

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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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.

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*.



Reading Food Labels

CLB 2-3



Nutrition Facts		
Per container (175 g)		
Amount	% Daily Value*	
Calories 130		
Fat 0.5 g	1%	
Saturated Fat 0.3 g		
+ Trans Fat 0 g		
Cholesterol 4 mg		
Sodium 125 mg	5%	
Carbohydrate 26 g	8%	
Fibre 0 g		
Sugars 26 g		
Protein 6 g		
Vitamin A	8 %	Vitamin C 4 %
Calcium	25 %	Iron 0 %

Instructor Notes

Reading Food Labels – Instructor Notes – CLB 2-3

Core Contents:

Learn to read and understand basic information about food labels to help make healthier food choices.

Learning Objectives:

- recognize three parts of a food label: nutrition claims, ingredient list and nutrition facts
- learn the names of important nutrients and their functions in the body
- read and understand information about nutrition claims and ingredient lists
- read and understand the numbers in the Nutrition Facts tables to find high and low values of nutrients
- compare foods using food label information
- use the food label information to make healthy food choices

Materials Needed:

- a variety of food wrappers or packages, cans and boxes with food labels and nutrition information
- markers
- flipchart paper
- measuring cups
- measuring spoons
- kitchen scale (if possible)
- tape or glue sticks

Word Bank

Prior Knowledge: package, label, box, can, carton, container, allergy

Warm-up: product, packaging, brand name, quantity, Nutrition Facts table, ingredient list

Activity 1: nutrition claims

Activity 2: serving size, percent (%) Daily Value, nutrient, healthy, g, mg, teaspoon

Activity 3: a little, a lot, low, high, calories, fat, saturated fat, cholesterol, sodium, carbohydrate, fibre, sugars, protein, vitamin A, vitamin C, calcium, iron, more, less

Activity 4: energy, muscles, nerves, blood pressure, diabetes, overweight, heal, bones, blood

Activity 5: n/a

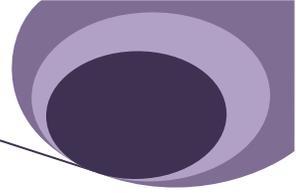
Activity 6: n/a

Activity 7: n/a

Activity 8: health claims

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:**

- Bring a variety of food labels from home. For example, cans of vegetables or fruit, boxes of crackers or cereal, bags of different types of bread,
- If it is possible to explain beforehand, ask learners to bring packages from home to use as part of this discussion so they can learn about the food they already buy and eat.
- Try to bring the whole package, which will help with the learners' comprehension.
- Pass out the packaging and talk together about what the writing is on the package.
- Some questions to discuss as a group could include:
 - What is the name of the food?
 - Does anyone buy this kind of food? Why or why not?
 - What do you look at on the label when you shop?
 - How do you choose which kind of cereal, bread, etc.?
- Another way to get people to share their existing knowledge is with an anecdote, such as: Someone in my home has a food allergy—for example, milk—so I have to read the ingredients carefully when I shop to make sure I buy things without milk. Do you look at the ingredient list for yourself and your family? Do you need low salt, no nuts, for someone in your family? And so on.

**** 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.***

Warm-up:

- Use the labels from the first discussion to continue.
- Give one package/bag to each group of two learners.
- Since instructors will bring a variety of labels, here are some sample questions that can be put on the blackboard: What food was inside the package? What is the brand name of your product? What quantity is in the package? Find the Nutrition Facts table. Find two new words in the Nutrition Facts table and write them down. Find the ingredient list. How many ingredients are in your product? Can you count them all? Are there any other words or phrases on the packaging to give more information about the food? Would you buy this product? Why or why not?
- Instructor can briefly take this up with the class, or learners can write this information on a flipchart paper to share with the class, depending how long you want to spend on this section.

Activity 1 – Reading/Writing: Learning about Food Labels**Competency: Comprehending Information**

**** Instructors and learners both need to recognize the information on these tables can be very daunting—they probably contain many new words and may be in a confusing format for learners. The following activities move slowly through a step-by-step examination of parts of the table and what they mean.***



- Hand out copies of the “Look at the Label” fact sheet from the Canadian Diabetes Association. (This fact sheet can be found at the end of this lesson plan.)
- Look at it and read it together
- Write the three key parts on the blackboard or flipchart paper: Nutrition Claims, Nutrition Facts table and Ingredient List.
- Look at each one at a time, referring to the labels and packages available in the classroom from the warm-up activity.
- Learners can complete Activity 1, Worksheet 1 as a writing exercise to review and practise reading and vocabulary.

Activity 2 – Reading/Speaking/Listening: Reading Nutrition Facts Tables

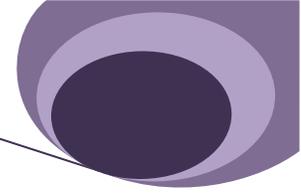
Competency: Getting Things Done

- Hand out Activity 2, Worksheet 1 and have learners look closely at the Nutrition Facts table on the can.
- Points to note with the learners:
 - *Canadian laws state that a nutrition fact panel must appear on all packaged foods (including imported foods) and the facts panel must be in both English and French.*
 - Serving size is not usually the whole package, which is important to note for comparison purposes with other foods.
 - For any nutrient: 5% is a little, 15% is a lot.
 - % Daily Value is based on the daily needs of a typical healthy Canadian adult.
- Read together the nutrients and practise pronunciation.
- Instructors can support learners’ comprehension by using the table to ask questions, such as: Which nutrients are healthy for us to eat every day? Which nutrients in this table have large numbers? Which nutrients are not healthy if we eat too much of them?
- One way to illustrate the amount of sugar would be: 4 g sugar = 1 teaspoon, so 13 g = approximately 3 teaspoons.
- Learners answer questions at the bottom of the page.

Activity 3 – Reading Numbers and Percentages in a Nutrition Facts Table

Competency: Getting Things Done

- Use Activity 3, Worksheet 1 to talk about % of Daily Value.
- Stress again that this is for the serving shown only, not the whole container of food.
- Percent can be a difficult concept—perhaps, instructors can look at daily attendance as a starting point for learners to understand, i.e., if everyone is in class, 100% are present. If 6 out of 12 students are present, attendance is 50%. On a day when there is an ice storm and buses are not running for elementary school kids, maybe only 2 out of 12 students are present, so attendance is 17%.
- Another idea is to look at an assessment or test. If all answers are correct, the score is 100%. If 15 out of 20 are correct, the score is 75%. If only 10 out of 20 are correct, the score is 50%—and the learner needs more practice!
- Learners use Activity 3, Worksheet 1 to copy amounts and % of Daily Value from the picture of the can in Activity 2, Worksheet 1.



- The activity worksheet explains again that any value under 5% is a little and anything over 15% is a lot. It is important to note, however, that a lot is not always good and a little is not always bad. It depends on which nutrient is being looked at. This should be discussed as part of the activity.
- Instructors can review and practise this orally before learners fill in the three questions at the bottom of the worksheet.

Activity 4 – Listening/Reading: Nutrients in Our Food

Competency: Comprehending Information

- Hand out Activity 4, Worksheet 1 so learners understand what some of the nutrients found on a Nutrition Facts table do in our bodies.
- It's important to note this is very basic information on nutrients, used to practise English and learn some vocabulary—it is not a complete list.
- Discuss the vocabulary of how nutrients work in the body.
- Dictate one food word for each box on the chart.
- Correct as a class.

Activity 4, Worksheet 1

Possible answers for dictation

Fat	french fries, butter, meat, potato chips
Sodium	canned vegetables, chips, processed foods
Fibre	fresh fruits, vegetables, legumes, whole grains
Sugars	chocolate, pop, cookies
Vitamin A	milk, cheese, sweet potatoes, spinach
Vitamin C	oranges, papaya, mangoes, grapefruit, peppers
Calcium	cheese, milk, tofu
Iron	fish, dried beans, eggs

Activity 5 – Reading/Listening/Speaking: Filling in a Table about Nutrients with a Partner

Competency: Sharing Information

- This is a partner activity.
- Hand out Activity 5, Worksheet 1A to one learner and Activity 5, Worksheet 1B to the other learner.
- Have each learner fill in his/her worksheet individually, then have them work together to talk and explain the information from each of their worksheets, and to write down the information that their partner has.
- The note on the activity says:
 - Your partner will tell you their information and you tell your partner your information to finish the chart.
 - ***Don't copy your partner's answers.** This is a time to **practise listening and speaking.**
 - If you don't understand, ask: Can you repeat please? Or Pardon?
 - Spell the words out loud for your partner if it will help.

- When you both finish the chart, you can compare your answers together.
- Instructor can remind learners of this when they begin and maybe write some helpful phrases on the blackboard that learners can use to communicate for this activity.
- Correct as a class or instructor corrects.

Activity 6 – Reading

Competency: Getting Things Done

- Hand out Activity 6, Worksheet 1.
- Instructor explains the two products are both yogurt.
- Learners compare the information and fill in the sentences with the words: more or less.
- Take up the answers together.
- As a group, discuss, brainstorm and write some sentences on the blackboard.
- Learners choose two that they will copy onto their worksheet.

Activity 6, Worksheet 1

Answer Key:

1. more
2. less
3. more
4. fibre/iron/protein/sugars/trans fat
5. B

Activity 7 – Reading: Looking at Ingredient Lists

Competency: Getting Things Done

- Hand out Activity 7, Worksheet 1.
- Read together as a class.
- Learners can work together to answer.
- Correct together.

Activity 8 – Reading: Information on Nutrition Claims

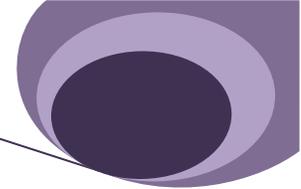
Competency: Comprehending Information

- Hand out Activity 8, Worksheet 1.
- Read together as a group.
- Learners can answer together.
- As a group, discuss other nutrient content claims and health claims you may have seen.
- If possible, instructor and/or learners can bring in examples from other packages.

Activity 9 – Reading: Categorizing Vocabulary

Competency: Comprehending Information

- Hand out Activity 9, Worksheet 1 and have learners work with a partner to put vocabulary in the correct category. Discuss and correct as a group.



Activity 9, Worksheet 1

Answer Key:

Nutrient	Nutrition Claim	Word from Ingredient List
cholesterol	Low fat	wheat flour
Vitamin C	High in fibre	canola oil
iron	Less salt	rice flour
calcium	Low in saturated fat	milk

Activity 10 – Speaking/Reading

Competency: Sharing Information

- Groups of three learners work together to solve the word puzzle.
- Use Activity 10, Worksheets 1A, 1B, and 1C - one worksheet for each learner.
- Each learner has different clues for the same word, so they all need to read their clues out loud and share information to find the correct word.
- The puzzle part is the same on each worksheet.
- Learners will find the mystery words when they have finished all words.

Answer Key:

1						h	a	p	p	y	
2	n	u	t	r	i	e	n	t	s		
3					f	a	t				
4				c	a	l	c	i	u	m	
5				v	i	t	a	m	i	n	c
6					c	h	o	o	s	e	
7						y	e	s			
8						f	i	b	r	e	
9					s	o	d	i	u	m	
10				i	r	o	n				
11	i	n	g	r	e	d	i	e	n	t	s

Mystery answer: healthy food

Assessments 1 and 2 – Reading

Competencies: Getting Things Done/Comprehending Information

- Hand out Assessment 1 to CLB 2 learners and Assessment 2 to CLB 3 learners.
- Answers will vary based on the labels learners bring in.

- Alternately, if learners do not bring in labels from home, instructor can provide examples they wish to use.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, place in the Language Companion in the My Portfolio Reading section.

Learner Self-Reflection:

- As a class, learners can suggest sentences to explain what they learned.
- Instructor can write sentences on flipchart paper. Learners can choose which sentences they agree with personally, or they can write their own.
- Self-Reflection task can be put in the Language Companion in the My Notes section and revisited at a later date.

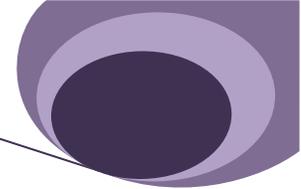
Resources:

Health Canada website: www.hc-sc.gc.ca

Canadian Diabetes Association: www.diabetes.ca

Eat Right Ontario: www.eatrightontario.ca

Ottawa Public Health: 613-580-6744



Worksheets



Reading Food Labels – Activity 1, Worksheet 1 – CLB 2-3

Look at the Label

Fill in the blanks using the **Look at the Label** handout. This factsheet was created by the Canadian Diabetes Association.

Nutrition information on food labels:

- Helps you _____
- Helps you follow _____
- Is required on most _____
- Is based on _____

Nutrition claims: There are _____ types of nutrition claims:

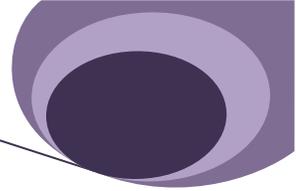
1. _____
tell you about one nutrient such as _____ , _____
or _____ .
2. _____
tell you how your diet can affect your _____ .

Nutrition Facts table

The Nutrition Facts table provides you with _____
on the _____ and 13 _____ for the
serving size shown.

Ingredient list

The ingredient list tells you _____
are in a _____ food.



Reading Food Labels – Activity 2, Worksheet 1 – CLB 2-3

Nutrition Facts Table



1. How much is one serving? _____
2. How many calories are in one serving? _____
3. What country is this product from? _____

Reading Food Labels – Activity 3, Worksheet 1 – CLB 2-3

Use the Nutrition Facts Table from Activity 2, Worksheet 1 to fill in the chart below:



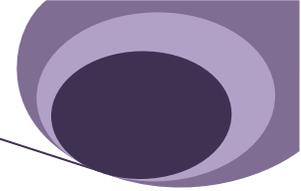
Per 1 cup (250 mL)		
Amount	Amount or How many ____ g or ____ mg	% Daily Value
Calories		
Fat		
Saturated + Trans		
Cholesterol		
Sodium		
Carbohydrate		
Fibre		
Sugars		
Protein		
Vitamin A	-----	
Vitamin C	-----	
Calcium	-----	
Iron	-----	

When you see the % Daily Value is **5% or less**, it is **a little**.
 When you see the % Daily Value is **15% or more**, it is **a lot**.



Look at the % Daily Value Table: Write **a little** or **a lot** of.

- There is _____ fat.
- There is _____ sodium.
- There is _____ fibre.



Reading Food Labels – Activity 4, Worksheet 1 – CLB 2-3

What is in our food?

Use the table to understand what some nutrients do in our bodies.

Listen and write as the teacher dictates food words that have each nutrient.

*** It is important to remember this is only some very basic information about foods and nutrients to help you practise English and learn some vocabulary. 😊**

Nutrient	What does it do for us?		One food that has this nutrient is:
Fat – saturated	<ul style="list-style-type: none"> - Gives us energy - Keeps us warm - Too much may cause heart problems 		
Sodium	<ul style="list-style-type: none"> - Helps muscles and nerves work well - Too much may cause high blood pressure 		
Sugars	<ul style="list-style-type: none"> - Give us energy - Too much increases the risk of developing diabetes and obesity 		
Fibre	<ul style="list-style-type: none"> - Good for stomach and insides 		
Vitamin A	<ul style="list-style-type: none"> - Good for eyes 		
Vitamin C	<ul style="list-style-type: none"> - Helps heal cuts on skin 		
Calcium	<ul style="list-style-type: none"> - Good for bones and teeth 		
Iron	<ul style="list-style-type: none"> - Good for blood 		

** All information in the chart is taken from Ottawa Public Health's PowerPoint Presentations.*

Reading Food Labels – Activity 5, Worksheet 1A – CLB 2-3

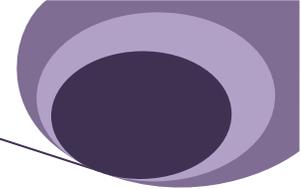
** All information on this page is taken from Ottawa Public Health's PowerPoint Presentations.*

Read the sentences and fill in the table below.

- **Vitamin C** helps cuts on skin get better. (oranges, papaya, mangoes, grapefruit, peppers)
- **Vitamin A** is good for your eyes and helps you to see at night. (milk, cheese, sweet potatoes, spinach)
- **Fat and saturated fat** can cause heart problems. (fried foods, potato chips, butter, margarine, oils, baked goods, meat)
- **Sodium (salt)** can cause high blood pressure, heart problems or strokes (processed and canned foods, chips, pretzels, some crackers)

Nutrients	What does it do in the body?	List some foods where we can find it	Do we need more or less?

- Talk with a partner who has Worksheet 1B.
- Your partner will tell you their information and you tell your partner your information to finish the chart.
- ***Don't copy your partner's answers.** This is a time to **practise listening and speaking.**
- If you don't understand ask: Can you repeat please? Or Pardon?
- Spell the words out loud for your partner if it will help.
- When you both finish the chart, you can compare your answers together.



Reading Food Labels – Activity 5, Worksheet 1B – CLB 2-3

** All information on this page is taken from Ottawa Public Health’s PowerPoint Presentations.*

Read the sentences and fill in the table below.

- **Fibre** is good for your stomach and insides. (fruits, vegetables, legumes, whole grains)
- **Iron** is good for your blood. (meat, fish, eggs, dried beans and peas, whole grains)
- **Calcium** helps make strong bones and teeth. (milk, cheese, yogurt, tofu).
- Having too much **sugar** is linked to health concerns such as being overweight and developing diabetes. (chocolates, cookies, donuts, pop)

Nutrients	What does it do in the body?	List some foods where we can find it	Do we need more or less?

- Talk with a partner who has Worksheet 1A.
- Your partner will tell you their information and you tell your partner your information to finish the chart.
- ***Don’t copy your partner’s answers.** This is a time to **practise listening and speaking.**
- If you don’t understand ask: Can you repeat please? Or Pardon?
- Spell the words out loud for your partner if it will help.
- When you both finish the chart, you can compare your answers together.

Reading Food Labels – Activity 6, Worksheet 1 – CLB 2-3

Look at the two yogurt Nutrition Facts tables to compare the information.
Answer the questions that follow.

A

Nutrition Facts	
Per container (175 g)	
Amount	% Daily Value*
Calories 170	
Fat 4.5 g	7%
Saturated Fat 3.5 g + Trans Fat 0 g	18%
Cholesterol 10 mg	
Sodium 85 mg	4%
Carbohydrate 27 g	9%
Fibre 0 g	0%
Sugars 26 g	
Protein 6 g	
Vitamin A 15 %	Vitamin C 0 %
Calcium 20 %	Iron 0%

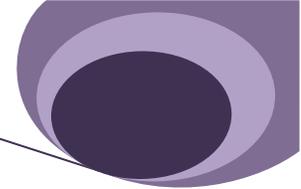
B

Nutrition Facts	
Per container (175 g)	
Amount	% Daily Value*
Calories 130	
Fat 0.5 g	1%
Saturated Fat 0.3 g + Trans Fat 0 g	2%
Cholesterol 4 mg	
Sodium 125 mg	5%
Carbohydrate 26 g	8%
Fibre 0 g	0%
Sugars 26 g	
Protein 6 g	
Vitamin A 8 %	Vitamin C 4 %
Calcium 25 %	Iron 0%

Write the words **more** or **less** to fill in the blanks in questions 1-3.

1. Yogurt A has _____ saturated fat than yogurt B.
2. Yogurt A has _____ calcium than yogurt B.
3. Yogurt B has _____ sodium than yogurt A.
4. They have the same amount of _____.
5. Yogurt _____ is a healthier choice.

With the class, write two sentences about which yogurt you would buy and explain why.



Reading Food Labels – Activity 7, Worksheet 1 – CLB 2-3

Ingredient Lists

These are examples of ingredient lists for two different cereals.

A

INGREDIENTS: CEREAL (CRISP RICE [RICE FLOUR, SUGAR, MALT EXTRACT, SALT, DISTILLED MONOGLYCERIDES, RICE EXTRACT], WHOLE GRAIN OATS, TEXTURED SOY FLOUR, SUGAR, CORN MEAL, HONEY, BROWN SUGAR SYRUP, SALT, CALCIUM CARBONATE, TRISODIUM PHOSPHATE, DISTILLED MONOGLYCERIDES, DEXTROSE, IRON AND ZINC [MINERAL NUTRIENTS], A B VITAMIN (NIACINAMIDE), VITAMIN B₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN B₂ (RIBOFLAVIN), A B VITAMIN (FOLIC ACID), ALMOND FLOUR, WHEAT FLOUR, VITAMIN E (MIXED TOCOPHEROLS) ADDED TO PRESERVE FRESHNESS.); MILK FILLING (SUGAR, PALM KERNEL OIL, LACTOSE, NONFAT MILK, DRIED SWEETENED CONDENSED MILK [SUGAR, MILK], PARTIALLY HYDROGENATED SOYBEAN OIL, MONOGLYCERIDES, SOY LECITHIN, SALT, NATURAL AND ARTIFICIAL FLAVOR, TBHQ AND CITRIC ACID ADDED TO PRESERVE FRESHNESS.); CORN SYRUP, HIGH FRUCTOSE CORN SYRUP, FRUCTOSE, MALTODEXTRIN, ISOLATED SOY PROTEIN, GLYCERIN, TRICALCIUM PHOSPHATE, RICE BRAN OIL, CANOLA OIL, PARTIALLY HYDROGENATED SOYBEAN OIL, SORBITOL, ALMONDS, CARAMEL AND ANNATTO EXTRACT COLOR, SUGAR, GELATIN, VITAMIN C (SODIUM ASCORBATE), IRON AND ZINC (MINERAL NUTRIENTS), HONEY, CALCIUM CARBONATE, MONO AND DIGLYCERIDES, SALT, VITAMIN A (PALMITATE), A B VITAMIN (NIACINAMIDE), NATURAL AND ARTIFICIAL FLAVOR, VITAMIN D, VITAMIN B₂ (RIBOFLAVIN), VITAMIN B₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN B₁ (THIAMIN MONONITRATE), A B VITAMIN (FOLIC ACID), VITAMIN B₁₂, PEANUT FLOUR, SUNFLOWER MEAL, FRESHNESS PRESERVED BY BHT. **CONTAINS SOY, MILK, ALMOND, PEANUT, WHEAT AND SUNFLOWER INGREDIENTS.**

B

INGREDIENTS / INGRÉDIENTS

WHOLE GRAIN WHEAT, RAISINS, SUGAR, CORN BRAN, WHEAT BRAN, INULIN, GLYCERIN, WHOLE GRAIN ROLLED OATS, CRISPY RICE-OAT BITS (RICE & OAT FLOUR, SUGAR, MALT EXTRACT, SALT, BHT), CORN SYRUP, BROWN SUGAR, BARLEY MALT EXTRACT, SALT, TOASTED OATS (WHOLE GRAIN ROLLED OATS, SUGAR, GLUCOSE-FRUCTOSE, SOYBEAN OIL, HONEY, MOLASSES), GOLDEN SYRUP, WHEAT BITS (WHOLE WHEAT FLOUR, CORN STARCH, CORN FLOUR, SUGAR, SALT, TRISODIUM PHOSPHATE, BAKING SODA, ANNATTO AND CARAMEL COLOUR), MALT SYRUP, HONEY, CALCIUM CARBONATE, CARAMEL COLOUR, TRISODIUM PHOSPHATE, HYDROGENATED SOYBEAN AND COTTONSEED OIL, NATURAL AND ARTIFICIAL FLAVOUR, CINNAMON, WHEAT STARCH, TOCOPHEROLS, BHT,
VITAMINS & MINERALS: NIACINAMIDE, CALCIUM PANTOTHENATE, PYRIDOXINE HYDROCHLORIDE (VITAMIN B₆), FOLATE, IRON.
CONTAINS WHEAT INGREDIENTS. MAY CONTAIN ALMONDS, SOY AND MILK INGREDIENTS.

- The ingredient list is a list of all the things in a food.
- The food contains *more* of the ingredients that appear at *the beginning* of the list and *less* of the ingredients at the *end* of the list.
- Food companies **must** put the ingredient list on packaged foods.

The ingredient list can help you:

- see if a food product has what you need or want
- avoid certain ingredients in case of food allergy

Look at the lists above—circle the words *sugar* and *sodium* (or *salt*) whenever you see them.

Answer the following questions:	List A	List B
How many times did you find sugar?		
How many times did you find sodium or salt?		
Do you think these cereals have a lot of ingredients? (circle yes or no)	yes no	yes no

Reading Food Labels – Activity 8, Worksheet 1 – CLB 2-3

Health Claims

A health claim is a statement about a connection between a food item and a disease. It describes what a food can do for your health.

For example: “A healthy diet rich in vegetables and fruits may help reduce the risk of some types of cancer.”

Nutrition Claims

Nutrition claims are statements that describe or tell you how much of a nutrient is in a food. They also tell you when there is less of an unhealthy nutrient.

For example, this shows there is less _____.

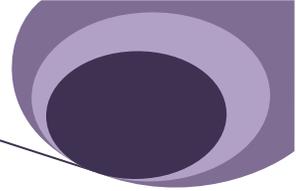


The example below shows the fruit is a good source of _____.



This example shows the food is not high in _____.





Reading Food Labels – Activity 9, Worksheet 1 – CLB 2-3

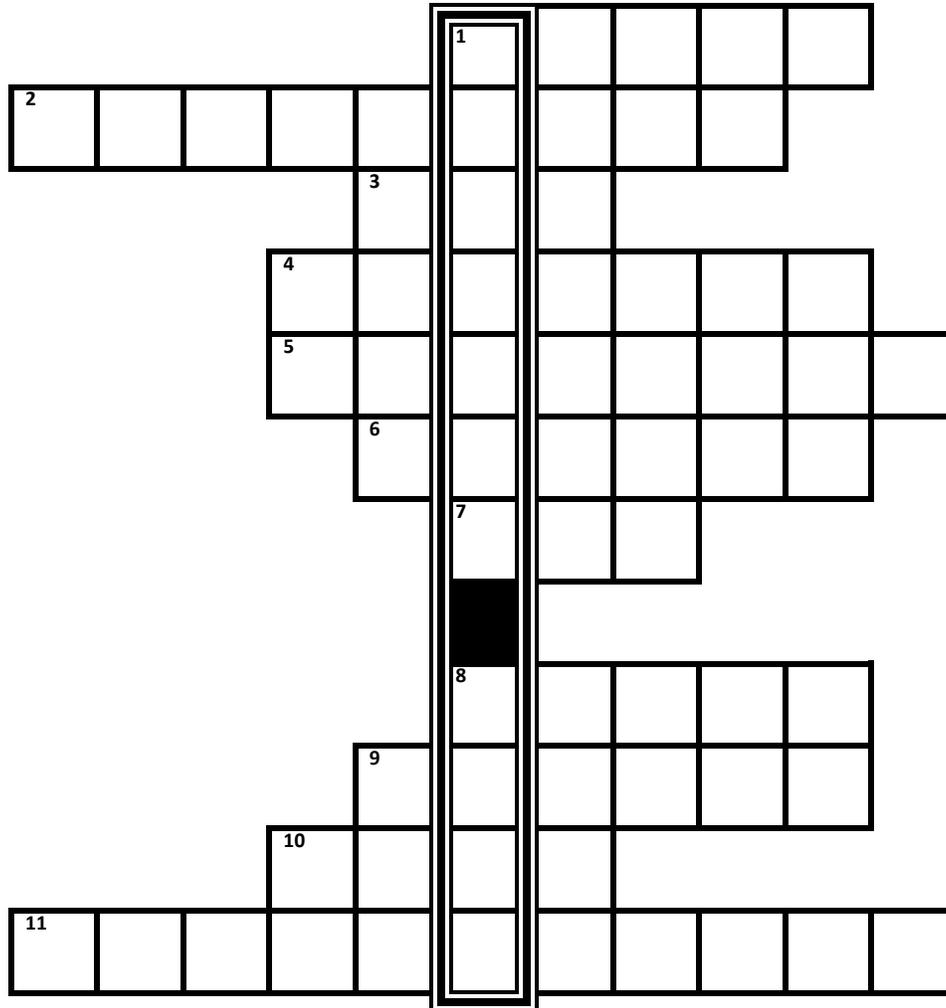
Vocabulary Review

With a partner, put the vocabulary words in the correct category.

Nutrient	Nutrition Claim	Word from Ingredient List

low fat	cholesterol	high in fibre	wheat flour
Vitamin C	less salt	iron	calcium
low in saturated fat	milk	canola oil	rice flour



Reading Food Labels – Activity 10, Worksheet 1A – CLB 2-3**Three-person jigsaw puzzle game****Person 1 clues:**

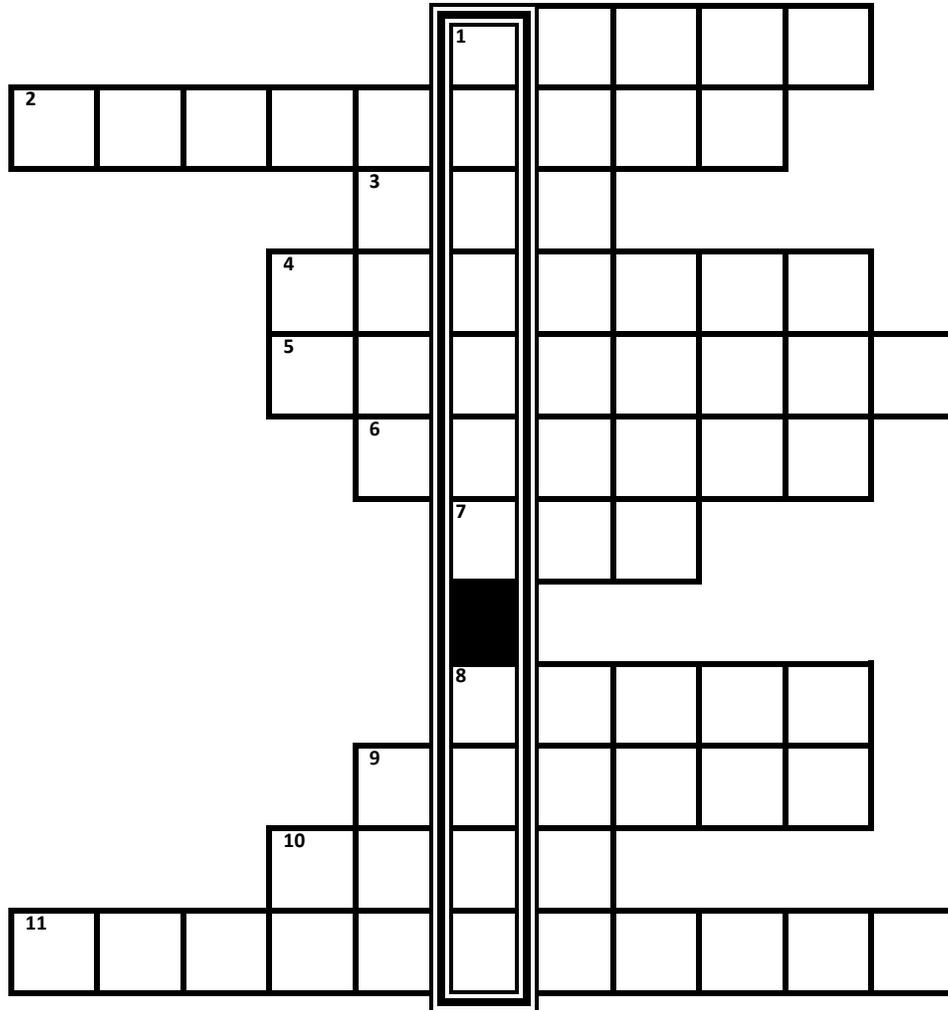
1. Opposite of sad.
2. It begins with the letter N.
3. Too much is not healthy.
4. The last letter of this nutrient is M.
5. Fruits and vegetables have this inside them.
6. This verb begins with C.
7. Opposite of no.
8. The first letter is F.
9. It is another word for salt.
10. This is healthy for our blood.
11. The first two letters are IN.

Write the mystery answer here:

Reading Food Labels – Activity 10, Worksheet 1B – CLB 2-3

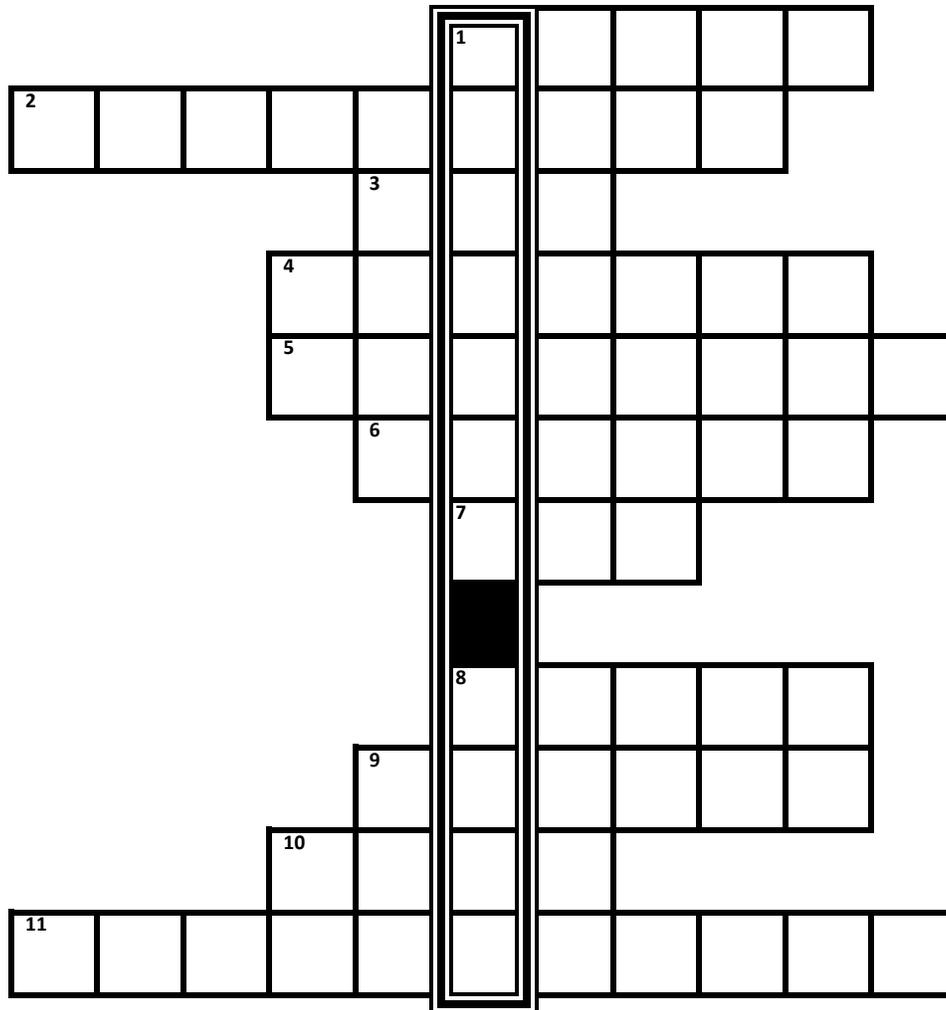
Three-person jigsaw puzzle game

Person 2 clues:



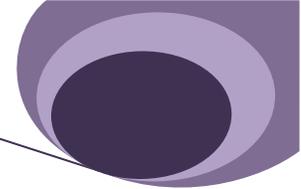
- | | |
|---|---|
| <ol style="list-style-type: none"> 1. This word begins with the letter H. 2. Things we find in foods, for example, vitamins and calcium. 3. This word ends with the letter T. 4. The first letter of this word is C. 5. This is found in oranges and lemons. | <ol style="list-style-type: none"> 6. Another word for “pick.” 7. This word has only 3 letters. 8. This is good for us to eat. It is in fruits and vegetables. 9. It begins with the letter S. 10. The last letter is N. 11. What is inside processed food. |
|---|---|

Write the mystery answer here:

Reading Food Labels – Activity 10, Worksheet 1C – CLB 2-3**Three-person jigsaw puzzle game****Person 3 clues:**

- | | |
|--|--|
| 1. The last letter is Y. | 7. It begins with the letter Y. |
| 2. The last 2 letters are TS. | 8. The last 2 letters are RE. |
| 3. It begins with the letter F. | 9. Too much of this can cause high blood pressure. |
| 4. It is in all milk products. | 10. It starts with the letter I. |
| 5. It begins with the letter V. | 11. There is a list of this on food packages. |
| 6. It has a double OO in the middle of the word. | |

Write the mystery answer here:



Assessments & Learner Self-Reflection

Reading Food Labels – Assessment 1 – CLB 2**Reading**

Competency: Getting Things Done/Comprehending Information

Name: _____ Date: _____

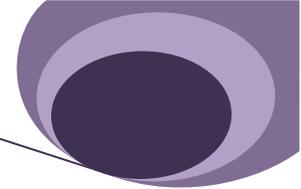
- Choose 2 labels from any food you normally eat at home.
- Cut out the labels and tape or glue them onto this paper.
- Answer the questions below.

A	B
1. What is the serving size? _____	6. What is the serving size? _____
2. How many calories are in one serving? _____	7. How many calories are in one serving? _____
3. What is the % Daily Value of Fat? _____	8. What is the % Daily Value of Cholesterol? _____
4. What is the % Daily Value of Sodium? _____	9. What is the % Daily Value of Fibre? _____
5. What is the % Daily Value of Vitamin C? _____	10. What is the % Daily Value of Calcium? _____
Would you buy this food again? _____	Would you buy this food again? _____

1 mark for each correct answer

Total: _____/10

8/10 = Task achieved: Yes No



Reading Food Labels – Assessment 2 – CLB 3

Reading

Competency: Getting Things Done/Comprehending Information

Name: _____ Date: _____

- Choose 2 labels from any foods you normally eat at home.
- Cut out the labels and tape or glue them onto this paper.
- Answer the questions below.

A	B
1. What is the serving size? _____	6. What is the serving size? _____
2. How many calories are in one serving? _____	7. How many calories are in one serving? _____
3. What is the % Daily Value of Fat? _____	8. What is the % Daily Value of Cholesterol? _____
4. What is the % Daily Value of Sodium? _____	9. What is the % Daily Value of Fibre? _____
5. What is the % Daily Value of Vitamin C? _____	10. What is the % Daily Value of Calcium? _____
Would you buy this food again? _____	Would you buy this food again? _____

Write 2 sentences to describe why you would choose (or not choose) to buy these products again.

10 marks for finding information on both labels; 3 marks for each sentence.
Look at grammar, answering the question and giving a reason for the answer.

Total: ____/16

14/16 = Task achieved: Yes No

Reading Food Labels – Learner Self-Reflection – CLB 2-3

Name: _____ **Date:** _____

What did you learn? Circle yes, so-so, or not yet.

- | | | | |
|---|-----|-------|---------|
| 1. I learned a lot about food labels in Canada. | yes | so-so | not yet |
| 2. I can read a Nutrition Facts table. | yes | so-so | not yet |
| 3. I can compare 2 similar foods using the Nutrition Facts table. | yes | so-so | not yet |
| 4. I can read some words in an ingredient list. | yes | so-so | not yet |
| 5. I understand how to find healthy food. | yes | so-so | not yet |

Write one sentence about something you learned.



