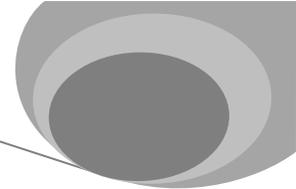


Language Learning for Health

***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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- Abai Coker and Salome Atandi, Ottawa Catholic School Board (OCSB)
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- 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.

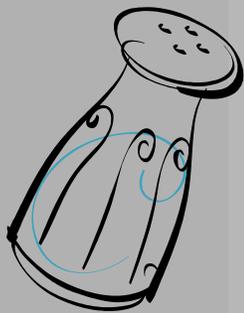
How can I provide my feedback on the lesson plans?

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*.



Reducing Salt Consumption

CLB 2-3



Instructor Notes

Reducing Salt Consumption – Instructor Notes – CLB 2 and 3

Core Contents:

Learn about sodium, where it is found in food, and how to reduce its consumption.

Learning Objectives:

- learn about sodium/salt
- identify foods that are high in sodium
- identify foods that are low in sodium
- how to substitute salt (or sodium) with seasonings

Materials Needed:

- chalk
- white board markers
- scissors
- packaged foods with Nutrition Facts tables
- picture dictionaries

Word Bank

Activity 1: sodium, food label, serving, seasoning, canned, processed, Nutrition Facts table

Activity 2: sodium, increase, remove, salt shaker, forks, healthy, serving, snack, cause

Activity 3: chart, natural, while, processed, added, more, less, most, least

Activity 4: item, be careful, go ahead, sodium levels, describe, olives, bottled, mg

Activity 5: Nutrition Facts table, serving, daily value %DV, cup, mL, sodium

Activity 6: washed, canned, fresh, unsalted, low, sodium, label, healthier, strain, various transition words

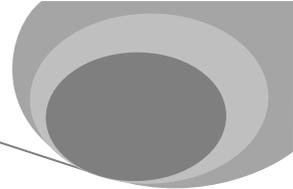
Activity 7: seasonings, lamb, beef, chicken, fish, carrots, peas, potatoes, tomatoes

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 can ask open-ended questions to assess their prior knowledge. Some examples are:
 - Do you find the food saltier in Canada or your home country?
 - Is there anyone in the class who doesn't use salt to cook? If so, what do they use instead of salt?
 - What is another word for salt?
 - How do you know how much sodium/salt is in a can of beans?

**** 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: Vocabulary

- Have learners complete Activity 1, Worksheet 1 with a partner and match as many words with their definitions as they can.
- Discuss answers and provide examples to clarify any questions.

Activity 1, Worksheet 1

Answer Key:

d	salt	a	seasoning
f	sodium	g	snacks
b	Nutrition Facts table	h	canned food
c	serving size	e	processed food

Activity 2 – Listening: Sodium in Canada

Competency: Comprehending Information

- Review any new or potentially difficult vocabulary.
- Read text to learners once.
- Hand out Activity 2, Worksheet 1 with questions and allow the students a few minutes to review the questions.
- Read the text a second time.
- Take up answers as a class.

Transcript:

Salt is important for your body, but eating a lot of salt can lead to health problems. Most Canadians eat too much salt. It is important to eat less salt. When you shop, look for the words “unsalted” and “low in salt” on food labels. Healthier snacks include fruit and vegetables. It is a good idea to remove the salt shaker from the kitchen table. When you cook, you can use seasonings instead of salt. These little actions can help make you healthier.

Activity 2, Worksheet 1

Answer Key:

1. can lead to health problems
2. use seasonings
3. on food labels
4. fruit and vegetables
5. salt shaker

Activity 3 – Reading/Writing

Competencies: Getting Things Done/Reproducing Information

- Ask learners where they think salt is found in their diet.
- Distribute Activity 3, Worksheet 1 and ask the students to explain the chart. Instructor will clarify if needed. Review answers.

Activity 3, Worksheet 1: Part A**Answer Key:**

From	Amount
Added at the table or in cooking	12%
Restaurant and processed foods	77%
Occurs naturally in foods	11%

Activity 3, Worksheet 1: Part B**Answer Key:**

1. more
2. less
3. most
4. more

Activity 4 – Reading/Writing**Competencies: Getting Things Done/Reproducing Information**

- To assist learners' understanding of the amounts of salt, the instructor may refer to Activity 4 Reference Cards sheet. It consists of an image of salt on spoon and indicates that one teaspoon = 6 grams of salt = 2400 mg of sodium. This card is the same size as a business card and learners may keep one in their wallet to use when shopping.
- Ask learners how much sodium adults should eat every day.
- Ask learners why reading the sodium level on a Nutrition Facts table is important. Emphasize that people should be eating less sodium.
- Explain to the learners that the salt level per serving is an important and easy method of knowing how much salt they are consuming.
- Review the food in Activity 4 Reference Table; some may be unfamiliar to students.
- Distribute Activity 4, Worksheet 1 and ask learners to copy the food items into the proper categories and to answer the five questions describing the food.

Activity 4, Worksheet 1**Answer Key:**

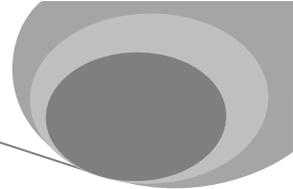
Go Ahead 0-200mg	Watch Out 200-400mg	Too Much! 400+mg
grapes	samosa	olives
banana	canned corn	shawarma
frozen corn (from cob)	beef taco	hot dog

1. 2 mg
2. 670 mg
3. shawarma
4. banana
5. Salt is used as a preservative. However, inform learners that up to 30% or more of the salt is removed by draining AND rinsing the canned corn, so canned corn is still a healthy choice, and often a less expensive one.

Activity 5 – Reading: Nutrition Facts Tables**Competency: Getting Things Done**

** This exercise complements the lesson plan on Reading Food Labels.*

- Hand out Activity 5, Worksheet 1. Instructors will preview potential vocabulary problems, especially the terms “% Daily Value” and “serving size.” Remind learners that a serving size is a measured amount of food.
- Bring examples of packaged food and ask the learners to point to the Nutrition Facts table.



- Have learners read the information on four Nutrition Facts tables on Activity 5, Worksheet 2 and identify key information.

Activity 5

Answer Key:

<u>Worksheet 1</u>	1. a lot	4. a little
	2. a little	5. a lot
	3. a lot	
<hr/>		
<u>Worksheet 2</u>	1. 250 mL	9. ½ can/ 60 g
Part A	2. 130 mg	10. 240 mg
	3. 5%	11. 10%
	4. a little	12. a lot
	5. 1 bowl/ 300 g	13. ½ cup/ 50 g
	6. 860 mg	14. 5 mg
	7. 36%	15. 1%
	8. a lot	16. a little
<hr/>		
<u>Worksheet 2</u>	1. no	3. B
Part B	2. D	

Activity 6 – Reading/Writing

Competencies: Comprehending Instructions/Getting Things Done/Reproducing Information

- Hand out Activity 6, Worksheet 1. Instructor will explain to learners that certain phrases can help them choose healthier foods. Instructor can bring in two similar food items, one salted and one unsalted. Ask learners to examine and look for the difference.
- Instructor will explain the importance of key sodium phrases to look for when shopping. However, instructor should also note that the Nutrition Facts table is the most important source for sodium levels.
- Review transition words prior to learners doing Activity 6, Worksheet 2.
- Activity 6, Worksheet 3 is meant to be a personal activity and it is not necessary for the learners to share their answers with the instructor or other learners—it is for their personal reference.

Activity 6

Answer Key:

<u>Worksheet 1</u>	1. Soup A has less sodium than soup B.
	2. Fresh has less sodium than canned.
<u>Worksheet 2</u>	Answers will vary.

Activity 7 – Speaking/Listening/Reading/Writing

Competencies: Sharing Information/Comprehending Information/Reproducing Information

- Instructor should bring a variety of seasonings to class and share with the learners, let them look and smell. Ask which seasonings they know and use when cooking.
- The next day, learners can bring in their favourite seasonings to share.

- For Activity 7, Worksheet 1, learners may use either a picture dictionary or a personal dictionary to write the seasoning in the student's language.
- Activity 7, Worksheet 2 is an information gap. Make copies of Worksheet 2 and cut in half. Divide the class into partners. Each partner has a different page. On the page there is an incomplete chart demonstrating meat and vegetables and their seasonings. Each learner must ask their partner a question to complete their chart. For example: How do you season beef? The responding partner will give the answer and, if necessary, spell it for their partner. Please note that there are no wrong answers as seasonings are both cultural and according to personal taste.

Activity 7, Worksheet 1

Answer Key:

Answers will vary.

Activity 7, Worksheet 2

Answer Key:

lamb	rosemary	mint
beef	bay leaf	onion
fish	kaffir lime leaves	pepper
chicken	ginger	lemon grass
potatoes	garlic	parsley
carrot	cinnamon	coriander
tomatoes	thyme	pepper
peas	curry	cumin

Assessment – Reading

Competency: Comprehending Information

- Learners will answer the questions and write a sentence to explain their answer.
- Each question is worth 2 points, 1 for the correct True or False, and 1 for a reasonably written sentence.
- Assessment 1 is for CLB 2 and Assessment 2 is for CLB 3.
- Marking is included at the bottom of each assessment.
- These 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. tray/365 g 2. 1770 mg 3. 74% 4. no

Assessment 2

1. tray/365 g 5. 74%
 2. 1 bowl/300 g 6. 23%
 3. 1770 mg 7. Although still high in sodium, B is a better choice.
 4. 550 mg

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 and revisited at a later date to reflect on healthy lifestyle changes.

Resources:

www.heartandstroke.ca

www.sodium101.ca

www.healthyeatingmanual.ca

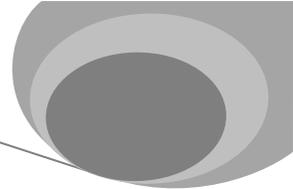
<http://ottawa.ca/en/residents/public-health/nutrition>

<http://nutritiondata.self.com/foods-0.html>

<http://www.eattracker.ca/>

Local health care provider

Worksheets



Reducing Salt Consumption – Activity 1, Worksheet 1 – CLB 2-3

Vocabulary

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

Vocabulary

Definition

- | | |
|-----------------------------|---|
| _____ salt | a spices and herbs to flavour food |
| _____ sodium | b information about a food's nutrition |
| _____ Nutrition Facts table | c a measured amount of food on a Nutrition Facts table |
| _____ serving size | d a mineral used to season and preserve food |
| _____ seasoning | e pre-made food; fast food |
| _____ snacks | f another word for salt |
| _____ canned food | g small amount of food you eat between meals |
| _____ processed food | h food in a can |

Reducing Salt Consumption – Activity 2, Worksheet 1 – CLB 2-3

Listen to some information on eating salt.
Read the questions and circle the correct answers.

1. Eating a lot of salt...

is important

can lead to health problems

is very healthy

2. How can you replace salt in a healthy meal?

sugar

use seasonings

bacon

3. Where can you find salt levels for packaged foods?

in a dictionary

on the Nutrition Facts table

on television

4. What are healthy snacks?

cookies

potato chips

fruit and vegetables

5. What should you remove from the kitchen table?

pepper

salt shaker

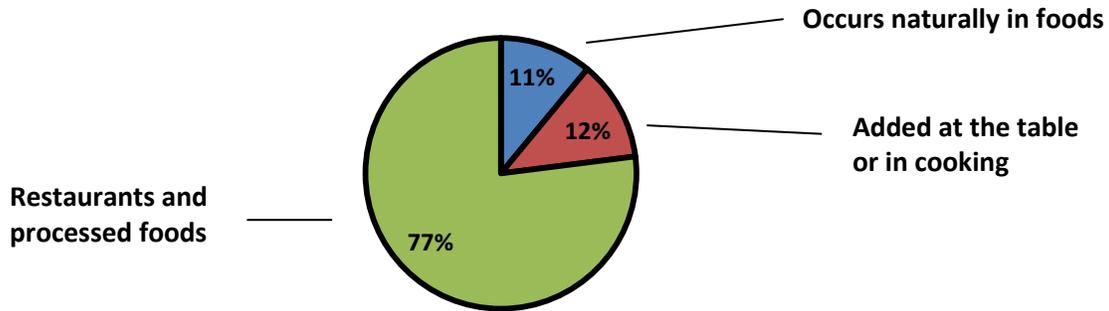
forks

Reducing Salt Consumption – Activity 3, Worksheet 1 – CLB 2-3

Where do we find salt?

Look at the graph.

This is where salt is found in our diet.



From Canadian Community Health Survey 2.2 and Canadian Food and Restaurant Association
<http://www.crfa.ca/research/statistics/#consumer>
 Based on dietary recall data of a large sample of Canadians

Part A: Chart

Complete the chart from the information above.

From	Amount
Added at the table or in cooking	
	77%
Occurs naturally in foods	

Part B: Questions

Compare the different sources of salt in the average Canadian diet.

Fill in the blanks with the words *more*, *less*, *most* or *least*.

1. There is _____ salt added while home cooking than is naturally in food.
2. There is _____ salt naturally in food than added while eating.
3. There is the _____ salt in processed and restaurant foods.
4. There is _____ salt in processed and restaurant foods than added while home cooking.

Reducing Salt Consumption – Activity 4 Reference Cards – CLB 2-3

How much?



1 teaspoon
6 grams of salt
2400 mg of sodium

How much?



1 teaspoon
6 grams of salt
2400 mg of sodium

How much?



1 teaspoon
6 grams of salt
2400 mg of sodium

How much?



1 teaspoon
6 grams of salt
2400 mg of sodium

How much?



1 teaspoon
6 grams of salt
2400 mg of sodium

How much?



1 teaspoon
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How much?

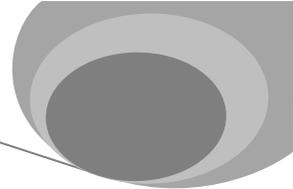


1 teaspoon
6 grams of salt
2400 mg of sodium

How much?



1 teaspoon
6 grams of salt
2400 mg of sodium



Reducing Salt Consumption – Activity 4 Reference Table – CLB 2-3

Adults should eat 1500 mg of salt every day. Most Canadians eat too much salt. When you eat, pay attention to the amount of sodium you eat per serving.

	mg of sodium per serving
Too Much!	400+
Watch Out	200-400
Go Ahead	0-200
From www.sodium101.ca	

The following lists different foods and their sodium levels.

	Food	Serving size	Amount of sodium
1.		10 bottled olives (not rinsed)	622 mg
2.		grapes (about 20)	2 mg
3.		shawarma – chicken (1)	650 mg
4.		samosa – vegetarian (1)	393 mg
5.		frozen corn – from cob (1/2 cup)	8 mg
6.		canned corn – unwashed (1/2 cup)	302 mg
7.		banana (1)	1 mg
8.		beef taco (1)	366 mg
9.		hot dog – beef (1)	670 mg

Reducing Salt Consumption – Activity 4, Worksheet 1 – CLB 2-3

Look at the information on Activity 4 Reference Table.

Write a food item under the correct heading.

Go Ahead 0-200mg	Watch Out 200-400mg	Too Much! 400+mg
		olives 622 mg

Answer the questions in full sentences.

1. How much salt does 1 serving of grapes have?

2. How much salt does 1 hot dog have?

3. What food has the most amount of sodium?

4. What food has the least amount of sodium?

5. Why do you think frozen corn and canned corn have different sodium levels?

Reducing Salt Consumption – Activity 5, Worksheet 1 – CLB 2-3

Nutrition Facts Table

Nutrition Facts tables are an important way to look for salt levels on packaged foods.

The % Daily Value is found on a Nutrition Facts table, and helps you quickly see the amount of salt in a food.

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

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 salt and circle if it is a little or a lot of salt.

- | | | |
|--------------------|----------|-------|
| 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 |

Reducing Salt Consumption – Activity 5, Worksheet 2 (page 1 of 2) – CLB 2-3**Nutrition Facts Table**

Nutrition Facts tables are an important way to look for sodium levels on packaged foods.

There are 4 Nutrition Facts tables below. Read the information and answer the questions.

Remember another word for salt is sodium.

Part 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 %	

Nutrition Facts Table A

1. What is the serving size? **250 ml**
2. How many milligrams (mg) of salt are in one serving? **130 mg**
3. What is the % Daily Value for salt in one serving? **5%**
4. Is that a little or a lot of salt? **a little**

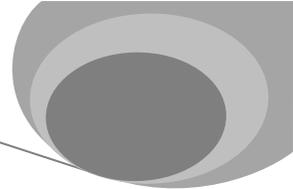
Nutrition Facts	
Valeur nutritive	
Per 1 bowl (300 g) / Pour 1 bol (300 g)	
Amount	% Daily Value
Teneur	% valeur quotidienne
Calories / Calories 440	
Fat / Lipides 19 g	29 %
Saturated / Saturés 4 g + Trans / Trans 0.2 g	21 %
Cholesterol / Cholestérol 35 mg	
Sodium / Sodium 860 mg	36 %
Carbohydrate / 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 %

Nutrition Facts Table B

5. What is the serving size? _____
6. How many milligrams (mg) of salt are in one serving?

7. What is the % Daily Value for salt in one serving?

8. Is that a little or a lot of salt? _____



Reducing Salt Consumption – Activity 5, Worksheet 2 (page 2 of 2) – CLB 2-3

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left;">Nutrition Facts</th> </tr> <tr> <td colspan="2">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> <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 colspan="2">Cholesterol 30 mg</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> </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 %	<p style="text-align: center;">Nutrition Facts Table C</p> <p>9. What is the serving size? _____</p> <p>10. How many milligrams (mg) of salt are in one serving? _____</p> <p>11. What is the % Daily Value for salt in one serving? _____</p> <p>12. Is that a little or a lot of salt? _____</p>
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left;">Nutrition Facts</th> </tr> <tr> <th colspan="2" style="text-align: left;">Valeur nutritive</th> </tr> <tr> <td colspan="2">Per 1/2 cup (50 g) / pour 1/2 tasse (50 g)</td> </tr> <tr> <th style="text-align: left;">Amount</th> <th style="text-align: right;">% Daily Value</th> </tr> <tr> <th style="text-align: left;">Teneur</th> <th style="text-align: right;">% valeur quotidienne</th> </tr> <tr> <td colspan="2">Calories / Calories 170</td> </tr> <tr> <td>Fat / Lipides 0.1 g</td> <td style="text-align: right;">1 %</td> </tr> <tr> <td colspan="2">Saturated / saturés 0.1 g + Trans / trans 0 g</td> </tr> <tr> <td colspan="2">Cholesterol / Cholestérol 0 mg</td> </tr> <tr> <td>Sodium / Sodium 5 mg</td> <td style="text-align: right;">1 %</td> </tr> <tr> <td>Carbohydrate / Glucides 41 g</td> <td style="text-align: right;">14 %</td> </tr> <tr> <td colspan="2">Fibre / Fibres 1 g</td> </tr> <tr> <td colspan="2">Sugars / Sucres 33 g</td> </tr> <tr> <td>Protein / Protéines 2 g</td> <td></td> </tr> <tr> <td>Vitamin A / Vitamine A</td> <td style="text-align: right;">10 %</td> </tr> <tr> <td>Vitamin C / Vitamine C</td> <td style="text-align: right;">0 %</td> </tr> <tr> <td>Calcium / Calcium</td> <td style="text-align: right;">2 %</td> </tr> <tr> <td>Iron / Fer</td> <td style="text-align: right;">10 %</td> </tr> </table>	Nutrition Facts		Valeur nutritive		Per 1/2 cup (50 g) / pour 1/2 tasse (50 g)		Amount	% Daily Value	Teneur	% valeur quotidienne	Calories / Calories 170		Fat / Lipides 0.1 g	1 %	Saturated / saturés 0.1 g + Trans / trans 0 g		Cholesterol / Cholestérol 0 mg		Sodium / Sodium 5 mg	1 %	Carbohydrate / Glucides 41 g	14 %	Fibre / Fibres 1 g		Sugars / Sucres 33 g		Protein / Protéines 2 g		Vitamin A / Vitamine A	10 %	Vitamin C / Vitamine C	0 %	Calcium / Calcium	2 %	Iron / Fer	10 %	<p style="text-align: center;">Nutrition Facts Table D</p> <p>13. What is the serving size? _____</p> <p>14. How many milligrams (mg) of salt are in one serving? _____</p> <p>15. What is the % Daily Value for salt in one serving? _____</p> <p>16. Is that a little or a lot of salt? _____</p>
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Part B

- | | | | | |
|--|-----|----|---|---|
| 1. Are all the servings the same? | Yes | No | | |
| 2. Which Nutrition Facts table has the lowest amount of sodium per serving? | A | B | C | D |
| 3. Which Nutrition Facts table has the highest amount of sodium per serving? | A | B | C | D |

Reducing Salt Consumption – Activity 6, Worksheet 1 – CLB 2-3

There are many simple actions you can do to lower your salt consumption.

Ideas for lowering salt in your diet:

- eat more homemade foods and less processed foods
- rinse canned foods to remove some of the salt
- look for the words “unsalted” or “low in salt/sodium” on food labels
- read food labels and buy food low in salt
- reduce salt during cooking
- use seasoning instead of salt
- remove salt shaker from table

A



B



1. Compare A and B. Write one sentence.
-

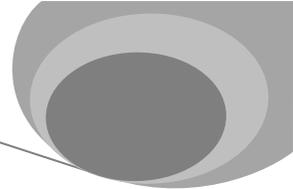
A



B



2. Compare A and B. Write one sentence.
-



Reducing Salt Consumption – Activity 6, Worksheet 2 – CLB 2-3

Using the vocabulary from the pictures below, write directions on how to prepare canned peas in a healthy method. You can use transition words (first, second, next, finally).



cook



strain



eat!



open



rinse

First, open a can.

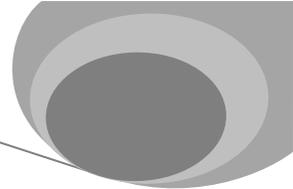
Reducing Salt Consumption – Activity 6, Worksheet 3 – CLB 2-3

This is for your personal knowledge.

At home, find common foods with Nutrition Facts tables.
Write down the food and the amount of salt in each item.

You can also look on: http://www.eatracker.ca/food_search.aspx

Food	Serving size	mg per serving	% Daily value
potato chips	10 chips	78 mg	3%
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



Reducing Salt Consumption – Activity 7, Worksheet 1 – CLB 2-3

These are some seasonings.

Under the picture, write the words in your language. You may use a dictionary.



rosemary



curry



mint



cumin



coriander



parsley



bay leaf



kaffir lime leaves



garlic



pepper



onion



ginger



lemon grass



thyme



cinnamon



salt

1. Which seasoning is your favourite?

2. Which seasoning do you not like?

3. Which seasonings do you use when you cook?

Reducing Salt Consumption – Activity 7, Worksheet 2 – CLB 2-3**Partner A**

	lamb		mint
	beef	bay leaf	
	fish		pepper
	chicken	ginger	
	potatoes		parsley
	carrot	cinnamon	
	tomatoes		pepper
	peas	curry	

Partner B

	lamb	rosemary	
	beef		onion
	fish	kaffir lime leaves	
	chicken		lemon grass
	potatoes	garlic	
	carrot		coriander
	tomatoes	thyme	
	peas		cumin

Assessments & Learner Self-Reflection

Reducing Salt Consumption – Assessment 1 – CLB 2**Reading**

Competency: Comprehending Information

Name: _____ Date: _____

Read the two Nutrition Facts tables and answer the questions below.

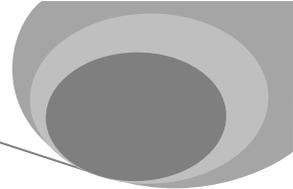
Nutrition Facts	
Valeur nutritive	
Per tray (365 g) / pour 1 plat (365 g)	
Amount Teneur	% Daily Value % valeur quotidienne
Calories / Calories 380	
Fat / Lipides 11 g	17 %
Saturates / saturés 2 g + Trans / trans 0 g	10 %
Cholesterol / Cholestérol 75 mg	
Sodium / Sodium 1770 mg	74 %
Carbohydrate / Glucides 42 g	14 %
Fibre / Fibres 3 g	12 %
Sugars / Sucres 3 g	
Protein / Protéines 27 g	
Vitamin A / Vitamine A	2 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	4 %
Iron / Fer	60 %



1. What is the serving size? _____
2. How much sodium does one serving have? _____
3. What is the percentage (%) Daily Value? _____
4. Is it a healthy choice? _____

Total: _____ /4

3/4 = Task achieved: Yes No



Reducing Salt Consumption – Assessment 2 – CLB 3

Reading

Competency: Comprehending Information

Name: _____ Date: _____

Read the two Nutrition Facts tables and answer the questions below.

A

Nutrition Facts Valeur nutritive	
Per tray (365 g) / pour 1 plat (365 g)	
Amount Teneur	% Daily Value % valeur quotidienne
Calories / Calories 380	
Fat / Lipides 11 g	17 %
Saturates / saturés 2 g + Trans / trans 0 g	10 %
Cholesterol / Cholestérol 75 mg	
Sodium / Sodium 1770 mg	74 %
Carbohydrate / Glucides 42 g	14 %
Fibre / Fibres 3 g	12 %
Sugars / Sucres 3 g	
Protein / Protéines 27 g	
Vitamin A / Vitamine A	2 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	4 %
Iron / Fer	60 %

B

Nutrition Facts Valeur nutritive	
Per 1 bowl (300 g) / pour 1 bol (300 g)	
Amount Teneur	% Daily Value % valeur quotidienne
Calories / Calories 290	
Fat / Lipides 6 g	9 %
Saturated / saturés 1 g + Trans / trans 0 g	5 %
Cholesterol / Cholestérol 25 mg	
Sodium / Sodium 550 mg	23 %
Carbohydrate / Glucides 44 g	15 %
Fibre / Fibres 3 g	12 %
Sugars / Sucres 9 g	
Protein / Protéines 16 g	
Vitamin A / Vitamine A	6 %
Vitamin C / Vitamine C	15 %
Calcium / Calcium	6 %
Iron / Fer	6 %

1. What is table A's serving size? _____
2. What is table B's serving size? _____
3. How much sodium does one serving of table A have? _____
4. How much sodium does one serving of table B have? _____
5. What is the percentage (%) Daily Value of table A? _____
6. What is the percentage (%) Daily Value of table B? _____
7. Which is the healthier choice, table A or B? _____

Total: _____/6

5/6 = Task achieved: Yes No

Reducing Salt Consumption – Learner Self-Reflection – CLB 2-3

Name: _____ Date: _____

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

eat in restaurants less often. Yes No I already do this

eat less processed foods (pre-made food). Yes No I already do this

remove the salt shaker from my table. Yes No I already do this

flavour food with seasonings, not salt. Yes No I already do this

avoid condiments (ketchup, salad dressing, mustard), use alternatives. Yes No I already do this

check the Nutrition Facts table on food packages. Yes No I already do this

eat more homemade soup, not pre-made soup. Yes No I already do this

look for these phrases on food labels when shopping: "low in salt" and "salt free". Yes No I already do this

eat more fruits and vegetables. Yes No I already do this

rinse canned vegetables before cooking. Yes No I already do this



