth.gov/exercise/stories/stories.html).

Learners should be encouraged to read these, or stories similar to them, and to write their own stories about exercising.

### Learner Activity

**“My Exercise Story is**

## References and Resources

Title	Information
<i>An Exercise Story</i>	These are a series of personal anecdotes by older adults describing their experience with exercising- from the National Institute on Aging (U.S.) They can be found on the National Institutes of Health (NIH) website. <a href="http://www.nihseniorhealth.gov/exercise/stories/stories.html">www.nihseniorhealth.gov/exercise/stories/stories.html</a>
<i>Canada's Physical Activity Guide to Healthy Active Living for Older Adults</i>	A Handbook available from Health Canada from 1-888-334-9769 <a href="http://www.healthcanada.ca/paguide">www.healthcanada.ca/paguide</a>
<i>Exercises (For Persons Age 60 and Older)</i>	This is one of several information sheets for older adults from the American Academy of Orthopaedic Surgeons. Available at <a href="http://www.orthoinfo.aaos.org">www.orthoinfo.aaos.org</a>
<i>Exercise for Older Adults</i>	Easy-to-read practical Q&As on the importance of exercise for older adults, from NIH Senior Health (U.S.) <a href="http://www.nihseniorhealth.gov/exercise">www.nihseniorhealth.gov/exercise</a>
<i>Get on your Feet! 30 Minutes of Walking Each Day has Health Benefits</i>	This is a May 10, 2005 press release from the Canadian Physiotherapy Association <a href="http://www.physiotherapy.ca">www.physiotherapy.ca</a>
<i>Growing Stronger- Strength Training for Older Adults</i>	This is an exercise program designed for seniors wishing to be stronger and healthier. Published by Center for Disease Control and Prevention (U.S.A.) and downloadable at <a href="http://www.cdc.gov/nccdphp/dnpa/physical">www.cdc.gov/nccdphp/dnpa/physical</a>

<i>National Institute on Aging AGE PAGE "Exercise: Getting Fit for Life"</i>	This is a publication on tips for seniors about exercising safely from the National Institute on Aging Information Center (U.S.A.) <a href="http://www.niapublications.org">www.niapublications.org</a>
<i>The importance of Physical Activity for Older Adults</i>	This is a position paper published in 2002 by the Michigan Fitness Foundation outlining the benefits of physical activity and recommendations on how best to address the issue. <a href="http://www.michiganfitness.org">www.michiganfitness.org</a>
<i>The Power of Strength Training for Older Adults</i>	Article from the newsletter entitled "Research Update" Issue Number 2, March 2002 from Active Living Coalition for Older adults (ALCOA). <a href="http://www.ALCOA.ca">www.ALCOA.ca</a>
<i>Videos</i>	The Nova Scotia Seniors' Secretariat Information Resource Centre has a number of videos (VHS) available on loan on fitness for older adults. These may be borrowed by calling 1-800-670-0065 or 424-0065 or e-mailing <a href="mailto:scs@gov.ns.ca">scs@gov.ns.ca</a> .



# Lesson 3

## Healthy Eating

### **A) Healthy Eating Key Words**

**Alcohol**

**Muscle**

**Calcium**

**Nutrient**

**Calories**

**Organization**

**Constipation**

**Overweight**

**Dairy**

**Substitute**

**Diabetes**

**Supplement**

**Exercise**

**Tissue**

**Healing**

**Vitamin**

## B) Introduction

### Learning Outcomes

At the end of Lesson 3, learners should be able to:

- a) **use** the words that are listed in the Lesson 3 key words list and discuss what they mean in the context of this lesson and their lives
- b) **discuss** at least four benefits of healthy eating for older adults
- c) **give** five examples each of daily servings of fruit and vegetables as recommended in Canada's Food Guide to Healthy Eating
- d) **plan** a healthy breakfast, lunch and dinner for an older adult for a day .

### Lesson 3 literacy activities

The types of literacy activities in Lesson 3 are:

- a) **Reading** exercise on "Healthy Eating"
- a) **Fill-in-the-blanks** with words from the above reading material that are on the key word list
- b) **Word search** - to find the words that are listed in the Healthy Eating key words list
- c) **Brainstorming** activities on "Healthy Eating"
- d) **Writing** exercises such as writing a daily menu, creating a scrapbook on healthy eating, and creating grocery lists.

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of Healthy Eating.

### C) Reading Exercise

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 reading level, or literacy level 2 and can be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

#### **Learner Activity**

### **Healthy Eating**

Eating healthy foods is important at any age. As we get older though, our food needs change. We usually exercise less as we age, and our bodies tend to lose muscle and gain fat. This happens even when our weight does not change. Being overweight can lead to high blood pressure, diabetes and heart disease. Continuing or starting an exercise program, and eating lean foods can limit weight gain and muscle loss.

Most of our vitamin and mineral needs stay about the same as we age. One exception is CALCIUM. Older adults need more calcium. If calorie needs fall, but other nutrient needs stay the same, the food choices we make should be good ones.

**C) Reading Exercise (continued)**

Eating foods from all of the food groups (breads and grains, fruits and vegetables, dairy, and meats or meat substitutes) is one way of ensuring you get all the nutrients you need.

Too many sweets and fatty foods add **UNNEEDED CALORIES** and little else, so they should be limited.

Some people need to limit their salt intake. Alcohol, if it is used, should be limited to 1 or 2 drinks a day at most.

Healthy bones need calcium. After age 30 or 35, adults begin to lose bone tissue, but this process can be slowed down if enough calcium is eaten. Calcium is found in dairy products and dark green, leafy vegetables. If you do not get at least 10 minutes of sunshine a day, you may need a Vitamin D supplement. Your bones need this vitamin to take in the calcium.

Older adults need to get enough iron, zinc, and fiber. **IRON** is important for healthy blood and is found in foods such as red meats, whole grains, dried fruit and eggs. **ZINC**, which is also found in meats, is important for maintaining taste ability and for healing. **FIBER** is important to prevent

### C) Reading Exercise (continued)

constipation and is found in foods such as whole grain products, fresh fruit and vegetables, and dried beans and peas.

Sometimes it is hard to fix meals for just one person. If you find yourself not wanting to shop, cook, or eat alone, consider joining in with a family member or neighbor. Also, there may be organizations in your community which offer meals for seniors.

(Adapted from the article *Nutritional Needs for Older Adults* from the University of Iowa Health Care at:

[www.uihealthcare.com/topics/nutrition/nutr3312.html](http://www.uihealthcare.com/topics/nutrition/nutr3312.html)

**D) Fill-in-the-Blanks Activity**

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text read by filling the blanks with words from the key word list. This activity is meant to re-enforce learning from the first reading and to place words in context.

**Learner Activity****Healthy Eating**

Eating healthy foods is important at any age. As we get older though, our food needs change. We usually \_\_\_\_\_ less as we age, and our bodies tend to lose \_\_\_\_\_ and gain fat. This happens even when our weight does not change. Being \_\_\_\_\_ can lead to high blood pressure, \_\_\_\_\_ and heart disease. Continuing or starting an exercise program, and eating lean foods can limit weight gain and muscle loss. Most of our \_\_\_\_\_ and mineral needs stay about the same as we age. One exception is \_\_\_\_\_. Older adults need more calcium. If calorie needs fall, but other \_\_\_\_\_ needs stay the same, the food choices we make should be good ones.

Eating foods from all of the food groups (breads and grains, fruits and vegetables, dairy, and meats or meat

**D) Fill-in-the-Blanks Activity (continued)**

Eating foods from all of the food groups (breads and grains, fruits and vegetables, dairy, and meats or meat \_\_\_\_\_) is one way of ensuring you get all the nutrients you need.

Too many sweets and fatty foods add UNNEEDED \_\_\_\_\_ and little else, so they should be limited.

Some people need to limit their salt intake. \_\_\_\_\_, if it is used, should be limited to 1 or 2 drinks a day at most.

Healthy bones need calcium. After age 30 or 35, adults do not make more bone tissue, but bone \_\_\_\_\_ is saved if enough calcium is eaten. Calcium is found in \_\_\_\_\_ products and dark green, leafy vegetables. If you do not get at least 10 minutes of sunshine a day, you may need a Vitamin D \_\_\_\_\_. Your bones need this vitamin to take in the calcium.

Older adults need to get enough iron, zinc, and fiber. IRON is important for healthy blood and is found in foods such as red meats, whole grains, dried fruit and eggs. ZINC, which



### D) Fill-in-the-Blanks Activity (continued)

is also found in meats, is important for maintaining taste ability and for \_\_\_\_\_. FIBER is important to prevent \_\_\_\_\_ and is found in foods such as whole grain products, fresh fruit and vegetables, and dried beans and peas.

Sometimes it is hard to fix meals for just one person. If you find yourself not wanting to shop, cook, or eat alone, consider joining in with a family member or neighbor.

Also, there may be \_\_\_\_\_ in your community which offer meals for seniors.

## E) Word Search Exercise

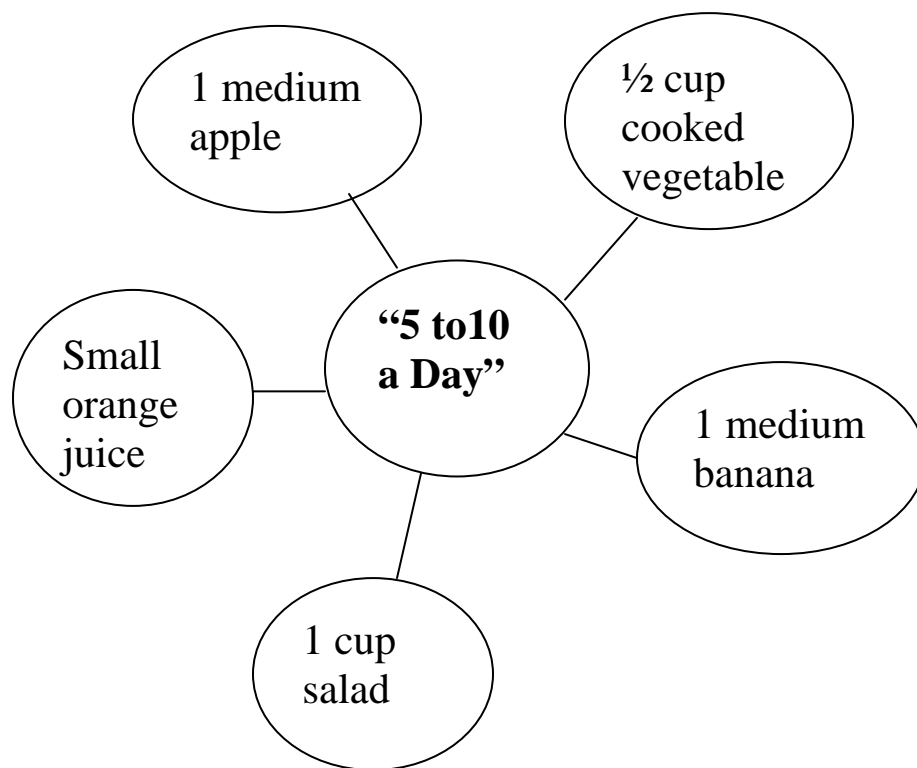
**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

**Learner Activity**

N	O	I	T	A	Z	I	N	A	G	R	O
O	V	E	R	W	E	I	G	H	T	Z	W
I	N	Z	E	S	I	C	R	E	X	E	T
T	U	C	A	L	C	I	U	M	P	D	N
A	T	N	I	M	A	T	I	V	B	A	E
P	R	E	L	C	S	U	M	Z	W	I	M
I	I	G	N	I	L	A	E	H	B	R	E
T	E	E	U	S	S	I	T	Y	C	Y	L
S	N	W	Z	L	O	H	O	C	L	A	P
N	T	Y	S	E	T	E	B	A	I	D	P
O	C	A	L	O	R	I	E	S	D	B	U
C	Z	E	T	U	T	I	T	S	B	U	S

**F) Brainstorming Exercise**

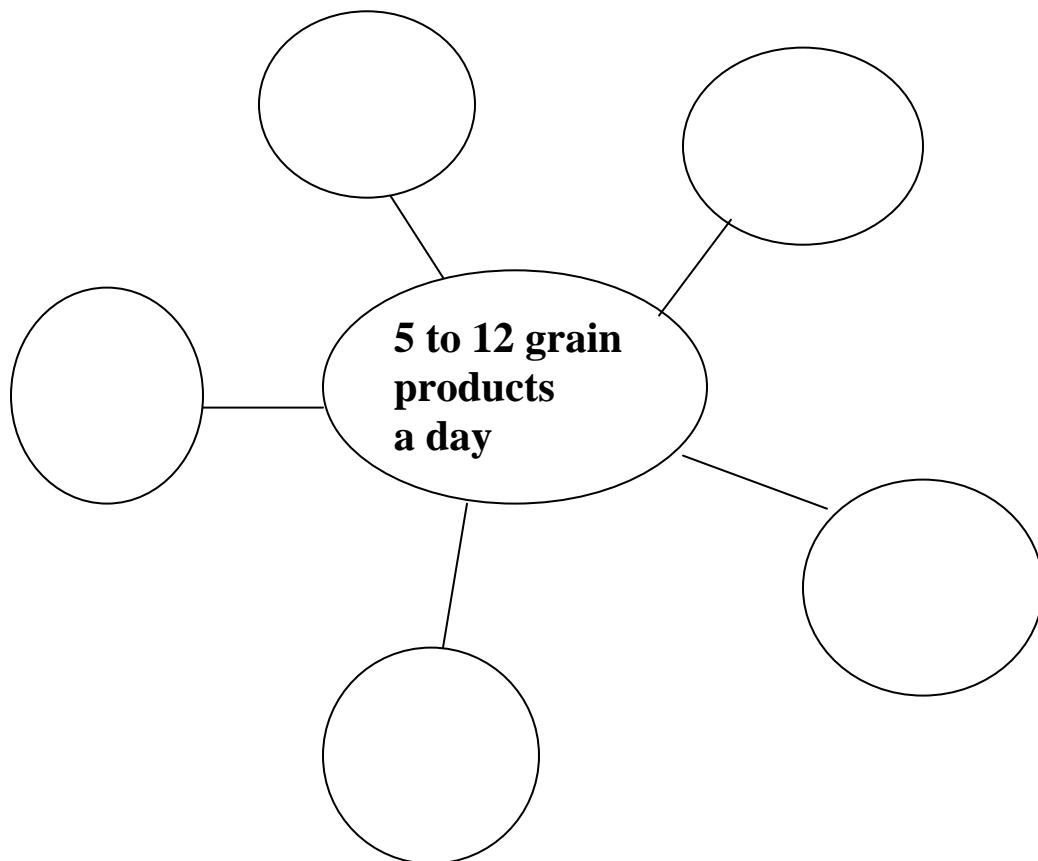
**Facilitator Notes:** This activity often helps learners change the way they think about things. It allows them to personalize the words they learned in the reading activity and to place them in their own context. The following example represents a brainstorming exercise using Canada's Food Guide to Healthy Eating found at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca). It recommends 5 to 10 servings of fruit and vegetables a day for healthy eating.

**Example**

### F) Brainstorming Exercise (Continued)

**Facilitator Notes:** Canada's Food Guide to Healthy Eating also recommends 5 to 12 servings of grain products a day for healthy eating. Learners are asked to brainstorm the kinds of grain products they can include in their day and enter them in the outer circles.

#### **Learner Activity**



### G) Writing Exercises

#### Facilitator Notes:

- a) **Daily menu:** Using the following menu exercise, learners can create a typical daily menu that meets Canada's Food Guide requirements. The menu was obtained from the Dietitians of Canada at [www.dietitians.ca/public/content/eat\\_well\\_live\\_well/english/menuplaner/](http://www.dietitians.ca/public/content/eat_well_live_well/english/menuplaner/). Recipes on this sample menu are available by clicking on the underlined food choices.

**Note:** There is currently no Canadian food guide for seniors but facilitators are encouraged to check Health Canada's web site at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca) on a regular basis to see when a food guide for seniors will be available.

**Learner Activity:**

<b>Meal</b>	<b><u>Food Choices</u></b> (Enter the food and the amount)	<b>Canada's Food Guide Servings</b>
Breakfast	(Example: 1 cup cereal)	(1 serving G)
Beverage		
Snack		
Lunch		
Beverage		
Snack		
Dinner		
Beverage		
Snack		
	<b><u>Totals of your food servings</u></b> (Total up the servings in the right hand column and compare them to the recommended number of servings.)	<b>Recommended Number of Servings</b>
Grain (G)		5 to 12
Vegetable/ Fruit (VF)		5 to 10
Milk Product (M)		3
Meat & Alternatives (MA)		2
Others (O)		minimal

## G) Writing Exercises (continued)

### Learner Activity

### Daily Menu

<b>Meal</b>	<b><u>Food Choices</u></b> (Enter the food and the amount)	<b>Canada's Food Guide Servings</b>
Breakfast  Beverage	(Example: 1 cup cereal)	(1 serving grain G)
Snack		
Lunch  Beverage		
Snack		
Dinner  Beverage		
Evening Snack		

	<u>Totals of your food servings</u> (Total up the servings in the right hand column and compare them to the recommended number of servings.)	<b>Recommended Number of Servings</b>
Grain (G)		5 to 12
Vegetable/ Fruit (VF)		5 to 10
Milk Product (M)		3
Meat & Alternatives (MA)		2
Others (O)		minimal



### G) Writing Exercises (continued)

- b) **Scrapbooking:** Learners may choose to create a scrapbook about healthy eating for older adults. It could include healthy recipes, pictures of healthy foods, etc.

## G) Writing Exercises (continued)

- c) **Grocery listing:** Learners may choose to create a shopping list for one week of healthy breakfasts, lunches and dinners and calculate the total cost. This could be compared to another list of not-so-healthy meals.

### Learner Activity

	Grocery List	Price
Breakfast Foods		
Lunch Foods		
Supper Foods		
		<b>Total Cost:</b>

## References and Resources

Title	Information
<i>Cooking for One or Two</i>	This is a 152 page recipe book for seniors who wish to cook for one or two. It is available on the British Columbia government website at <a href="http://www.healthservices.gov.bc.ca/prevent/pdf/senchef.pdf">www.healthservices.gov.bc.ca/prevent/pdf/senchef.pdf</a>
1) <i>Eating for a Healthy Heart</i> 2) <i>Eating Well as We Age</i>	These are colorful, easy-to-read brochures from the U.S. Food and Drug Administration containing tips on healthy food choices, shopping, loss of appetite, cooking, etc. <a href="http://www.fda.gov/opacom/lowlit/englow.html">www.fda.gov/opacom/lowlit/englow.html</a> .
<i>Facts about the DASH Eating Plan</i>	This is an easy to read heart-healthy eating plan published by the National Heart, Lung, and Blood Institute (NHLBI) of the National Institutes of Health (U.S.). Available at <a href="http://www.nhlbi.nih.gov">www.nhlbi.nih.gov</a>
<i>5 to 10 a Day Are you Getting Enough?</i>	This is an easy to read guide for persons of all ages about the benefits of eating 5 to 10 servings of fruit and vegetables a day to help reduce the risks of cancer, heart disease and stroke. Available at <a href="http://www.5to10aday.com">www.5to10aday.com</a>
<i>Healthy Eating for Seniors</i>	This is a resource package being prepared by ActNowBC to help seniors eat to prevent or manage chronic diseases, read labels, keep a healthy weight, etc. DVDs are included. It will be available at the end of 2007 free of charge to British Columbia Seniors and others can purchase it from <a href="http://www.gov.bc.ca/health">www.gov.bc.ca/health</a> .
<i>Healthy Eating for the Later Years</i>	This is an excellent publication for older adults to assess their nutritional score. Published by University of Nebraska-Lincoln at <a href="http://ianrpubs.unl.edu/foods/g1083.htm">http://ianrpubs.unl.edu/foods/g1083.htm</a>

Title	Information
<i>Senior Friendly Ideas for Healthy Eating</i>	Published by Dietitians of Canada, this publication has great ideas on planning meals for 1 or 2 persons using Canada's Food Guide to Healthy Eating. <a href="http://www.dietitians.ca/english/frames.html">www.dietitians.ca/english/frames.html</a>
<i>Steps to Healthy Aging: Eating Better &amp; Moving More- A Guidebook</i>	A publication of the National Policy & Resource Center on Nutrition and Aging, Florida International University describes a step-by-step 12-week program for healthy eating and exercise for older adults. Available at <a href="http://www.nutritionandaging.fiu.edu">www.nutritionandaging.fiu.edu</a> >centers & institutes> National Policy & Resource Center on Nutrition and Aging
<i>Your Game Plan for Preventing Type 2 Diabetes – Information for Patients and the Fat and Calorie Counter</i>	Valuable information on how to prevent Type 2 diabetes and a booklet with lists of foods indicating their fat and calorie contents, published as part of the National Diabetes Education Program of the National Institutes of Health and the Centers for Disease Control and Prevention (U.S.) <a href="http://ndep.nih.gov/diabetes/pubs/GP_booklet.pdf">http://ndep.nih.gov/diabetes/pubs/GP_booklet.pdf</a>
<i>Others</i>	The following additional websites have excellent information on healthy eating for seniors:  <a href="http://www.health.gov.sk.ca/rr_healthy_eating_forsen.html">www.health.gov.sk.ca/rr_healthy_eating_forsen.html</a>  <a href="http://www.healthyalberta.com/he_older.asp">www.healthyalberta.com/he_older.asp</a>  <a href="http://www.canadian-health-network.ca">www.canadian-health-network.ca</a> (All material is reviewed.)

## Lesson 4

# Understanding Food Labels

### **A) Understanding Food Labels Key Words**

**Attacks**

**Mineral**

**Balance**

**Oxygen**

**Carbohydrates**

**Saturated**

**Cholesterol**

**Serving**

**Column**

**Teeth**

**Energy**

**Trans**

**Fibre**

**Vegetables**

**Infection**

**Wrapping**

## B) Introduction

### Learning Outcomes

At the end of Lesson 4, learners should be able to:

- a) **use** the words that are listed in the key words list and discuss what they mean in the context of this lesson and their lives
- b) **describe** the information that is found most commonly on food labels
- c) **recognize** if there is a healthy, or too high or too low an amount of a certain nutrient on food labels
- d) **indicate** what nutrients are needed for healthy aging

### Lesson 4 literacy activities

The types of literacy activities in Lesson 4 are:

- a) **Reading** exercise on “Understanding Food Labels”
- b) **Fill-in-the-blanks** with words from the above reading material that are on the key words list
- c) **Word search** - to find the words that are listed in the Understanding Food Labels key words list
- d) **Reading** Nutrition Facts on food labels
- e) **Writing** exercises such as working on Activity Sheets # 1 to # 8, and completing blank Nutrition Facts labels that are published by the Canadian Diabetes Association and Dietitians of Canada. These are included in this lesson, but more copies can be obtained from [www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca).

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of food labels.

### C) Reading Exercise

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 8 reading level, or literacy level 2 and may be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

#### **Learner Activity**

### **Understanding Food Labels**

Most of the packaged foods we buy today have a label called Nutrition Facts. These labels can be seen on the wrappings of canned goods, grain products, some vegetables, dairy foods, frozen dinners, drinks, candy, chips, etc.

All of these labels have headings, such as serving size, calories, and nutrients like fat, cholesterol, sodium, carbohydrate, protein, vitamins and minerals. There is also a column with the heading “% Daily Value” which helps us see if how much of that type of nutrient is needed in a day in that packaged food.

We need a certain amount of FAT to give us energy and to provide nutrients for our body. However, eating too



**C) Reading Exercise (continued)**

much of certain kinds of fat, such as saturated fat and trans fat could lead to heart disease or Type 2 diabetes.

Our body makes most of the **CHOLESTEROL** we need, and we also get some from the foods we eat. We need cholesterol to build cells and hormones, but too much of it in our blood can lead to heart attacks or strokes.

**SODIUM** is another name for salt. Salt helps to balance our body fluids, but for some people, eating too much of it can be harmful.

**CARBOHYDRATES** provide us with energy for our muscles and our brain. Sugar and fibre are two types of carbohydrates shown on Nutrition Facts labels.

**PROTEINS** are needed to build muscle, bones and teeth. **VITAMIN A** keeps our skin and eyesight healthy, and **VITAMIN C** helps us fight infection.

**CALCIUM** is needed for strong bones and teeth, and **IRON** allows our red cells to carry oxygen in our blood to various parts of our body.

(Adapted from: Fact Sheet #2 *All about Nutrients* from the Canadian Diabetes Association/Dietitians of Canada website.)

**D) Fill-in-the-Blanks Activity**

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

**Learner Activity****Understanding Food Labels**

Most of the packaged foods we buy today have a label called Nutrition Facts. These labels can be seen on the \_\_\_\_\_ of canned goods, grain products, some \_\_\_\_\_, dairy foods, frozen dinners, drinks, candy, chips, etc.

All of these labels have headings, such as \_\_\_\_\_ size, calories, and nutrients like fat, cholesterol, sodium, carbohydrate, protein, vitamins and \_\_\_\_\_. There is also a \_\_\_\_\_ with the heading “% Daily Value” which helps us see how much of that type of nutrient is needed in a day in that packaged food.

We need a certain amount of FAT to give us \_\_\_\_\_ and to provide nutrients for our body. However, eating

**D) Fill-in-the-Blanks Activity (continued)**

too much of certain kinds of fat, such as \_\_\_\_\_ fat and \_\_\_\_\_ fat could lead to heart disease or Type 2 diabetes.

Our body makes most of the CHOLESTEROL we need, and we also get some from the foods we eat. We need \_\_\_\_\_ to build cells and hormones, but too much of it in our blood can lead to heart \_\_\_\_\_ or strokes.

SODIUM is another name for salt. Salt helps to \_\_\_\_\_ our body fluids, but for some people, eating too much of it can be harmful.

CARBOHYDRATES provide us with energy for our muscles and our brain. Sugar and \_\_\_\_\_ are two types of \_\_\_\_\_ shown on Nutrition Facts labels.

PROTEINS are needed to build muscle, bones and \_\_\_\_\_. VITAMIN A keeps our skin and eyesight healthy, and VITAMIN C helps us fight \_\_\_\_\_.

CALCIUM is needed for strong bones and teeth, and IRON allows our red cells to carry \_\_\_\_\_ in our blood to various parts of our body.

### E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Answers are found in the appendices.)

#### Learner Activity

V	S	K	C	A	T	T	A	B	C	B	S
E	L	A	R	E	N	I	M	C	Z	A	E
G	K	N	E	G	Y	X	O	W	T	L	T
E	L	Z	W	N	B	L	C	U	Q	A	A
T	Q	Y	B	Z	U	G	R	N	Z	N	R
A	R	E	N	M	N	A	O	Q	R	C	D
B	D	T	N	I	T	I	B	Y	Z	E	Y
L	W	S	V	E	T	E	E	T	H	Q	H
E	Q	R	D	C	R	S	N	A	R	T	O
S	E	C	E	F	J	G	K	R	B	C	B
Z	N	W	G	N	I	P	P	A	R	W	A
I	L	O	R	E	T	S	E	L	O	H	C

## F) Reading a Nutrition Facts Label

**Facilitator Notes:** This exercise requires learners to read the following food label as well as the meaning of the circled numbers on the following pages. The information was adapted from Fact Sheet #3 entitled *Take 5 to read the facts* from the Canadian Diabetes Association/Dietitians of Canada website [www.healthyeatingisinstore.ca](http://www.healthyeatingisinstore.ca).

### Learner Activity

#### Frozen Chicken Alfredo Crustini Dinner

<b>Nutrition Facts</b> Serving size-1 piece -128g		← 1
<b>Amount</b>	<b>% Daily Value</b>	← 2
<b>Calories</b> 320		← 3
<b>Fat</b> 15 g	<b>23 %</b>	← 4
Saturated 6 g + Trans 3.5 g	<b>48 %</b>	
<b>Cholesterol</b> 20 mg		
<b>Sodium</b> 690 mg	<b>29 %</b>	
<b>Carbohydrates</b> 38 g	<b>13 %</b>	← 5
Fibre 3 g Sugars 8 g	<b>12 %</b>	
<b>Protein</b> 9 g		
Vitamin A	8 %	
Vitamin C	0 %	
Calcium	12%	
Iron	15 %	

**F) Reading a Nutrition Facts Label (continued)****1****Serving Size**

This section of the label means if you eat the serving size shown on the label (1 piece in this case) you will get the amount of calories and nutrients that are listed.

**2****% Daily Value**

This scale shows how much nutrient is in a serving, on a scale of 0% to 100%, and is the percent number required in a day.

**3****Calories**

Calories tell you how much energy is obtained from one serving.

**4****Get *fewer* of these nutrients:**

- Fat, saturated fat, and trans fat
- Cholesterol
- Sodium

Choose foods with *low* % Daily Values of fat and sodium, especially if you are at risk for heart disease or diabetes.

**F) Reading a Nutrition Facts Label (continued)****5****Get *more* of these nutrients**

- Carbohydrates
- Fibre
- Vitamin A and C
- Calcium
- Iron

Choose foods with *high* % Daily Value of these nutrients. If you have diabetes, you must be careful how much carbohydrate you eat, as this will affect your blood sugar level.

### G) Writing Exercises

**Facilitator Notes:** The following writing activity sheets were also prepared by the Canadian Diabetes Association and Dietitians of Canada to help consumers understand nutrition facts on food labels. More of these activity forms can be obtained from their website. These activities are excellent for group work where learners can share their findings and compare and contrast the nutrients on their food labels.

**a) “Figure out the facts” activity sheets:**

Activity sheets # 1 to # 8 have various exercises in how to read labels and understand what the information means. Learners should be invited to complete as many as they can.

**b) Blank nutrition facts labels activity sheets:**

These are a few pages with blank Nutrition Facts labels. Learners can be asked to bring their own food labels from home to complete these in class or to take them home to complete.



## References and Resources

Title	Information
<i>Healthy Eating is in Store for You-Instructor's Guide</i>	This guide was produced by the Canadian Diabetes Association and Dietitians of Canada to help consumers understand nutrition information on food labels. It is designed for instructors working with individuals with low income, low literacy, senior citizens, etc. It can be downloaded from <a href="http://www.healthyeatingisinstore.ca">www.healthyeatingisinstore.ca</a>
<i>Nutrition Labelling Toolkit for Educators</i>	This is an excellent tool kit found on Health Canada's website to help community health educators who want to present information on Canadian food labeling. Downloadable from <a href="http://www.hc-sc.gc.ca">www.hc-sc.gc.ca</a> . Search for "Nutrition Labelling Toolkit for Educators-Ready-to-go presentation: Core Unit".
<i>Revealing Trans Fats</i>	This is a U.S. article describing <i>trans fats</i> and other varieties of fats and tips on how to keep their consumption low. Available from <a href="http://www.fda.gov/fdac">www.fda.gov/fdac</a> .

# Lesson 5

## Food Safety

### **A) Food Safety Key Words**

**Bacteria**

**Refrigerator**

**Discard**

**Safety**

**Educate**

**Seafood**

**Foodborne**

**Separate**

**Improvement**

**Surface**

**Invisible**

**Temperature**

**Perishable**

**Thermometer**

**Processing**

**Utensils**

## B) Introduction

### Learning Outcomes

At the end of Lesson 5, learners should be able to:

- a) **use** the words that are listed in the Lesson 5 key words list and discuss what they mean in the context of this lesson and in their lives
- b) **give examples** of how we get foodborne illnesses
- c) **explain** the importance of proper food handling
- d) **state** the four *FightBAC!* messages and explain what they mean

### Lesson 5 literacy activities

The types of literacy activities found in this lesson are:

- a) **Reading** exercise on “Food Safety”
- b) **Fill-in-the-blanks** with words from the above reading material that are on the key words list
- c) **Word search** - to find the words that are listed in the Food Safety key words list
- d) **Matching-the-columns** exercise
- e) **Reading** exercise - on the four *FightBAC!* messages from the brochure “*Food Safety for Older Adults*” from the website [www.canfightbac.org](http://www.canfightbac.org).

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of food safety.

**C) Reading Exercise**

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 reading level, or literacy level 2 and may be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

**Learner Activity:****Food Safety**

Canada's food supply is one of the safest in the world and yet about two million Canadians get foodborne illness each year due to unsafe handling of food.

Many improvements have been made in farming, food processing and eating habits, but in many cases there has been little change in the way consumers prepare and handle food.

Foodborne illness is usually caused by invisible bacteria present on foods such as meat, poultry, seafood, eggs, fruit, vegetables, and throughout the kitchen on food wrappings, cutting boards, dishcloths, your hands, etc.

**C) Reading Exercise (continued)**

The *FightBAC!*<sup>TM</sup> program is designed to educate people about food safety and its messages are **Clean, Chill, Separate, and Cook.**

The message “**Clean**” refers to washing hands, surfaces and dishcloths often. Proper hand washing may cut back on almost half of foodborne illnesses and reduce the spread of colds and flu.

The message “**Chill**” means it is important to refrigerate or freeze perishable foods, prepared foods or leftovers within two hours. They should be discarded if left at room temperature more than two hours.

The message “**Separate**” means keeping raw meats, poultry and seafood away from other foods, whether they are in your shopping cart or refrigerator in order not to spread bacteria. It is very important to carefully wash cutting boards and utensils when they are used for these foods before working with other foods.

### **C) Reading Exercise (continued)**

**“Cook”** means cooking foods to the right temperatures to make sure bacteria are killed. Food safety experts agree that using a food thermometer is the best way to ensure foods have been cooked to the right temperatures.

(Adapted from *Food Safety for Older Adults* published by the Canadian Partnership for Consumer Food Safety Education.)

**D) Fill-in-the Blanks Activity**

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

**Learner Activity****Food Safety**

Canada's food supply is one of the safest in the world and yet about two million Canadians get foodborne illness each year due to unsafe handling of food.

Many \_\_\_\_\_ have been made in farming, food \_\_\_\_\_ and eating habits, but in many cases there has been little change in the way consumers prepare and handle food.

Foodborne illness is usually caused by \_\_\_\_\_ bacteria present on foods such as meat, poultry, \_\_\_\_\_, eggs, fruit, vegetables, and throughout the kitchen on food wrappings, cutting boards, dishcloths, your hands, etc.



**D) Fill-in-the Blanks Activity (continued)**

The *FightBAC!*™ program is designed to \_\_\_\_\_ people about food \_\_\_\_\_ and its messages are **Clean, Chill, Separate, and Cook.**

The message “**Clean**” refers to washing hands, \_\_\_\_\_ and dishcloths often. Proper hand washing may cut back on almost half of \_\_\_\_\_ illnesses and reduce the spread of colds and flu.

The message “**Chill**” means it is important to refrigerate or freeze \_\_\_\_\_ foods, prepared foods or leftovers within two hours. They should be \_\_\_\_\_ if left at room temperature more than two hours.

The message “\_\_\_\_\_” means keeping raw meats, poultry and seafood away from other foods, whether they are in your shopping cart or \_\_\_\_\_ in order not to spread \_\_\_\_\_. It is very important to carefully wash cutting boards and \_\_\_\_\_ when they are used for these foods before working with other foods.

**D) Fill-in-the Blanks Activity (continued)**

**“Cook”** means cooking foods to the right \_\_\_\_\_ to make sure bacteria are killed. Food safety experts agree that using a food \_\_\_\_\_ is the best way to ensure foods have been cooked to the right temperatures.

## E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Answers are found in the appendices.)

### Learner Activity

B	Z	W	X	F	E	C	A	F	R	U	S
T	H	E	R	M	O	M	E	T	E	R	R
E	L	B	I	S	I	V	N	I	Z	W	E
C	E	L	B	A	H	S	I	R	E	P	F
D	R	A	C	S	I	D	Q	R	B	C	R
Y	T	N	E	M	E	V	O	R	P	M	I
E	T	F	G	D	O	O	F	A	E	S	G
Z	N	E	T	A	C	U	D	E	I	H	E
W	M	K	F	L	J	R	A	R	U	S	R
B	D	Z	B	A	C	T	E	R	I	A	A
P	R	O	C	E	S	S	I	N	G	Z	T
D	W	E	N	R	O	B	D	O	O	F	O
E	R	U	T	A	R	E	P	M	E	T	R
E	T	A	R	A	P	E	S	Q	R	B	Z
Z	C	F	H	S	L	I	S	N	E	T	U

**F) Matching-the-Columns Exercise**

**Facilitator Notes:** In this activity, learners are asked to enter the number of the word on the left hand column that best matches a phrase on the right hand column.  
(Answers are found in the appendices.)

**Learner Activity**

- |                      |   |
|----------------------|---|
| 1. bacteria          | a. surface should be cleaned immediately after using with poultry ( _ ) |
| 2. foodborne illness | b. put meats in the fridge before this ( _ )                            |
| 3. perishable foods  | c. do this when in doubt ( _ )  |
| 4. utensils          | d. the best way to test how well meat is cooked ( _ )                   |
| 5. improvement       | e. important to do this when putting foods in the fridge ( _ )          |
| 6. discard           | f. 2 million Canadians per year have this ( _ )                         |
| 7. cutting boards    | g. found on the surface of some foods ( _ )                             |
| 8. two hours         | h. these must be eaten fresh or kept cold ( _ )                         |
| 9. thermometer       | i. means “to get better” ( _ )  |
| 10. separate         | j. knives, forks, etc. ( _ )  |

### G) Reading Exercise

**Facilitator Notes:** At the end of Lesson 5 is a copy of the online publication “*Food Safety for Older Adults*” published by the Canadian Partnership for Consumer Food Safety Education. Learners should be invited to read all or parts of the publication and to try the crossword puzzle. The publications are available at [www.canfightbac.org](http://www.canfightbac.org).

## References and Resources

<b>Title</b>	<b>Information</b>
<i>Egg Facts</i>	The Canadian Egg Marketing Agency has easy to read information on “Egg Handling at Home” on its website at <a href="http://www.eggs.ca/eggfacts/eggstoreeggs.asp">www.eggs.ca/eggfacts/eggstoreeggs.asp</a>
<i>Egg Product Preparation</i>	This is a 10-page fact sheet with practical questions and answers on handling eggs safely. At the United States Department of Agriculture, Food and Inspection Service. <a href="http://www.fsis.usda.gov/opacom/lowlit/medold.pdf">www.fsis.usda.gov/opacom/lowlit/medold.pdf</a>
<i>Foodborne Diseases</i>	Easy-to-read information on foodborne diseases and how to prevent them. Obtained from the National Institute of Allergy and Infectious Diseases, National Institutes of Health, U.S. Department of Health and Human Services. <a href="http://www.niaid.nih.gov">www.niaid.nih.gov</a>
Information on chicken	Chicken Farmers of Canada have easy-to-read information on how to handle chicken safely by clicking on “Safe Food Handling” on their website at <a href="http://www.chicken.ca">www.chicken.ca</a> .
Information on pork	Alberta Pork Farmers have easy-to-read information on how to handle pork safely by clicking on “Food Safety & Cooking” on their website at <a href="http://www.albetapork.ca/pdf/cooking_handling/food_safety.pdf">www.albetapork.ca/pdf/cooking_handling/food_safety.pdf</a>

<i>Eat Well, Live Well Lesson: Food Safety for Older Adults</i>	This is another excellent resource to help instructors teach food safety. This lesson plan is taken from “Nutrition for Older Adults’ Health” produced by the Department of Foods and Nutrition, The University of Georgia, and is intended for older adults with low literacy skills. It can be found at <a href="http://www.noahnet.myweb.uga.edu/plansfv.html">www.noahnet.myweb.uga.edu/plansfv.html</a>
<i>Playing it Safe with Eggs</i>	Three pages of large print easy-to-read material on avoiding <i>salmonella</i> infection from eggs. Obtained from the U.S. Food and Drug Administration, Centre for Food Safety and Applied Nutrition (FDA/CFSAN) at <a href="http://www.cfsan.fda.gov">www.cfsan.fda.gov</a>
<i>Turkey for Dinner</i>	The Canadian Turkey Marketing Agency has easy-to-read information on how to thaw and prepare turkey, cooking times, etc. on its website at <a href="http://www.turkeyfordinner.ca">www.turkeyfordinner.ca</a>

## Lesson 6

# Visiting your Health Provider



### **A) Visiting your Health Provider Key Words**

**Card**

**Medically**

**Concerns**

**Nurse**

**Condition**

**Partnership**

**Detail**

**Provider**

**Effort**

**Question**

**Emergency**

**Responsibility**

**Hearing**

**Stressful**

**List**

**Symptom**

### B) Introduction

#### Learning Outcomes

At the end of Lesson 6, learners should be able to:

- a) **use** the words that are listed in the Lesson 6 key words list and discuss what they mean in the context of this lesson and in their lives
- b) **indicate** the important things to consider when visiting a health provider
- c) **list** concerns or questions to ask while visiting a health provider

#### The literacy activities in Lesson 6

The types of literacy activities in Lesson 6 are:

- a) **Reading** exercise on “Visiting your Health Provider”
- b) **Fill-in-the-blanks** with words from the above reading material that are on the key words list
- c) **Word search** - to find the words that are listed in the Visiting your Health Provider key words list
- b) **Matching-the-columns** exercise
- c) **Writing** exercises on things to consider when visiting health providers and what concerns or questions to bring

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of visiting health providers.

### **C) Reading Exercise**

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 or 10 reading level, or literacy level 2 and can be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

### **Learner Activity**

#### **Visiting your Health Provider**

We all see doctors, nurses or pharmacists at one time or another. These visits are usually important, so it is good to communicate well and to take an active role in our own health care.

In the past, people simply answered questions and followed directions. Today, we are expected to take more responsibility for our health care by forming a partnership with the provider we are seeing. This takes time and effort for all people involved, and fortunately there are tips that can help get you started.

*Be prepared: Make a list of your concerns.* Make a list of what you want to discuss and put the important ones first. Take along your health card and all your medications to every visit. Some people prefer to bring these in a bag. Let the doctor or nurse know if a certain disease or condition runs in your family and ask how to help prevent it.

### C) Reading Exercise (continued)

*Make sure you can see and hear as well as possible.* Many older adults use glasses and hearing aids. Remember to wear these on your visit and to let the providers know if you have a hard time seeing or hearing.

*Consider bringing a family member or friend.* Sometimes these visits can be stressful, so it is good to bring a family member or friend with you. This person can help by reminding you of what you want from the visit, remembering what the provider said, or can take notes for you.

*Plan to update the doctor or nurse.* It is important to let them know if anything has happened since your last visit, such as a visit to emergency, changes in appetite, weight, sleep, or energy level. Take time to make notes about symptoms you may have, and when they started, what time of day, how long they lasted, and how often. Also tell about any changes in medication or the effect it has on you.

*Your provider may ask how life is going for you.* Information on major changes or stresses in your life such as divorce or death of a loved one may be useful medically. There is no need to go into details but statements like “my sister died since my last visit” or “I had to sell my home and move in with my daughter” are helpful.

Other tips that help with visits to medical providers are 1) *be honest*, 2) *stick to the point*, 3) *ask questions*, 4) *share your point of view*.

(Adapted from *Talking with your Doctor: A Guide for Older People*, Ageing International, Winter 2003, Vol.28, No.1, p.98-113.)

### D) Fill-in-the-Blanks Activity

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

### **Learner Activity**

#### **Visiting your Health Provider**

We all see doctors, nurses or pharmacists at one time or another. These visits are usually important, so it is good to communicate well and to take an active role in our own health care.

In the past, people simply answered questions and followed directions. Today, we are expected to take more \_\_\_\_\_ for our health care by forming a \_\_\_\_\_ with the provider we are seeing. This takes time and \_\_\_\_\_ for all people involved, and fortunately there are tips that can help get you started.

*Be prepared: Make a list of your\_\_\_\_\_.* Make a \_\_\_\_\_ of what you want to discuss and put the important ones first. Take along your health \_\_\_\_\_ and all your medications to every visit. Some people prefer to bring these in a bag. Let the doctor or \_\_\_\_\_ know if a certain disease or \_\_\_\_\_ runs in your family and ask how to help prevent it.

**D) Fill-in-the-Blanks Activity (continued)**

*Make sure you can see and hear as well as possible.* Many older adults use glasses and \_\_\_\_\_ aids. Remember to wear these on your visit and to let the \_\_\_\_\_ know if you have a hard time seeing or hearing.

*Consider bringing a family member or friend.* Sometimes these visits can be \_\_\_\_\_, so it is good to bring a family member or friend with you. This person can help by reminding you of what you want from the visit, remembering what the provider said, or can take notes for you.

*Plan to update the doctor or nurse.* It is important to let them know if anything has happened since your last visit, such as a visit to \_\_\_\_\_, changes in appetite, weight, sleep, or energy level. Take time to make notes about \_\_\_\_\_ you may have, and when they started, what time of day, how long they lasted, and how often. Also tell about any changes in medication or the effect it has on you.

*Your provider may ask how life is going for you.* Information on major changes or stresses in your life such as divorce or death of a loved one may be useful \_\_\_\_\_. There is no need to go into \_\_\_\_\_ but statements like “my sister died since my last visit” or “I had to sell my home and move in with my daughter” are helpful.

Other tips that help with visits to medical providers are 1) *be honest*, 2) *stick to the point*, 3) *ask \_\_\_\_\_*, 4) *share your point of view*.

## E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

### Learner Activity

N	O	I	T	I	D	N	O	C	S	B	E
S	A	V	X	E	U	G	A	N	Z	M	Y
W	X	B	T	R	N	R	R	Y	E	E	T
C	A	A	S	I	D	E	L	R	F	W	I
U	I	E	R	X	C	L	G	F	D	X	L
L	X	A	C	N	A	E	O	G	J	C	I
X	E	R	O	C	N	R	R	Z	Y	L	B
H	Z	C	I	C	T	U	O	B	Z	K	I
T	B	D	Y	I	M	O	T	P	M	Y	S
B	E	O	O	T	B	I	D	A	C	X	N
M	W	I	S	U	Z	B	W	U	O	Z	O
Z	P	I	H	S	R	E	N	T	R	A	P
Y	L	D	L	U	F	S	S	E	R	T	S
C	X	Z	N	O	I	T	S	E	U	Q	E
U	R	E	D	I	V	O	R	P	C	B	R

**F) Matching-the-Columns Exercise**

**Facilitator Notes:** In this activity, learners are asked to enter the number of the word on the left hand column that best matches a phrase on the right hand column. (Answers are found in the appendices.)

**Learner Activity**

- |                   |  |
|-------------------|--|
| 1. concerns       | a. helpful to have one come with you ( _ )       |
| 2. medications    | b. will answer questions about your drugs ( _ )  |
| 3. symptoms       | c. this means it's up to us ( _ )                |
| 4. stress         | d. trained to do some of the doctor's work ( _ ) |
| 5. partnership    | e. these will help you understand ( _ )          |
| 6. responsibility | f. some people bring these in a bag ( _ )        |
| 7. friend         | g. say the important ones first ( _ )            |
| 8. pharmacist     | h. important to say when they started ( _ )      |
| 9. nurse          | i. working together ( _ )                        |
| 10. questions     | j. losing a friend can cause this ( _ )          |



### **G) Writing Exercises**

#### **Facilitator Notes:**

- a) **Important things to consider when visiting health providers:** Using some of the key words learned in this lesson, learners can be asked to write about some of the things that have helped their visit to a health provider.

#### **Learner Activity**

**The things that have helped my visit to a health provider are**

### **G) Writing Exercises (continued)**

- b) **Questions or concerns:** Learners should try to write a list of questions or concerns they may bring to a health provider.

#### **Learner Activity**

**Some health concerns I want to talk about are**

**Some questions I would like to ask are**

## References and Resources

Title	Information
<i>Questions to Ask Your Doctor and Pharmacist: A Guide for Seniors</i>	These are questions published for older Manitobans about medications, and programs available in that province. It was developed by Manitoba Health and Manitoba Seniors and Healthy Aging Secretariat. <a href="http://www.gov.mb.ca/shas/pdf/questions_05.pdf">www.gov.mb.ca/shas/pdf/questions_05.pdf</a>
<i>Talking with your Doctor: A Guide for Older People</i>	This is an easy-to-read publication from the U.S. National Institute on Aging containing tips, pictures and work sheets on how to develop a good doctor-patient relationship. Downloadable from <a href="http://www.niapublications.org/pubs">www.niapublications.org/pubs</a>
<i>The Health Pack-Resource Pack for Literacy Tutors and Healthcare Staff</i>	This is a colorful coil-bound booklet published for residents of the Irish health system, but it can be adapted easily to our system. To order, contact the National Adult Literacy Agency (NALA) 76 Lower Gardiner Street, Dublin 1, Ireland. See <a href="http://www.nala.ie">www.nala.ie</a>

# Lesson 7

## Understanding Medication Labels

### **A) Medication Labels Key Words**

**Chart**

**Pharmacist**

**Container**

**Prescribe**

**Doctor**

**Primary**

**Drug**

**Problem**

**Interaction**

**Question**

**Instruction**

**Record**

**Labels**

**Regular**

**Medicine**

**Specialist**

## B) Introduction

### Learning Outcomes

At the end of Lesson 7, learners should be able to:

- a) **use** the words that are listed in the Lesson 7 key words list and discuss what they mean in the context of this lesson and in their lives
- b) **explain** the information that is commonly found on prescribed and non-prescribed medication labels
- c) **explain** the basic information on their own medications
- d) **explain** the meaning of various warning labels
- e) **complete** a personal medication record booklet

### Lesson 7 literacy activities

The types of literacy activities in Lesson 7 are:

- a) **Reading** exercise on “Making the Most of Medications”
- b) **Fill-in-the-blanks** with words from the above reading material that are on the key words list
- c) **Word search** - to find the words that are listed in the “Medication Labels” key words list
- d) **Reading** medication labels
- e) **Writing** exercises using *The LaRue Medical Literacy Exercises* created by Charles LaRue through the Minnesota Department of Education and Minnesota Literacy Council. ([www.mcedservices.com](http://www.mcedservices.com))

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of medication labels.

### C) Reading Exercise

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 reading level, or literacy level 2 and may be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

**Learner Activity:**

#### **Making the Most of Medications**

Your doctor may prescribe a drug for your condition. Make sure you know the name of the drug and understand why it has been prescribed for you. Ask the doctor to write down how often and how long you should take it. Make notes about any other special instructions such as foods or drinks you should avoid. If you are taking other medications, make sure your doctor knows, so he or she can prevent harmful interactions.

Sometimes medicines affect older people differently than younger people. Let the doctor know if your medicine doesn't seem to be working or if it is causing problems. It is best not to stop taking the medicine on your own. If you do stop taking your medicine, let your doctor's office know as soon as possible. If another doctor (e.g. a specialist)

**C) Reading Exercise (continued)**

prescribes a medication for you, call your primary doctor's office and leave a message letting him or her know. Also call to check with your doctor's office before taking any over-the-counter medications. You may find it helpful to keep a chart of all the medicines you take and when you take them.

The pharmacist is also a good source of information about your medicines. In addition to answering questions and helping you to select non-prescribed medications, the pharmacist keeps records of all the prescriptions you get filled at that drug store. Because your pharmacist keeps these records, it is helpful to use a regular drug store. At your request, the pharmacist can fill your prescriptions in easy-to-open containers and may be able to provide large-print prescription labels.

(Adapted from *Talking with your Doctor: A Guide for Older People*, Ageing International, Winter 2003, Vol.28, No.1, p.98-113.)



**D) Fill-in-the-Blanks Activity**

**Facilitator Notes:** Having read the first text, the learner is then asked to re-read the following same text and to fill in the missing words verbally. This activity is meant to re-enforce learning from the first reading.

**Learner Activity****Making the Most of Medications**

Your doctor may prescribe a drug for your condition. Make sure you know the name of the drug and understand why it has been \_\_\_\_\_ for you. Ask the doctor to write down how often and how long you should take it. Make notes about any other special \_\_\_\_\_ such as foods or drinks you should avoid. If you are taking other medications, make sure your doctor knows, so he or she can prevent harmful \_\_\_\_\_.

Sometimes medicines affect older people differently than younger people. Let the doctor know if your \_\_\_\_\_ doesn't seem to be working or if it is causing \_\_\_\_\_. It is best not to stop taking the medicine on your own. If you do stop taking your medicine, let your \_\_\_\_\_'s office know as soon as possible. If another doctor (e.g. a \_\_\_\_\_)

**D) Fill-in-the-Blanks Activity (continued)**

prescribes a medication for you, call your \_\_\_\_\_ doctor's office and leave a message letting him or her know. Also call to check with your doctor's office before taking any over-the-counter medications. You may find it helpful to keep a \_\_\_\_\_ of all the medicines you take and when you take them.

The \_\_\_\_\_ is also a good source of information about your medicines. In addition to answering \_\_\_\_\_ and helping you to select non-prescribed medications, the pharmacist keeps \_\_\_\_\_ of all the prescriptions you get filled at that \_\_\_\_\_ store. Because your pharmacist keeps these records, it is helpful to use a \_\_\_\_\_ drug store. At your request, the pharmacist can fill your prescriptions in easy-to-open \_\_\_\_\_ and may be able to provide large-print prescription \_\_\_\_\_.

## E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

**Learner Activity**

N	O	I	T	S	E	U	Q	D	W	C	N
T	T	X	S	Q	R	G	C	O	Y	O	O
S	S	Y	E	Z	B	U	H	C	R	N	I
I	I	X	E	N	C	R	A	T	A	T	T
L	C	R	M	B	I	D	R	O	M	A	C
A	A	A	O	E	I	C	T	R	I	I	U
I	M	L	B	T	L	R	I	Q	R	N	R
C	R	U	G	B	E	B	C	D	P	E	T
E	A	G	H	X	W	K	O	S	E	R	S
P	H	E	L	E	B	A	L	R	E	M	N
S	P	R	D	R	O	C	E	R	P	R	I
N	O	I	T	C	A	R	E	T	N	I	P

## F) Writing Exercises

### Facilitator Notes:

**a) Activity sheets:** At the end of Lesson 7 are three sets of writing activity sheets that learners should try to complete:

A) Prescription labels

B) OTC medicine labels (These are over-the-counter medicines and are also called non-prescribed medicine)

C) Warning labels

(Answers to the questions are found in the appendices.)

These activity sheets are *The LaRue Medical Literacy Exercises* created by Charles LaRue through the Minnesota Department of Education and Minnesota Literacy Council. They are available from [www.mcedservices.com](http://www.mcedservices.com) by clicking on “Online activities”, then “Medicine labels and warning”.

**b) Medication record book:** Inserted at the end of Lesson 7 is an easy-to-read booklet entitled *Knowledge is the Best Medicine* produced by Canada’s Research-Based Pharmaceutical Companies. The booklet contains a small medication record book in which learners can write such things as doctor’s name, their health history, allergies, contact information, and list their prescribed and non-prescribed medicines, etc. These are found in many pharmacies or they can be ordered from [www.canadapharma.org](http://www.canadapharma.org) by clicking on “Patient Pathways”, then “medication record”.

## References and Resources

Title	Information
<i>Knowledge is the Best Medicine</i>	This is a small booklet containing basic information on knowing your medications and is also a record book in which learners can write such things as doctor's name, their health history, allergies, contact information, and list their prescribed and non-prescribed medicines, etc. These are found in many pharmacies or they can be ordered from <a href="http://www.canadapharma.org">www.canadapharma.org</a> by clicking on "Patient Pathways", then "medication record".
<i>The LaRue Medical Literacy Exercises</i>	These are literacy activities intended for adults with low literacy skills created by Charles LaRue through the Minnesota Department of Education and Minnesota Literacy Council. Activities on reading prescription labels, labels on over-the-counter medication, and the warning labels found on these products are available from <a href="http://www.mcedservices.com">www.mcedservices.com</a>
<i>Medicines and Older Adults</i>	This is a colorful brochure on precautions to take with medications from the U.S. Food and Drug Administration at <a href="http://www.fda.gov">www.fda.gov</a>
<i>Questions to Ask Your Doctor and Pharmacist: A Guide for Seniors</i>	These are questions published for older Manitobans about medications, and programs available in that province. It was developed by Manitoba Health and Manitoba Seniors and Healthy Aging Secretariat. <a href="http://www.gov.mb.ca/shas/pdf/questions_05.pdf">www.gov.mb.ca/shas/pdf/questions_05.pdf</a>

# Lesson 8

## Practicing Prevention

### **A) Practicing Prevention Key Words**

**Amputation**

**Early**

**Blindness**

**Measure**

**Breast**

**Porous**

**Cholesterol**

**Prevent**

**Damage**

**Prostate**

**Density**

**Screen**

**Determine**

**Sugar**

**Diabetes**

**Type**

## B) Introduction

### Learning Outcomes

At the end of Lesson 8, learners should be able to:

- a) **use** the words that are listed the Lesson 8 key words list and discuss what they mean in the context of this lesson and in their lives
- b) **state** the five conditions older adults should be routinely screened for
- c) **state** the important questions to ask about those conditions
- d) **indicate** the screening tests for the five conditions

### Lesson 8 literacy activities

The types of literacy activities in Lesson 8 are:

- a) **Reading** exercise on “Practicing Prevention”
- b) **Fill-in-the-blanks** with words from the above reading material that are on the key words list
- c) **Word search** - to find the words that are listed in the Practicing Prevention key words list
- b) **Matching-the-column** exercise

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of practicing prevention.



### C) Reading Exercise

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 or 10 reading level, or literacy level 2 and can be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

### **Learner Activity**

#### **Practicing Prevention**

Maintaining your health after age 50 means practicing prevention measures such as getting certain health screening tests and vaccines. We know we cannot prevent conditions or diseases totally, but if they are found early they are easier to treat.

Most health experts agree that there are certain conditions that older adults should be screened for regularly. These are:

- high blood pressure
- high cholesterol
- diabetes
- osteoporosis
- cancer

### C) Reading Exercise (continued)

*What about high blood pressure?*

We know that when high blood pressure is not treated it can lead to strokes, heart and kidney disease.

Questions to ask your doctor or nurse:

What should my blood pressure be?  
How often should I get it checked?  
How can I lower it?

*What about high cholesterol?*

We now know that we have two types of cholesterol - the good one (HDL) and the bad one (LDL). Too much of the bad type (LDL) can damage blood vessels and cause heart disease. A blood test can measure how much we have of each type.

Questions to ask your doctor or nurse:

What should my HDL and LDL cholesterol levels be?  
How often should I get them checked?  
What can I do to lower the LDL and raise the HDL?

**C) Reading Exercise (continued)***What about diabetes?*

Diabetes, or too much sugar in the blood, is a major cause of blindness, kidney disease, high blood pressure, stroke, heart disease and amputation of the lower legs and feet. Nova Scotia has one of the highest rates of diabetes in Canada. Blood and urine tests can determine if your blood sugar level is normal or not.

Questions to ask your doctor or nurse:

What can I do to prevent diabetes?

If I have it, how often do I need eye and dental exams?

How should I take care of my feet?

What is the right weight for me?

If you have diabetes, other questions need to be asked about proper nutrition, what medicines to take, etc. So it is important to get good medical advice.

*What about osteoporosis?*

The meaning of the word osteoporosis is “porous bone”. This condition, which causes bones to be thin and break easily, can be detected with a bone density test.

### C) Reading Exercise (continued)

#### Questions to ask your doctor or nurse:

Should I have a bone density test?

What foods or medicines can help prevent osteoporosis?

What types of exercises should I do to help prevent it?

How can I avoid breaking my bones and prevent falls?

#### *What about cancer?*

The screening tests usually recommended for older adults are tests for breast cancer, cervical cancer, colorectal cancer, and prostate cancer.

The screening test for **breast** cancer is the mammogram. A mammogram, which is an X-ray of your breasts, can usually detect cancer early before it spreads. You should ask your doctor or nurse how often you should have a mammogram.

The screening test for **cervical** cancer is the Pap test. This is a quick test done by gently scraping cells off the cervix, which are sent to the lab to examine for cancer cells.

### C) Reading Exercise (continued)

Screening tests for **colorectal** cancer include a colonoscopy and fecal occult blood test. In a colonoscopy, an instrument is used to examine inside the bowel. The test is harmless and it should be done five years after age 50. The test for fecal occult blood involves taking a stool sample to the lab.

The screening test for **prostate** cancer is a blood test that can tell if the prostate gland is healthy or not. Your doctor can also tell how the gland feels by doing a rectal exam.

#### Questions to ask your doctor or nurse:

Should I be getting a mammogram?

Do I still need to get a Pap test?

When should I be screened for colorectal cancer?

Should I be tested for prostate cancer?

(Adapted from *The Pocket Guide to Staying Healthy at 50+*, a 2003 U.S. publication of the Agency for Healthcare Research and Quality at [www.ahrq.gov](http://www.ahrq.gov)).

### D) Fill-in-the-Blanks Activity

**Facilitator Notes:** Having read the first text, learners are then asked to read the following short version of the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

#### Learner Activity

##### Practicing Prevention

Maintaining your health after age 50 means practicing prevention measures such as getting certain health screening tests and vaccines. We know we cannot \_\_\_\_\_ conditions or diseases totally, but if they are found \_\_\_\_\_ they are easier to treat.

Most health experts agree that there are certain conditions that older adults should be \_\_\_\_\_ for regularly. These are:

high blood pressure

high \_\_\_\_\_

diabetes

osteoporosis

cancer

We now know that we have two \_\_\_\_\_ of cholesterol - the good one (HDL) and the bad one (LDL). Too much of the

**D) Fill-in-the-Blanks Activity (continued)**

bad type (LDL) can \_\_\_\_\_ blood vessels and cause heart disease. A blood test can \_\_\_\_\_ how much we have of each type.

Diabetes, or too much \_\_\_\_\_ in the blood, is a major cause of \_\_\_\_\_, kidney disease, high blood pressure, stroke, heart disease and \_\_\_\_\_ of the lower legs and feet. Nova Scotia has one of the highest rates of \_\_\_\_\_ in Canada. Blood and urine tests can \_\_\_\_\_ if your blood sugar level is normal or not.

The meaning of the word osteoporosis is “\_\_\_\_\_ bone”. This condition, which causes bones to be thin and break easily, can be detected with a bone \_\_\_\_\_ test.

The screening tests usually recommended for older adults are tests for \_\_\_\_\_ cancer, cervical cancer, colorectal cancer, and \_\_\_\_\_ cancer.

### E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

#### Learner Activity

N	E	E	R	C	S	X	W	D	E	S	T
B	E	S	U	G	A	R	P	T	Q	S	L
W	K	G	L	M	T	S	A	E	R	B	O
Z	T	J	A	X	B	T	C	E	L	T	R
C	N	D	X	M	S	C	N	I	Y	B	E
Y	E	Z	W	O	A	I	N	P	C	K	T
T	V	Q	R	J	M	D	E	W	T	R	S
I	E	P	O	R	N	X	Y	L	R	A	E
S	R	X	E	E	S	U	O	R	O	P	L
N	P	T	S	M	E	A	S	U	R	E	O
E	E	S	S	E	T	E	B	A	I	D	H
D	N	O	I	T	A	T	U	P	M	A	C



### F) Matching-the-Columns Exercise

**Facilitator Notes:** In this activity, learners are asked to enter the number of the word on the left hand column that best matches a phrase on the right hand column. (Answers are found in the appendices.)

#### **Learner Activity**

- |                       |  |
|-----------------------|--|
| 1. sugar              | a. means blood in the stool ( _ )                        |
| 2. breast cancer      | b. males often get this checked ( _ )                    |
| 3. porous             | c. too much in the blood can cause kidney disease ( _ )  |
| 4. fecal occult blood | d. when our bones are like this, they break easily ( _ ) |
| 5. HDL/LDL            | e. can cause damage to the feet ( _ )                    |
| 6. colonoscopy        | f. detected by a Pap test ( _ )                          |
| 7. heart disease      | g. usually seen in a mammogram ( _ )                     |
| 8. cervical cancer    | h. types of cholesterol ( _ )                            |
| 9. diabetes           | i. a test to view the inside of the large bowel ( _ )    |
| 10. prostate          | j. diabetes can cause this ( _ )                         |

## References and Resources

Title	Information
<p><i>(1) A Simple Test Could Save your Life</i></p> <p><i>(2) Pap Test Fact Sheet for Older Women</i></p>	<p>This easy-to-read brochure explains the Pap test and the fact sheet has questions and answers for older women. These are available from <a href="http://www.cancercare.ns.ca">www.cancercare.ns.ca</a></p>
<p><i>Checkups and Prevention- Stay Healthy – Practice Prevention</i></p>	<p>Easy-to-read information about prevention measures for older adults. Found at the U.S. site American Association of Retired Persons (AARP) at <a href="http://www.aarp.org/health/staying_healthy/prevention">www.aarp.org/health/staying_healthy/prevention</a></p>
<p><i>Health Information for Older Adults</i></p>	<p>This is plain information about common health issues for older adults. It is found on the U.S. site Centers for Disease Control and Prevention (CDC) at <a href="http://www.cdc.gov">www.cdc.gov</a> (Click on “Healthy Aging”)</p>
<p><i>1) Keeping Healthy for a Lifetime Means Watching Your Mouth</i></p> <p><i>2) Stroke: Prevention is the Best Treatment</i></p> <p><i>3) They’re not Just for Kids: Immunization Revisited</i></p>	<p>These are easy to understand articles for older adults written by medical providers about topics like oral health, stroke prevention and immunization. Available from Healthy Aging Partnership (U.S.) at <a href="http://www.4elders.org">www.4elders.org</a></p>

<i>Prevent Diabetes Problems</i>	<p>This is a 7 booklet series on strategies to prevent diabetes problems:</p> <ul style="list-style-type: none"><li>(1) <i>Keep Your Diabetes Under Control</i></li><li>(2) <i>Keep your Heart and Blood Vessels Healthy</i></li><li>(3) <i>Keep Your Kidneys Healthy</i></li><li>(4) <i>Keep Your Eyes Healthy</i></li><li>(5) <i>Keep Your Skin and Feet Healthy</i></li><li>(6) <i>Keep Your Nervous System Healthy</i></li><li>(7) <i>Keep Your Teeth and Gums Healthy</i></li></ul> <p>Published by the U.S. National Institute of Diabetes and Digestive and Kidney Diseases at <a href="http://www.diabetes.niddk.nih.gov/dm/pubs">www.diabetes.niddk.nih.gov/dm/pubs</a></p>
<i>Questions &amp; Answers About Adult Immunization</i>	<p>These Q&amp;As explain why the Flu and Pneumococcal vaccines are important for adults over 65. There is also a good table to help differentiate between a cold and flu. Published by the Canadian Coalition for Immunization Awareness &amp; Promotion (CCIAP) at <a href="http://www.immunize.cpha.ca">www.immunize.cpha.ca</a></p>

# Appendices

# Appendices

## Word Search Solutions

### Lesson 1- Health

U	R	D	Y	T	I	R	U	C	E	S	T
N	I	H	T	L	A	E	H	H	D	N	I
O	P	A	S	A	F	E	T	Y	A	E	C
I	R	C	F	O	I	X	E	N	S	L	O
T	O	C	S	R	G	A	I	N	T	Y	M
O	V	E	S	X	U	M	O	F	C	T	M
M	I	S	E	T	R	P	A	P	A	S	U
O	D	S	N	E	E	L	M	I	T	E	N
R	E	P	T	C	L	E	N	O	N	F	I
P	R	E	I	S	T	L	Y	H	O	I	T
O	D	T	F	A	L	T	E	R	C	L	Y
W	R	E	H	C	R	A	E	S	E	R	A

### Lesson 2- Active Living

Y	T	I	V	I	T	C	A	R	P	Y	X
L	I	V	I	N	G	Z	E	M	B	Q	T
X	W	C	T	D	E	F	U	O	G	S	N
S	A	G	A	H	I	I	G	D	A	T	E
R	L	J	L	S	K	N	I	E	R	R	L
E	K	S	I	R	T	C	T	R	D	E	A
D	I	L	T	M	N	I	A	A	E	T	V
L	N	O	Y	B	P	D	F	T	N	C	I
U	G	Q	O	R	S	E	T	E	I	H	U
O	Z	N	U	V	W	N	X	Y	N	Z	Q
H	E	G	N	U	L	C	B	C	G	E	E
S	T	R	E	S	S	E	F	H	I	Z	B

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### Lesson 3 – Healthy Eating

N	O	I	T	A	Z	I	N	A	G	R	O
O	V	E	R	W	E	I	G	H	T	Z	W
I	N	Z	E	S	I	C	R	E	X	E	T
T	U	C	A	L	C	I	U	M	P	D	N
A	T	N	I	M	A	T	I	V	B	A	E
P	R	E	L	C	S	U	M	Z	W	I	M
I	I	G	N	I	L	A	E	H	B	R	E
T	E	E	U	S	S	I	T	Y	C	Y	L
S	N	W	Z	L	O	H	O	C	L	A	P
N	T	Y	S	E	T	E	B	A	I	D	P
O	C	A	L	O	R	I	E	S	D	B	U
C	Z	E	T	U	T	I	T	S	B	U	S

### Lesson 4 – Understanding Food Labels

V	S	K	C	A	T	T	A	B	C	B	S
E	L	A	R	E	N	I	M	C	Z	A	E
G	K	N	E	G	Y	X	O	W	T	L	T
E	L	Z	W	N	B	L	C	U	Q	A	A
T	Q	Y	B	Z	U	G	R	N	Z	N	R
A	R	E	N	M	N	A	O	Q	R	C	D
B	D	T	N	I	T	I	B	Y	Z	E	Y
L	W	S	V	E	T	E	E	T	H	Q	H
E	Q	R	D	C	R	S	N	A	R	T	O
S	E	C	E	F	J	G	K	R	B	C	B
S	B	F	I	B	R	E	Y	B	W	Q	R
Z	N	W	G	N	I	P	P	A	R	W	A
I	L	O	R	E	T	S	E	L	O	H	C

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### Lesson 5 – Food Safety

B	Z	W	X	F	E	C	A	F	R	U	S
T	H	E	R	M	O	M	E	T	E	R	R
E	L	B	I	S	I	V	N	I	Z	W	E
C	E	L	B	A	H	S	I	R	E	P	F
D	R	A	C	S	I	D	Q	R	B	C	R
Y	T	N	E	M	E	V	O	R	P	M	I
E	T	F	G	D	O	O	F	A	E	S	G
Z	N	E	T	A	C	U	D	E	I	H	E
W	M	K	F	L	J	R	A	R	U	S	R
B	D	Z	B	A	C	T	E	R	I	A	A
P	R	O	C	E	S	S	I	N	G	Z	T
D	W	E	N	R	O	B	D	O	O	F	O
E	R	U	T	A	R	E	P	M	E	T	R
E	T	A	R	A	P	E	S	Q	R	B	Z
Z	C	F	H	S	L	I	S	N	E	T	U

### Lesson 6 –Visiting your Health Provider

N	O	I	T	I	D	N	O	C	S	B	E
S	A	V	X	E	U	G	A	N	Z	M	Y
W	X	B	T	R	N	R	R	Y	E	E	T
C	A	A	S	I	D	E	L	R	F	W	I
U	I	E	R	X	C	L	G	F	D	X	L
L	X	A	C	N	A	E	O	G	J	C	I
X	E	R	O	C	N	R	R	Z	Y	L	B
H	Z	C	I	C	T	U	O	B	Z	K	I
T	B	D	Y	I	M	O	T	P	M	Y	S
B	E	O	O	T	B	I	D	A	C	X	N
M	W	I	S	U	Z	B	W	U	O	Z	O
Z	P	I	H	S	R	E	N	T	R	A	P
Y	L	D	L	U	F	S	S	E	R	T	S
C	X	Z	N	O	I	T	S	E	U	Q	E
U	R	E	D	I	V	O	R	P	C	B	R

## Appendices

### Lesson 7 – Understanding Medication Labels

N	O	I	T	S	E	U	Q	D	W	C	N
T	T	X	S	Q	R	G	C	O	Y	O	O
S	S	Y	E	Z	B	U	H	C	R	N	I
I	I	X	E	N	C	R	A	T	A	T	T
L	C	R	M	B	I	D	R	O	M	A	C
A	A	A	O	E	I	C	T	R	I	I	U
I	M	L	B	T	L	R	I	Q	R	N	R
C	R	U	G	B	E	B	C	D	P	E	T
E	A	G	H	X	W	K	O	S	E	R	S
P	H	E	L	E	B	A	L	R	E	M	N
S	P	R	D	R	O	C	E	R	P	R	I
N	O	I	T	C	A	R	E	T	N	I	P

### Lesson 8 – Practicing Prevention

N	E	E	R	C	S	X	W	D	E	S	T
B	E	S	U	G	A	R	P	T	Q	S	L
W	K	G	L	M	T	S	A	E	R	B	O
Z	T	J	A	X	B	T	C	E	L	T	R
C	N	D	X	M	S	C	N	I	Y	B	E
Y	E	Z	W	O	A	I	N	P	C	K	T
T	V	Q	R	J	M	D	E	W	T	R	S
I	E	P	O	R	N	X	Y	L	R	A	E
S	R	X	E	E	S	U	O	R	O	P	L
N	P	T	S	M	E	A	S	U	R	E	O
E	E	S	S	E	T	E	B	A	I	D	H
D	N	O	I	T	A	T	U	P	M	A	C



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## Matching-the-Columns Answers

<u>Lesson 5</u> Food Safety	
a.	7
b.	8
c.	6
d.	9
e.	10
f.	2
g.	1
h.	3
i.	5
j.	4

<u>Lesson 6</u> Visiting your Medical Provider	
a.	7
b.	8
c.	6
d.	9
e.	10
f.	2
g.	1
h.	3
i.	5
j.	4

Lesson 8 Practicing Prevention	
a.	4
b.	10
c.	1
d.	3
e.	9
f.	8
g.	2
h.	5
i.	6
j.	7