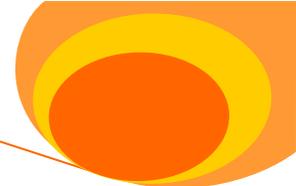




Language Learning for Health

*Prepared by the OPH-OCDSB Collaborative Team
Ottawa, 2014*



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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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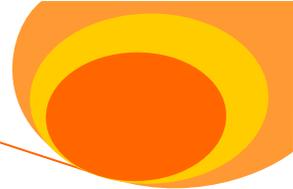
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ABOUT THE HEALTHY EATING LESSON PLAN SERIES

How did the lesson plans come about, who developed them, and why?

Language learning is essential for newcomers' integration and wellbeing. Proficiency in an official language has been associated with immigrants' employment rates, self-reported health and health outcomes. To address language as a key determinant of health while tackling priority health concerns for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa Carleton District School Board (OCDSB) has been established to develop and implement lesson plans on various health topics.

This collaborative work has enabled the integration of health content into language instruction through two programs: English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC). As a result, ESL/LINC instructors, in collaboration with OPH staff, have designed a first series of 24 lesson plans on eight healthy eating topics for adult learners. Field tested in a variety of ESL/LINC settings and reviewed by a multidisciplinary team, the lesson plans are not only relevant, accurate and easy to follow but appropriate for learners from diverse cultural backgrounds and at different levels of language proficiency. The lessons are based on the Canadian Language Benchmarks (CLB) which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy-CLB 1, CLB 2-3, and CLB 4-5.

Often healthier than the Canadian-born population when they first arrive in Canada, immigrants' health deteriorates over time

Known as the "healthy immigrant effect," this phenomenon has been observed particularly among non-European immigrants. The reasons for this deterioration are complex. The process of immigration itself is stressful and may impact immigrants' health. Financial constraints, employment problems or the lack of a social support networks can affect their health and overall wellbeing. Immigrants may also adopt unhealthy behaviours that are common in their new country. Also, medical problems arise as they age just like anyone else.

Source: Ng E., Wilkins R., François Gendron F. and Berthelot J-M. The Changing Health of Immigrants. Statistics Canada, autumn 2005.

What is included in each lesson plan?

Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- The ***Instructor Notes*** at the beginning of the lesson plans provide guidelines and suggestions on how to use them.
- Each ***activity*** has been designed to focus on a particular skill area of listening, speaking, reading or writing and on certain competency areas. The activities are ready to use, which may minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and re-used. The activities are interactive and encourage learning through participation and dialogue.
- The ***assessments*** have been designed as a way to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PLBA) tasks.
- The ***learner self-reflection*** task captures a learner's intention to adopt a desirable practice as a result of the knowledge acquired.

Who are these lesson plans for, and how can they be used?

These lesson plans have been designed for anyone who teaches ESL/LINC, and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, they have been designed in a way that they can be adapted to the individual needs of the learners in a classroom.

The lesson plans seek to introduce newcomers to Canadian culinary culture and recommended healthy eating practices, while encouraging learners to maintain the healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it would have been impossible to include preferred foods and practices of all learners in a classroom. However, acknowledging the rich variety of cultures through examples that resonate with learners is essential. For this reason, instructors are encouraged to begin discussions with learners on popular foods, culinary and healthy eating practices from their countries of origin. Public health staff/nutritionists can assist with the adaptation of traditional dishes (e.g., replacing unhealthy with healthy oils) as needed.

The lesson plans have been designed for instructors to use on their own as a tool for language teaching, but they can also be used in coordination with visits from public health staff. Although there is no cookie-cutter approach for the use of the lesson plans, some promising practices are emerging in different contexts in Ottawa. In some cases, an ESL/LINC instructor introduces a public health topic by covering basic concepts and vocabulary while leaving the more complex issues for a public health staff to discuss during a health session in the classroom. In other cases, the ESL/LINC instructor uses activities from the lesson plans prior to, or in conjunction with, an OPH-facilitated session, in which case both ESL/LINC and OPH staff agree on the content and sequence of activities in advance. In some cases, the OPH staff, in consultation with the ESL/LINC instructor, adapts an activity from a lesson plan focusing on the health content and leaving the language instruction component to the instructor. In any of these cases, both the instructor and the OPH staff member use the lesson plan as a *coordination tool*, ensuring that the vocabulary and content being shared with the learners is consistent, accurate, and language-level appropriate.

How can I provide my feedback on the lesson plans?

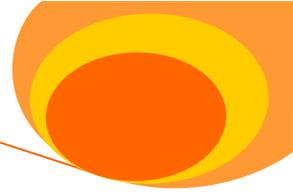
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.



Calcium and Vitamin D

CLB 2-3





Instructor Notes

Calcium and Vitamin D – Instructor Notes – CLB 2-3

Core Contents:

Learn about the importance of calcium and vitamin D, where it is found, and how much we need.

Learning Objectives:

- understand the importance of calcium and vitamin D
- identify the recommended intakes of calcium and vitamin D
- identify food sources of calcium and vitamin D
- identify food and beverages that can affect bone health
- read nutrition fact tables to find important sources of calcium and vitamin D

Materials Needed:

- flip chart paper
- chalk or whiteboard markers
- scissors
- chart paper
- tape

Word Bank

Activity 1: supplements, bone, vitamin D, calcium, healthy, weak, strong, source, diet, fortified, blanks

Activity 2: health message, easily, break, fortified, enough

Activity 3: calcium, vitamin D, almonds, baked beans, tofu (firm), yolk, kale, salmon, sardines, soy milk, fortified

Activity 4: recommended amount, chart, mg, calcium, male, female, blank

Activity 5: IU, year old, newborn, seniors

Activity 6: less, more, percent, daily value, label, a lot of, little

* *fortified* means adding vitamins or minerals to a food that weren't originally in the food

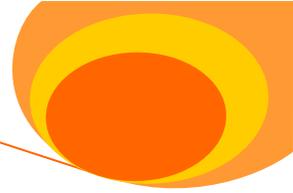
Prior Knowledge

*** It is essential that the instructor elicit learners' prior knowledge on the topic so the activities can build on what learners already know.**

Instructor-led discussion to elicit prior knowledge:

- Ask learners if they have heard of calcium and vitamin D.
- Ask learners if they know why it is important to have enough calcium and vitamin D.
- Ask learners if they know what foods are good sources of calcium and vitamin D.
- Write important words and phrases on flipchart paper or on the board.

*** Instructor may choose or adapt any of the following activities depending on the needs of the learners. However, please note that assessments/self-reflections are often based on**



using all the activities in a lesson plan and might have to be changed accordingly if not all activities are used.

Activity 1 – Reading/Writing: Vocabulary

Competencies: Comprehending Information/Reproducing Information

- Ask learners to complete Activity 1, Worksheet 1 with a partner and match as many words with their definitions as they can.
- Ask learners to complete Activity 1, Worksheet 2 with a partner by filling in the blanks using the Word Bank at the top of the worksheet.
- The instructor will clarify answers and can provide examples to the class if further clarification is needed.

Activity 1

Answer Key:

Worksheet 1

- | | |
|--------------|---|
| 1. bone | b |
| 2. calcium | g |
| 3. diet | c |
| 4. healthy | f |
| 5. source | h |
| 6. strong | e |
| 7. vitamin D | a |
| 8. weak | d |

Worksheet 2

- | |
|--------------------------|
| 1. bone |
| 2. vitamin D and calcium |
| 3. healthy |
| 4. weak |
| 5. strong |
| 6. source |
| 7. diet |

Activity 2 – Reading: Health Messages from Ottawa Public Health

Competency: Getting Things Done

- Ask learners if they have heard any health messages from Ottawa Public Health.
- Review the vocabulary on Activity 2, Worksheet 1 and ask learners to answer the questions at the bottom of the page.

Activity 2, Worksheet 1

Answer Key:

- | | |
|------------------------|-----------------------------|
| 1. calcium | 3. break |
| 2. make healthy bodies | 4. health care professional |

Activity 3 – Listening/Speaking/Reading/Writing: Sources of Calcium and Vitamin D

Competencies: Comprehending Information/Sharing Information/Reproducing Information

- Prior to class, print out and cut up the Activity 3 Cards.
- Review the vocabulary with learners.
- Distribute one card to each learner. As there are only 16 cards, if there are more than 16 learners in the classroom, more than one set of cards will need to be printed.
- Each learner is responsible for his/her card.
- Hand out Activity 3, Worksheet 1. Learners complete the worksheet by walking around the classroom and asking the other learners questions about the food item on their

cards. Learners should not show their card to the other learners. They are responsible for that particular food item. It is not necessary to memorize.

- Hand out Activity 3, Worksheet 2 and have learners complete it using their answers from Worksheet 1.

Activity 3

Answer Key:

Worksheet 1

	Food Item	Calcium	Vitamin D
1.	almonds 60 ml	89 mg	0 IU
2.	baked beans 250 ml	163 mg	0 IU
3.	bok choy 125 ml	39 mg	0 IU
4.	carrot (raw) medium	20 mg	0 IU
5.	cheese (swiss)	386 mg	10 IU
6.	chicken (breast) cooked 75 g	10 mg	8 IU
7.	cow's milk (skim) 250 ml	316 mg	103 IU
8.	egg yolk	22 mg	32 IU
9.	evaporated milk (skim) 250 ml	784 mg	215 IU
10.	kale 250 ml	96 mg	0 IU
11.	orange juice (fortified) 250 ml	310 mg	99 IU
12.	salmon (Atlantic) 75 g	11 mg	204 IU
13.	sardines (canned) 75 g	286 mg	70 IU
14.	soy milk (fortified) 250 ml	318 mg	124 IU
15.	tofu (firm) 100 mg	156 mg	0 IU
16.	yogurt 175 mg	295 mg	15 IU

Worksheet 2

- | | |
|--------------------|-----------------|
| 1. cheese | 6. orange juice |
| 2. chicken | 7. salmon |
| 3. cow's milk | 8. sardines |
| 4. egg yolk | 9. soy milk |
| 5. evaporated milk | 10. yogurt |

Activity 4 – Reading: We Need Calcium

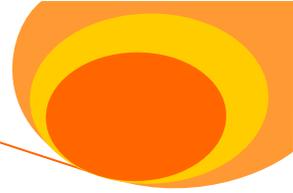
Competency: Comprehending Information

- Ask the learners if they know how much calcium we need every day and if everyone needs the same amount of calcium. Review the age ranges on Activity 4, Worksheet 1.
- Have learners look at the chart and circle yes or no.

Activity 4, Worksheet 1

Answer Key:

- | | |
|--------|--------|
| 1. no | 4. yes |
| 2. no | 5. no |
| 3. yes | 6. yes |



Activity 5 – Reading: We Need Vitamin D

Competency : Comprehending Information

- Ask the learners if they know how much vitamin D we need every day and if everyone needs the same amount. Review the age ranges on [Activity 5, Worksheet 1](#). Explain to the learners that IU (international units) is the unit of measurement for vitamin D.
- Have learners look at the chart and circle the correct answer.

Activity 5, Worksheet 1

Answer Key:

- | | |
|-----------|-----------|
| 1. 400 IU | 5. 600 IU |
| 2. 600 IU | 6. 600 IU |
| 3. 800 IU | 7. 600 IU |
| 4. 600 IU | 8. 800 IU |

Activity 6 – Reading: Labels

Competency: Getting Things Done

**This exercise complements the Ottawa Public Health lesson plans on “Food Labels”*

- Review the terms “% daily value” and “serving size.” Remind learners that a serving size is a measured amount of food.
- Instructor could bring examples of packaged food and ask the learners to point to the food label.
- [Activity 6, Worksheet 1](#) introduces the “5%, 15%” rule as an easy way to see if the food is a good source of calcium and vitamin D. Review this rule with learners, then ask them to circle the correct answer. Emphasize that, if there is “a lot” of calcium or vitamin D (more than 15% daily value), it is a healthy food choice.
- Hand out [Activity 6, Worksheet 2](#) and ask learners to read the three food labels and identify key information in Part A and Part B.

Activity 6

Answer Key:

Worksheet 1

- | | |
|-------------|-------------|
| 1. a lot | 4. a little |
| 2. a little | 5. a lot |
| 3. a lot | |

Worksheet 2

- | | | | |
|---------|-----------|--------------|--------------|
| Part A: | 1. 250 ml | 6. 60 g | 11. 125 g |
| | 2. 30% | 7. 2% | 12. 10% |
| | 3. a lot | 8. a little | 13. a little |
| | 4. 45% | 9. 0% | 14. 0% |
| | 5. a lot | 10. a little | 15. a little |
| Part B: | 1. No | 2. No | 3. Label A |

Assessment – Reading

Competency: Getting Things Done

- Hand out Assessment 1 to CLB 2 learners and Assessment 2 to CLB 3 learners.
- These can be used as assessments for the Portfolio-Based Language Assessment (PBLA) task. When marked, place in the Language Companion in the My Portfolio Reading section.

Answer Key:

<u>Assessment 1</u>	1.	300 g	4.	0%
	2.	20%	5.	n/a
	3.	a lot	6.	Strong bones, healthy bodies
<hr/>				
<u>Assessment 2</u>	1,	No	4.	a lot
	2.	No	5.	Strong bones, healthy bodies
	3.	a little		

Learner Self-Reflection

- Hand out Learner Self-Reflection task and read together with the class.
- Learners circle Yes, No or I already do this.
- Self-Reflection task can be put in the Language Companion in the My Notes section to be revisited at a later date to see if learners are eating more food with calcium and vitamin D.

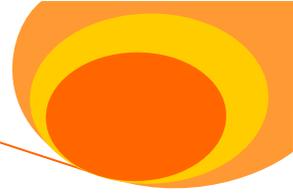
Resources:

<http://bcdairy.ca/nutritioneducation/calciumcalculator/>

http://www.eatracker.ca/food_search.aspx

<http://www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/index-eng.php>

Local health care provider

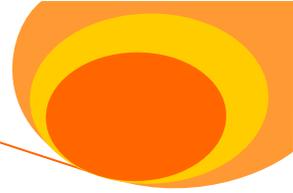


Worksheets

Calcium and Vitamin D – Activity 1, Worksheet 1 – CLB 2-3

Match the word with its definition by writing the letter of the definition next to the word.

	<u>Word</u>		<u>Definition</u>
1.	_____ bone	a	a vitamin that helps keep our bones strong
2.	_____ calcium	b	a hard and white part of a skeleton
3.	_____ diet	c	the food you eat
4.	_____ healthy	d	opposite of strong
5.	_____ source	e	opposite of weak
6.	_____ strong	f	not sick
7.	_____ vitamin D	g	a mineral that helps keep our bones strong
8.	_____ weak	h	where you can get vitamins and minerals



Calcium and Vitamin D – Activity 1, Worksheet 2 – CLB 2-3

With a partner, fill in the blanks with a vocabulary word from the box below. You can use Activity 1, Worksheet 1 to help you.

Word Bank

bone	diet	strong	vitamin D
calcium	healthy	source	weak

1. I fell down and broke a _____.
2. _____ and _____ keep my bones and teeth strong.
3. I am not sick, I am _____.
4. It is easier to break _____ bones.
5. It is more difficult to break _____ bones.
6. Milk is a good _____ of calcium and vitamin D.
7. When you eat healthy foods, you have a good _____.



Calcium and Vitamin D – Activity 2, Worksheet 1 – CLB 2-3

Read the health message from Ottawa Public Health about calcium and vitamin D.
Answer the question below.



Calcium and Vitamin D are Important

It is important to have enough calcium and vitamin D in your diet.

Calcium and vitamin D help make healthy bodies and strong bones and teeth.

Weak bones can break easily.

Little calcium and vitamin D in your diet may lead to health problems when you are older.

Good sources of calcium are cow's milk, fortified soy milk, yogurt, cheese, and tofu.

Good sources of vitamin D are cow's milk, fortified soy milk, salmon, and egg yolk.

If you have any questions, talk to your health care professional.

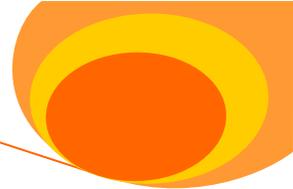
-
1. What should you have in your diet?

a lot of salt	calcium	sugar
---------------	---------	-------
 2. What do calcium and vitamin D do?

make healthy bodies	give headaches	break bones
---------------------	----------------	-------------
 3. What can weak bones do?

break	dance	eat
-------	-------	-----
 4. If you have a question about your health, who should you talk to?

police officer	bus driver	health care professional
----------------	------------	--------------------------



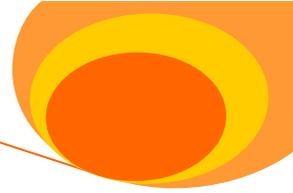
Calcium and Vitamin D – Activity 3 Cards – CLB 2-3

 <p>cow's milk</p> <p>Calcium: 316 mg Vitamin D: 103 IU</p>	 <p>soy milk (fortified)</p> <p>Calcium: 318 mg Vitamin D: 124 IU</p>	 <p>orange juice (fortified)</p> <p>Calcium: 310 mg Vitamin D: 99 IU</p>	 <p>egg yolk</p> <p>Calcium: 22 mg Vitamin D: 32 IU</p>
 <p>cheese</p> <p>Calcium: 386 mg Vitamin D: 10 IU</p>	 <p>yogurt</p> <p>Calcium: 295 mg Vitamin D: 15 IU</p>	 <p>tofu (firm)</p> <p>Calcium: 156 mg Vitamin D: 0 IU</p>	 <p>baked beans</p> <p>Calcium: 163 mg Vitamin D: 0 IU</p>
 <p>sardines</p> <p>Calcium: 286 mg Vitamin D: 70 IU</p>	 <p>salmon</p> <p>Calcium: 11 mg Vitamin D: 204 IU</p>	 <p>chicken</p> <p>Calcium: 10 mg Vitamin D: 8 IU</p>	 <p>bok choy</p> <p>Calcium: 39 mg Vitamin D: 0 IU</p>
 <p>kale</p> <p>Calcium: 96 mg Vitamin D: 0 IU</p>	 <p>carrot</p> <p>Calcium: 20 mg Vitamin D: 0 IU</p>	 <p>evaporated milk</p> <p>Calcium: 784 mg Vitamin D: 215 IU</p>	 <p>almonds</p> <p>Calcium: 89 mg Vitamin D: 0 IU</p>

Calcium and Vitamin D – Activity 3, Worksheet 1 – CLB 2-3

Fill in the missing information about the foods below.

Food Item	Food Item	Calcium	Vitamin D
1. 	almonds 60 ml		
2. 	baked beans 250 ml		
3. 	bok choy 125 ml		
4. 	carrot raw, medium		
5. 	cheese (swiss)		
6. 	chicken, breast, cooked 75 g		
7. 	cow's milk (skim) 250 ml		
8. 	egg yolk		
9. 	evaporated milk (skim) 250 ml		
10. 	kale 250 ml		
11. 	orange juice (fortified) 250 ml		
12. 	salmon (Atlantic) 75 g		
13. 	sardines canned, 75 g		
14. 	soy milk (fortified) 250 ml		
15. 	tofu (firm) 100 mg		
16. 	yogurt 175 mg		



Calcium and Vitamin D – Activity 3, Worksheet 2 – CLB 2-3

What foods have both calcium and vitamin D?

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

What foods do you like?

Calcium and Vitamin D – Activity 4, Worksheet 1 – CLB 2-3**You Need Calcium**

Look at the chart and answer the questions below.

Recommended amount of calcium every day:

Age	Calcium per day
1-3 years	700 mg
4-8 years	1000 mg
9-18 years	1300 mg
10-50 years	1000 mg
51+ years	1200 mg

Read the sentences. Are they correct?

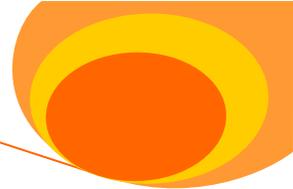
Example:

A 21-year-old student should have 1000 mg of calcium every day.

yes no

1. A 5-year-old child should have 800 mg of calcium every day. yes no
2. A 45-year-old bus driver should have 1200 mg of calcium every day. yes no
3. A 17-year-old daughter should have 1300 mg of calcium every day. yes no
4. A 55-year-old father should have 1200 mg calcium every day. yes no
5. A 2-year-old child should have 1000 mg of calcium every day. yes no
6. A 64-year-old grandmother should have 1200 mg of calcium every day. yes no

How much calcium do you need every day? _____



Calcium and Vitamin D – Activity 5, Worksheet 1 – CLB 2-3

Vitamin D and You

Look at the chart.

People of different ages need different amounts of vitamin D.

<p>Newborn to 1 year old 400 IU</p>	<p>1-70 years old 600 IU</p>	<p>71+ years old 800 IU</p>	

Circle the correct answer.

How much vitamin D is needed for...

- | | | |
|-------------------------|--------|--------|
| 1. a 6-month-old baby? | 400 IU | 800 IU |
| 2. a 10-year-old boy? | 400 IU | 600 IU |
| 3. an 85-year-old man? | 400 IU | 800 IU |
| 4. a 6-year-old girl? | 600 IU | 800 IU |
| 5. a 57-year-old woman? | 400 IU | 600 IU |
| 6. a 25-year-old woman? | 600 IU | 800 IU |
| 7. a 32-year-old man? | 400 IU | 600 IU |
| 8. a 75-year-old man? | 600 IU | 800 IU |

How much vitamin D do you need? _____

Calcium and Vitamin D – Activity 6, Worksheet 1 – CLB 2-3

Food Labels

Food labels are an important way to look for calcium and vitamin D levels on packaged foods.

The % Daily Value (DV) helps you to quickly see the amount of calcium and vitamin D in a food.

The 5%,15% rule is an easy way to see if the food is a good source of calcium and vitamin D.

If the %DV is **5% or less**, then this is **a little**.

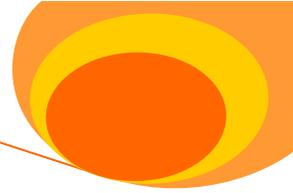
If the %DV is **15% or more**, then this is **a lot**.



Read the amount of calcium and vitamin D and circle if it is a little or a lot.

- | | | |
|--------------------|----------|-------|
| 1. 25% daily value | a little | a lot |
| 2. 3% daily value | a little | a lot |
| 3. 18% daily value | a little | a lot |
| 4. 1% daily value | a little | a lot |
| 5. 30% daily value | a little | a lot |

* If a food has a lot of calcium or vitamin D (more than 15%), it is a healthy food choice.



Calcium and Vitamin D – Activity 6, Worksheet 2 (page 1 of 2) – CLB 2-3

Part A

Nutrition Facts Valeur nutritive	
Per 1 bowl (300 g) / Pour 1 bol (300 g)	
Amount Teneur	% Daily Value % valeur quotidienne
Calories / Calories 440	
Fat / Lipides 19 g	29 %
Saturated / Saturés 4 g + Trans / Trans 0.2 g	21 %
Cholesterol / Cholestérol 35 mg	
Sodium / Sodium 860 mg	36 %
Carbohydrate / Glucides 53 g	18 %
Fibre / Fibres 4 g	16 %
Sugars / Sucres 6 g	
Protein / Protéines 15 g	
Vitamin A / Vitamine A	45 %
Vitamin C / Vitamine C	4 %
Calcium / Calcium	20 %
Iron / Fer	20 %

Example

What is the serving size? 300g

What is the % Daily Value of calcium in one serving? 20%

Is that a little or a lot of calcium? a lot

What is the % Daily Value of vitamin D in one serving? 0%

Is that a little or a lot of vitamin D? a little

Food Label A	
Nutrition Facts	
Per 250 mL	
Amount	% Daily Value
Calories 110	
Fat 2.5 g	4 %
Saturated Fat 1.5 g + Trans Fat 0.1 g	8 %
Cholesterol 10 mg	
Sodium 130 mg	5 %
Carbohydrate 12 g	4 %
Fibre 0 g	0 %
Sugars 11 g	
Protein 9 g	
Vitamin A 10 %	Vitamin C 6 %
Calcium 30 %	Iron 0 %
Vitamin D 45 %	

1. What is the serving size? _____
2. What is the % Daily Value for calcium in one serving? _____
3. Is that a little or a lot of calcium? _____
4. What is the % Daily Value for vitamin D in one serving? _____
5. Is that a little or a lot of vitamin D? _____

Calcium and Vitamin D – Activity 6, Worksheet 2 (page 2 of 2) – CLB 2-3**Food Label B**

Nutrition Facts	
Per 1/2 can (60 g drained)	
Amount	% Daily Value
Calories 60	
Fat 0.4 g	1 %
Saturated Fat 0.1 g + Trans Fat 0 g	1 %
Cholesterol 30 mg	
Sodium 240 mg	10 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 14 g	
Vitamin A 1 %	Vitamin C 0 %
Calcium 2 %	Iron 10 %

- What is the serving size? _____
- What is the % Daily Value for calcium in one serving? _____
- Is that a little or a lot of calcium? _____
- What is the % Daily Value for vitamin D in one serving? _____
- Is that a little or a lot of vitamin D? _____

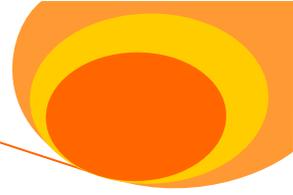
Food Label C

Nutrition Facts	
Per 125 g serving	
Amount	% Daily Value
Calories 140	
Fat 2 g	3 %
Saturated Fat 1.5 g + Trans Fat 0 g	8 %
Cholesterol 10 mg	
Sodium 55 mg	2 %
Carbohydrate 25 g	8 %
Fibre 0 g	0 %
Sugars 21 g	
Protein 4 g	
Vitamin A 2 %	Vitamin C 0 %
Calcium 10 %	Iron 0 %

- What is the serving size? _____
- What is the % Daily Value for calcium in one serving? _____
- Is that a little or a lot of calcium? _____
- What is the % Daily Value for vitamin D in one serving? _____
- Is that a little or a lot of vitamin D? _____

Part B

- Are all the servings the same? Yes No
- Do all the foods labels have both calcium and vitamin D? Yes No
- Which food label has the most calcium and vitamin D? A B C D



Assessments & Learner Self-Reflection

Calcium and Vitamin D – Assessment 1 – CLB 2**Reading**

Competency: Comprehending Information

Name: _____ Date: _____

Read the food label and answer the questions below.

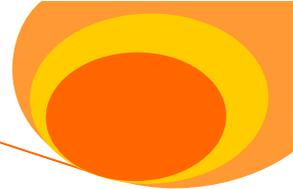
Nutrition Facts		Valeur nutritive	
Per 1 bowl (300 g) / Pour 1 bol (300 g)			
Amount		% Daily Value	
Teneur		% valeur quotidienne	
Calories / Calories	440		
Fat / Lipides	19 g	29 %	
Saturated / Saturés	4 g	21 %	
+ Trans / Trans	0.2 g		
Cholesterol / Cholestérol	35 mg		
Sodium / Sodium	860 mg	36 %	
Carbohydrate / Glucides	53 g	18 %	
Fibre / Fibres	4 g	16 %	
Sugars / Sucres	6 g		
Protein / Protéines	15 g		
Vitamin A / Vitamine A		45 %	
Vitamin C / Vitamine C		4 %	
Calcium / Calcium		20 %	
Iron / Fer		20 %	

Questions:

1. What is the serving size? _____
2. What is the % Daily Value of calcium in one serving? _____
3. Is that a lot of calcium or a little calcium? _____
4. What is the % Daily Value of vitamin D in one serving? _____
5. Is that a little or a lot vitamin D? _____
6. Why do we need calcium and vitamin D? _____

Total: _____/6

5/6 = Task achieved: Yes No



Calcium and Vitamin D – Assessment 2 – CLB 3

Reading

Competency: Comprehending Information

Name: _____ Date: _____

Read the food labels and answer the questions below.

Label A	Label B																																																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Nutrition Facts</th> </tr> <tr> <td colspan="2" style="text-align: center;">Per 1/2 can (60 g drained)</td> </tr> <tr> <th style="text-align: left;">Amount</th> <th style="text-align: right;">% Daily Value</th> </tr> </thead> <tbody> <tr> <td colspan="2">Calories 60</td> </tr> <tr> <td>Fat 0.4 g</td> <td style="text-align: right;">1 %</td> </tr> <tr> <td colspan="2">Saturated Fat 0.1 g + Trans Fat 0 g</td> </tr> <tr> <td>Cholesterol 30 mg</td> <td></td> </tr> <tr> <td>Sodium 240 mg</td> <td style="text-align: right;">10 %</td> </tr> <tr> <td>Carbohydrate 0 g</td> <td style="text-align: right;">0 %</td> </tr> <tr> <td colspan="2">Fibre 0 g</td> </tr> <tr> <td colspan="2">Sugars 0 g</td> </tr> <tr> <td>Protein 14 g</td> <td></td> </tr> <tr> <td>Vitamin A 1 %</td> <td>Vitamin C 0 %</td> </tr> <tr> <td>Calcium 2 %</td> <td>Iron 10 %</td> </tr> </tbody> </table>	Nutrition Facts		Per 1/2 can (60 g drained)		Amount	% Daily Value	Calories 60		Fat 0.4 g	1 %	Saturated Fat 0.1 g + Trans Fat 0 g		Cholesterol 30 mg		Sodium 240 mg	10 %	Carbohydrate 0 g	0 %	Fibre 0 g		Sugars 0 g		Protein 14 g		Vitamin A 1 %	Vitamin C 0 %	Calcium 2 %	Iron 10 %	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Nutrition Facts</th> </tr> <tr> <td colspan="2" style="text-align: center;">Per 250 mL</td> </tr> <tr> <th style="text-align: left;">Amount</th> <th style="text-align: right;">% Daily Value</th> </tr> </thead> <tbody> <tr> <td colspan="2">Calories 110</td> </tr> <tr> <td>Fat 2.5 g</td> <td style="text-align: right;">4 %</td> </tr> <tr> <td colspan="2">Saturated Fat 1.5 g + Trans Fat 0.1 g</td> </tr> <tr> <td>Cholesterol 10 mg</td> <td></td> </tr> <tr> <td>Sodium 130 mg</td> <td style="text-align: right;">5 %</td> </tr> <tr> <td>Carbohydrate 12 g</td> <td style="text-align: right;">4 %</td> </tr> <tr> <td colspan="2">Fibre 0 g</td> </tr> <tr> <td colspan="2">Sugars 11 g</td> </tr> <tr> <td>Protein 9 g</td> <td></td> </tr> <tr> <td>Vitamin A 10 %</td> <td>Vitamin C 6 %</td> </tr> <tr> <td>Calcium 30 %</td> <td>Iron 0 %</td> </tr> <tr> <td>Vitamin D 45 %</td> <td></td> </tr> </tbody> </table>	Nutrition Facts		Per 250 mL		Amount	% Daily Value	Calories 110		Fat 2.5 g	4 %	Saturated Fat 1.5 g + Trans Fat 0.1 g		Cholesterol 10 mg		Sodium 130 mg	5 %	Carbohydrate 12 g	4 %	Fibre 0 g		Sugars 11 g		Protein 9 g		Vitamin A 10 %	Vitamin C 6 %	Calcium 30 %	Iron 0 %	Vitamin D 45 %	
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1. Are both the servings the same? yes no
2. Do both food labels have calcium and vitamin D? yes no
3. Does Label A have a little or a lot of calcium? a little a lot
4. Does Label B have a little or a lot of vitamin D? a little a lot
5. Why do we need calcium and vitamin D? _____

Total: _____/6

5/6 = Task achieved: Yes No

Calcium and Vitamin D – Learner Self-Reflection – CLB 2-3

Name: _____ Date: _____

Will you...

eat food with calcium?	yes	no	I already do this
eat food with vitamin D?	yes	no	I already do this
try to make your body healthy and strong?	yes	no	I already do this
check the nutrition fact table on food packages?	yes	no	I already do this

