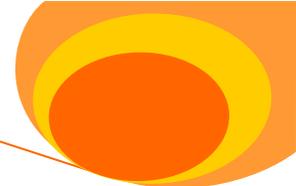




# *Language Learning for Health*

*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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### ACKNOWLEDGEMENTS

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- Abai Coker and Salome Atandi, Ottawa Catholic School Board (OCSB)
- Nadia Youssef, volunteer
- Cecilia Lemus, participation in field-test design
- OPH and OCDSB staff who participated in the field test
- All the ESL/LINC students, especially those who kindly provided feedback for the refinement of the lesson plans.
- Hindia Mohamoud and Hasmik Minasyan and the members of the Language and Health and Wellness tables from the Ottawa Local Immigration Partnership (OLIP)

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## ABOUT THE HEALTHY EATING LESSON PLAN SERIES

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

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

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

### ***What is included in each lesson plan?***

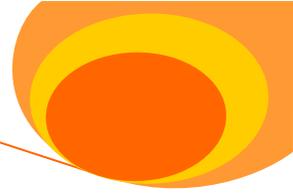
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

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

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

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

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



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

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

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

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?***

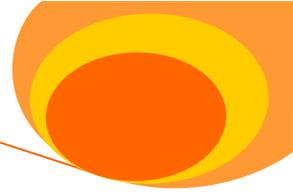
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: [OPH-ESL\\_LessonPlans@ottawa.ca](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Calcium and Vitamin D

CLB 4-5





# Instructor Notes

## Calcium and Vitamin D – Instructor Notes – CLB 4-5

### 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 the Nutrition Facts tables to find important sources

### Materials Needed:

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

### Word Bank

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

**Activity 2:** public health information sheet, fortified, easily, break, enough, osteoporosis,

**Activity 3:** calcium, vitamin D, almonds, baked beans, tofu (firm), yolk, kale, salmon, sardines, soy milk, powdered, cooked, fortified, plain, canned, mg, grocery list, letter

**Activity 4:** health care professional, informational sheet, improve, diet, % Daily Value, a lot, little, fair, sources, better, n/a

**Activity 5:** recommended, daily, mg, per, amount, diet, calcium, vitamin D

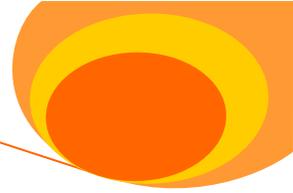
### Prior Knowledge

***\* It is essential that the warm-up allows the instructor to 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/or 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 – Listening/Speaking/Reading/Writing: Vocabulary Jigsaw

### Competencies: Comprehending Information/Sharing Information

- Prior to class, make a copy of Activity 1, Vocabulary and Definition Table and cut the definitions into strips so that each strip includes one vocabulary word and its definition.
- Divide learners into groups of three or four depending on class size. Count out the learners according to the number of groups (e.g., if there are 20 learners in the class, and you want five groups of four learners, count out the learners from one to five, then repeat until all learners have been counted—all the ones are grouped together, all the twos, and so on).
- Give each learner a copy of Activity 1, Worksheet 2 and one of the strips with a word and definition.
- Learners copy the definition onto their worksheet next to the appropriate word.
- Learners then take turns dictating their particular definition to their group. The other learners must write down the definition. They cannot show their copy to the other learners for clarification. If the learners do not understand what the person dictating is saying, they can ask for clarification. For example:  
 Can you repeat that?                      How do you spell that word?
- At the end of the first round, each group of learners will have three or four definitions on their worksheet.
- Collect the original strips from the learners.
- Regroup the learners using the same counting method as above. The new groups will have one learner from each of the original groups.
- Learners dictate their three or four definitions to the learners in their new group.
- At the end of the activity, all the learners should have all the definitions.
- Hand out the Answer Key for Activity 1, Worksheet 1 so learners can check their definitions and spelling.

#### Activity 1, Worksheet 1

##### Answer Key:

	<b>Vocabulary</b>	<b>Definition</b>
1.	bone	a hard and with part of a skeleton
2.	Calcium	a mineral that helps keep our bones strong
3.	diet	the food you eat
4.	Fortified	extra nutrients have been added
5.	Healthy	not sick
6.	Nutrients	vitamins and minerals
7.	Source	where you can get vitamins and minerals
8.	Strong	opposite of weak
9.	Vitamin D	works with calcium to help build and keep bones and teeth strong
10.	weak	can break easily

## Activity 2 – Reading/Writing: Ottawa Public Health Announcement

### Competency: Getting Things Done/Reproducing Information

- 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 2 requires learners to record the important details in the public health announcement.

#### Activity 2, Worksheet 1

##### Answer Key:

1. calcium and vitamin D
2. make healthy bodies
3. break
4. health care professional

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

### Competencies: Getting Things Done/Interacting with Others/Reproducing Information

- Ask the learners if they know of sources of calcium and vitamin D.
- Review the food sources on Activity 3, Worksheet 1 as some may be new to some learners.
- Activity 3, Worksheet 2 requires learners to look at Activity 3, Worksheet 1 and write the food item under the correct heading. Next, they will write a grocery list with the foods they like.
- Activity 3, Worksheet 3 requires learners to look at the foods in the box. They will write a letter to a friend, telling them how to increase the amount of calcium and vitamin D in their diet.

#### Activity 3

##### Answer Key:

##### Worksheet 1

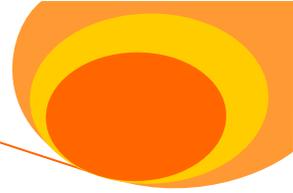
1. Orange juice is fortified.

##### Worksheet 2

50-100 mg of calcium	100-200 mg of calcium	200-300 mg of calcium	300 mg+ of calcium
bok choy	almonds	frozen yogurt	cheese
kale	baked beans	sardines	cow's milk
orange	powdered milk		goat's milk
			orange juice
			rice beverage
			soy milk
			tofu
			yogurt

##### Worksheet 3

The letter should consist of a date, greeting, and a closing.



## Activity 4 – Reading: Labels

### Competency: Getting Things Done

*\*This activity complements the lesson plan on Food Labels.*

- Hand out Activity 4, Worksheet 1. Review potential vocabulary problems, especially the terms “% daily value” and “serving size.” Instructor should remind learners that a serving size is a measured amount of food. They may eat more or less.
- Bring examples of packaged food and ask learners to point to the Nutrition Facts table.
- Activity 4, Worksheet 2 is to demonstrate the difference in the amounts of calcium.
- Activity 4, Worksheets 3 and 4 asks learners to examine two similar products, look for key information and decide which is the healthier choice.

#### Activity 4

#### Answer Key:

##### Worksheet 1

1. on food labels
2. quickly see the amount of calcium and vitamin D in a food
3. daily value

##### Worksheet 2

yogurt A

##### Worksheet 3

##### Exercise 1

	Orange Juice A	Orange Juice B
What is the serving size?	60 ml	63 ml
What is the %DV for calcium?	0%	30%
Is it a little or a lot of calcium?	n/a	a lot
What is the %DV for vitamin D?	n/a	50%
Is it a little or a lot of vitamin D?	n/a	a lot
Which is a better source of calcium and vitamin D?	Orange Juice B	

##### Worksheet 4

##### Exercise 2

	Canned Meat A	Canned Meat B
What is the serving size?	100 ml	90 ml
What is the %DV for calcium?	20%	0%
Is it a little or a lot of calcium?	a lot	n/a
What is the %DV for vitamin D?	400%	0%
Is it a little or a lot of vitamin D?	a lot	n/a
Which is a better source of calcium and vitamin D?	Canned Meat A	

## Activity 5 – Reading: Recommended Amounts

### Competency: Getting Things Done

- Ask the learners if they know how much calcium and vitamin D is needed every day, and if everyone needs the same amount.
- Elicit information on supplements: What are they for? Does anyone take a supplement?
- Ask learners to review the charts in Activity 5, Worksheets 1 and 2 and answer the questions that follow.

**Activity 5****Answer Key:**Worksheet 1

- |    |      |    |      |
|----|------|----|------|
| 1. | 1200 | 6. | 1000 |
| 2. | 1000 | 7. | 1000 |
| 3. | 700  | 8. | 1000 |
| 4. | 1000 | 9. | 1300 |
| 5. | 1200 |    |      |

Worksheet 2

- |    |        |    |        |
|----|--------|----|--------|
| 1. | 600 IU | 4. | 400 IU |
| 2. | 600 IU | 5. | 600 IU |
| 3. | 600 IU |    |        |

**Assessments 1 and 2 – Reading****Competency: Comprehending Information**

- Hand out Assessment 1 to CLB 4 learners and Assessment 2 to CLB 5 learners.
- Have learners answer the questions and write a sentence to explain their answers.
- Each question is worth 2 points: 1 for the correct True or False, and 1 for a reasonably written sentence.
- These assessments can be used as Portfolio-Based Language Assessment (PBLA) tasks. When marked, place in the Language Companion in the My Portfolio Reading section.

**Answer Key:**Assessment 1

1. False    2. True    3. False    4. False    5. True

Assessment 2

1. False    2. False    3. True    4. False    5. False    6. True    7. False

**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.

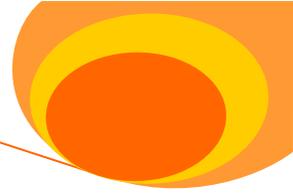
**Resources:**

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

[http://www.eatracker.ca/food\\_search.aspx](http://www.eatracker.ca/food_search.aspx)

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

Local health care provider

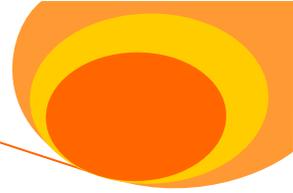


# Worksheets

**Calcium and Vitamin D – Activity 1, Vocabulary and Definition Table – CLB 4-5**

Instructor will cut into 10 strips.

Vocabulary	Definition
bone	a hard and white part of a skeleton
calcium	a mineral that helps keep our bones strong
diet	the food you eat
fortified	extra nutrients have been added
healthy	not sick
nutrients	vitamins and minerals
source	where you can get vitamins and minerals
strong	opposite of weak
vitamin D	works with calcium to help build and keep bones and teeth healthy and strong
weak	can break easily



**Calcium and Vitamin D – Activity 1, Worksheet 1 – CLB 4-5**

Vocabulary	Definition
bone	
calcium	
diet	
fortified	
healthy	
nutrients	
source	
strong	
vitamin D	
weak	

## Calcium and Vitamin D – Activity 2, Worksheet 1 – CLB 4-5

Read the health message from Ottawa Public Health about calcium and vitamin D.  
Answer the questions 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 milk, soy milks, yogurt, cheese, and tofu.

Good sources of vitamin D are milk, soy milks, salmon, and egg yolk.

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



1. What should you have in your diet?

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2. What do calcium and vitamin D do?

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3. What can weak bones do?

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4. You have a question about your health, who should you talk to?

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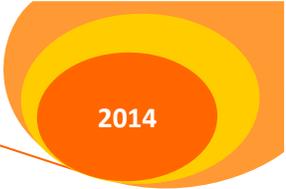


**Calcium and Vitamin D – Activity 3, Worksheet 1 – CLB 4-5**

Food	Amount of calcium	Food	Amount of calcium
 almonds 60 ml	100-200 mg	 orange medium size	0-100 mg
 baked beans 250 ml	100-200 mg	 orange juice (fortified) 250 ml	300+ mg
 bok choy 125 ml	0-100 mg	 powdered milk 45 ml	100-200 mg
 cheese 50 mg	300+ mg	 rice beverage 250 ml	300+ mg
 cow's milk 250 ml	300+ mg	 sardines (canned) 6 pieces	200-300 mg
 frozen yogurt 175 ml	200-300 mg	 soy milk 250 ml	300+ mg
 goat's milk 250 ml	300+ mg	 tofu (firm) 100 g	300+ mg
 kale 250 ml	0-100 mg	 yogurt (plain) 175 mg	300+ mg

From <http://www.eatrightontario.ca/en/Articles/Bone-Health/Calcium-Sources.aspx#.Uh1X7D8bg7s>

Why does orange juice have more calcium than an orange?



**Calcium and Vitamin D – Activity 3, Worksheet 2 – CLB 4-5**

Look at Activity 3, Worksheet 1.

Write the food items under the correct heading.

50-100 mg of calcium	100-200 mg of calcium	200-300 mg of calcium	300 mg+ of calcium

What foods from the list do you like? Write a grocery list of what you want to buy so you can have more calcium in your diet.

Grocery List

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**Calcium and Vitamin D – Activity 3, Worksheet 3 – CLB 4-5**

Vitamin D is important for your body. It helps your body absorb and use calcium. Your body makes vitamin D from the sun. Vitamin D is not found in many foods.

Foods with Vitamin D	
	cow's milk
	soy milk
	fortified orange juice
	salmon
	sardines
	margarine
	egg yolk
	fortified yogurt
	fortified rice beverage

From: <http://www.eatrightontario.ca/en/Articles/Nutrients-%28vitamins-and-minerals%29/What-you-need-to-know-about-Vitamin-D.aspx#.Uh1X8D8bg7s>

Your friend was told that she needs more calcium and vitamin D in her diet. Write a letter to your friend and tell her what she should eat.

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## Calcium and Vitamin D – Activity 4, Worksheet 1 – CLB 4-5

### Nutrition Facts Table

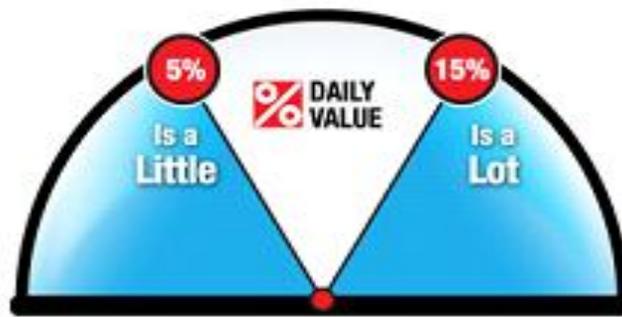
Nutrition Facts tables are an important way to look for calcium and vitamin D levels on packaged foods.

The % Daily Value helps you 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**.



1. Where can you find nutritional information on packaged food?

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2. Why is the 5%, 15% rule helpful?

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3. What does "DV" mean?

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**Calcium and Vitamin D – Activity 4, Worksheet 2 – CLB 4-5**

Read the Nutrition Facts tables for 2 similar food products and complete the chart.

Example:

**Yogurt A**

Nutrition Facts	
Per 125 g serving	
Amount	% Daily Value
<b>Calories 50</b>	
<b>Fat 0 g</b>	0 %
Saturated 0 g + Trans 0 g	0 %
<b>Cholesterol 3 mg</b>	
<b>Sodium 0 mg</b>	0 %
<b>Carbohydrate 8 g</b>	3 %
Fibre 0 g	0 %
Sugars 5 g	
<b>Protein 5 g</b>	
Vitamin A	10 %
Vitamin C	0 %
Calcium	15 %
Iron	2 %
Vitamin D	20 %
Riboflavin B <sub>2</sub>	10 %
Vitamin B <sub>12</sub>	15 %
Biotin	8 %
Phosphorus	10 %
Magnesium	6 %

**Yogurt A**

Nutrition Facts	
Per 125 mL (87 g)	
Amount	% Daily Value
<b>Calories 80</b>	
<b>Fat 0.5 g</b>	1 %
Saturated 0 g + Trans 0 g	0 %
<b>Cholesterol 0 mg</b>	
<b>Sodium 0 mg</b>	0 %
<b>Carbohydrate 18 g</b>	6 %
Fibre 2 g	8 %
Sugars 2 g	
<b>Protein 3 g</b>	
Vitamin A 2%	Vitamin C 10 %
Calcium 3%	Iron 6 %

	Yogurt A 	Yogurt B 
What is the serving size?	<i>125 g</i>	<i>125 g</i>
What is the % Daily Value for calcium in one serving?	<i>15 %</i>	<i>3 %</i>
Is that a little or a lot of calcium?	<i>a lot</i>	<i>a little</i>
What is the % Daily Value for vitamin D in one serving?	<i>20 %</i>	<i>n/a</i>
Is that a little or a lot of vitamin D?	<i>A lot</i>	<i>n/a</i>

Which is a better source of calcium and vitamin D? \_\_\_\_\_

## Calcium and Vitamin D – Activity 4, Worksheet 3 – CLB 4-5

### Exercise 1

**Orange Juice A**



<b>Nutrition Facts</b>	
Per 4 tbsp (63 mL) 250 mL prepared	
Amount	% Daily Value
<b>Calories</b> 120	
<b>Fat</b> 0 g	<b>0 %</b>
Saturated 0 g	<b>0 %</b>
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	<b>0 %</b>
<b>Sodium</b> 5 mg	<b>0 %</b>
<b>Potassium</b> 470 mg	<b>13 %</b>
<b>Carbohydrate</b> 28 g	<b>9 %</b>
Fibre 0 g	<b>0 %</b>
Sugars 25 g	
<b>Protein</b> 2 g	
Vitamin A	0 %
Vitamin C	160 %
Calcium	0 %
Iron	0 %
Folate	30 %

**Orange Juice B**



<b>Nutrition Facts</b>	
Per 4 tbsp (63 mL) 250 mL prepared	
Amount	% Daily Value
<b>Calories</b> 120	
<b>Fat</b> 0 g	<b>0 %</b>
Saturated 0 g	<b>0 %</b>
+ Trans 0 g	
<b>Cholesterol</b> 0 mg	<b>0 %</b>
<b>Sodium</b> 5 mg	<b>0 %</b>
<b>Potassium</b> 470 mg	<b>13 %</b>
<b>Carbohydrate</b> 28 g	<b>9 %</b>
Fibre 0 g	<b>0 %</b>
Sugars 25 g	
<b>Protein</b> 2 g	
Vit A	0 %
Vit C	160 %
Calcium	30 %
Iron	0 %
Vit D	50 %
Folate	30 %

	Orange Juice A 	Orange Juice B 
What is the serving size?		
What is the % Daily Value for calcium?		
Is it a little or a lot of calcium?		
What is the % Daily Value for vitamin D?		
Is it a little or a lot of vitamin D?		

Which is a better source of calcium and vitamin D? \_\_\_\_\_

**Calcium and Vitamin D – Activity 4, Worksheet 4 – CLB 4-5**

**Exercise 2**

**Canned Meat A**



CANNED - PACIFIC RED SOCKEYE SALMON (no salt added)				
Nutrition Facts	Amount	% DV *	Amount	% DV *
Per 100 g	<b>Fat</b> 8.0 g	12%	<b>Cholesterol</b> 50 mg	
<b>Calories</b> 150	Saturated 2.0 g		<b>Sodium</b> 80 mg	3%
	+ Trans 0 g	10%	<b>Potassium</b> 350 mg	10%
	Polyunsaturated 2.5 g		<b>Carbohydrate</b> 0 g	0%
	Omega-6 0.3 g		Fibre 0 g	0%
	Omega-3 2.9 g		Sugars 0 g	
	Monounsaturated 3.0 g		<b>Protein</b> 19 g	
* % Daily Value: Vit A 4 % • Vit C 0 % • Calcium 20 % • Iron 4 % • Vit D 400 %				

**Canned Meat B**



Nutrition Facts	
Per 1/5 can (90 g)	
Amount	% Daily Value
<b>Calories</b> 80	
<b>Fat</b> 4 g	6 %
Saturated 1.5 g	
+ Trans 0 g	8 %
<b>Cholesterol</b> 40 mg	
<b>Sodium</b> 780 mg	33 %
<b>Potassium</b> 470 mg	13 %
<b>Carbohydrate</b> 28 g	9 %
Fibre 0 g	0 %
Sugars 0 g	
<b>Protein</b> 12 g	
<b>Vitamin A</b>	0 %
<b>Vitamin C</b>	0 %
<b>Calcium</b>	0 %
<b>Iron</b>	8 %

	Canned Meat A	Canned Meat B
What is the serving size?		
What is the % Daily Value for calcium?		
Is it a little or a lot of calcium?		
What is the % Daily Value for vitamin D?		
Is it a little or a lot of vitamin D?		

Which is a better source of calcium and vitamin D?

\_\_\_\_\_

**Calcium and Vitamin D – Activity 5, Worksheet 1 – CLB 4-5**

The amount of calcium you need depends on your age.

**Daily Calcium Needs**

Age	Calcium mg per day
1-3 years	700
4-8 years	1000
9-18 years	1300
19-70 years	1000
71+ years	1200

**How much calcium is needed?**

Write the correct amount of calcium in the blanks.

1. A 75-year-old uncle should have \_\_\_\_\_ mg of calcium every day.
2. A 25-year-old sister should have \_\_\_\_\_ mg of calcium every day.
3. A 2-year-old son should have \_\_\_\_\_ mg of calcium every day.
4. A 57-year-old teacher should have \_\_\_\_\_ mg of calcium every day.
5. A 71-year-old grandfather should have \_\_\_\_\_ mg of calcium every day.
6. An 8-year-old daughter should have \_\_\_\_\_ mg of calcium every day.
7. A 63-year-old neighbour should have \_\_\_\_\_ mg of calcium every day.
8. A 35-year-old nurse should have \_\_\_\_\_ mg of calcium every day.
9. A 15-year-old cousin should have \_\_\_\_\_ mg of calcium every day.

How old are you? \_\_\_\_\_

How much calcium do you need? \_\_\_\_\_

**Calcium and Vitamin D – Activity 5, Worksheet 2 – CLB 4-5**

The amount of vitamin D you need depends on your age.

**Daily Vitamin D Needs**

Age	Vitamin D IU per day
Infants 0-12 months old	400
Children 1-18 years old	600
Adults 19-70 years old	600
Adults over 71 years old	800

How much vitamin D is needed?

Write the correct amount of vitamin D in the blanks.

1. A 12-year-old learner: \_\_\_\_\_
2. A 42-year-old uncle: \_\_\_\_\_
3. A 66-year-old mother: \_\_\_\_\_
4. A 4-month-old nephew: \_\_\_\_\_
5. A 27-year-old sister: \_\_\_\_\_

How much vitamin D do you need? \_\_\_\_\_

# Assessments & Learner Self-Reflection

**Calcium and Vitamin D – Assessment 1 – CLB 4****Reading**

Competency: Comprehending Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the sentence and circle if the statement is true or false.

Then write a sentence to explain you answer.

1. Calcium is not important for strong bones. True False

---

2. Fortified foods have nutrients added to them. True False

---

3. 5% of calcium is a lot. True False

---

4. Only cow's milk has calcium. True False

---

5. Vitamin D helps absorb calcium. True False

---

Total: \_\_\_\_\_/10

8/10 = Task achieved: Yes No

**Calcium and Vitamin D – Assessment 2 – CLB 5****Reading**

Competency: Comprehending Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the sentence and circle if the statement is true or false.  
Then write a sentence to explain you answer.

1. Calcium is not important for strong bones. True False

---

2. You can only get calcium and vitamin D from food. True False

---

3. Fortified foods have nutrients added to them. True False

---

4. 5% of calcium is a lot. True False

---

5. Only cow's milk has calcium. True False

---

6. Vitamin D helps absorb calcium. True False

---

7. A supplement is the best source of calcium and vitamin D. True False

---

Total: \_\_\_\_\_/14

11/14 = Task achieved: Yes No

**Calcium and Vitamin D – Learner Self-Reflection – CLB 4-5**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**After this lesson, I feel ready to...**

eat food with calcium.	yes	no	I already do this
eat food with vitamin D.	yes	no	I already do this
check the Nutrition Facts table on food packages.	yes	no	I already do this
try to make my body healthy and strong.	yes	no	I already do this

