A large, abstract graphic composed of overlapping, semi-transparent purple and lavender geometric shapes, resembling a stylized, multi-faceted structure. The shapes are arranged in a way that creates a sense of depth and movement, with some areas appearing darker and others lighter.

# *Language Learning for Health*

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

**Suggested citation:**

OPH-OCDSB Collaborative Team. *Language Learning for Health*. City of Ottawa - Ottawa Public Health and Ottawa-Carleton District School Board, Ottawa, 2014.

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## OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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**ACKNOWLEDGEMENTS**

The project team would like to thank the Ottawa-Carleton District School Board and Ottawa Public Health for their contribution to this project, and the following organizations and individuals for their time and expertise:

- 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.

***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 4-5



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

# Instructor Notes

## Reading Food Labels – Instructor Notes –CLB 4-5

### 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 the important nutrients and their functions in the body
- explain researched information on this topic to other learners
- 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 some nutrients
- compare foods based on food label information
- use the food label information to make healthy food choices

### Materials Needed:

- food wrappers, cans and boxes with food labels and nutrition information
- measuring cups
- measuring spoons
- kitchen scale (if possible)
- markers
- flipchart paper

### Word Bank

**Prior Knowledge:** products, package, container, label, ingredients

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

**Activity 1:** diabetes

**Activity 2:** chronic diseases, mandatory, optional, pre-packaged foods, nutrition claims, calories, core nutrients, fat—saturated and unsaturated, sodium, fibre, % Daily Value, nutrient, nutrient content claims, health claims, weight

**Activity 4:** calories, cholesterol, carbohydrate, protein, vitamins, calcium, healthier

### 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 packages, boxes, and containers of foods to look at with the group as they learn about packaging in Canada.
- If possible, ask learners to bring packages from home to use as part of this discussion so they can learn about the foods they already buy and eat.
- Have learners pass the packaging around and discuss what the labels have in common.

- Some questions to get the group talking could include: What do learners look for when they shop for food? Do they read labels, and if so, what are they looking for? Is anyone looking at or reading labels to avoid specific ingredients, such as nuts, milk, eggs, etc.?

***\* 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 Prior Knowledge discussion and give one package/bag to each group of two learners.
- Put some sample questions on the blackboard.
  - What food was inside this 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 alternately, learners can write this information on a flipchart paper to share with the class, depending on how long you want to spend on this section.

### **Activity 1 – Reading: Looking at Nutrition Information on Food Labels**

#### **Competency: Getting Things Done**

- Pass out copies of Canadian Diabetes Association *Look at the label – Fact Sheet #1*. (This Fact Sheet can be found at the end of this lesson plan.)
- Read and discuss together any vocabulary that is unclear.

### **Activity 2 – Listening: Taking Notes about Food Labels**

#### **Competency: Comprehending Information**

- Slowly read aloud the text from Activity 2, Worksheet 1 once.
- Pass out Activity 2, Worksheet 2 so learners can use it to take guided notes to get the main ideas.
- Read the text aloud again so learners can fill in the information and check answers.
- Learners can have a copy of the transcript after they have finished taking notes and can correct themselves or with the class.

Activity 2, Worksheet 2**Answer Key:**

1. Nutrition Facts table, ingredient list and nutrition claims
2. Nutrition claims
3. The number of calories and the amounts of the 13 core nutrients in the food
4. Grams or milligrams
5. Percent of daily value
6. Ingredients are listed by weight, those with the greatest weights are listed first; the list can help us figure out what is in our food.
7. Nutrient content claim and health claim
8. “Reduced in sodium” or “source of calcium”
9. “A healthy diet low in saturated and trans fats may reduce the risk of heart disease”
10. No

**Activity 3 – Reading about Nutrition Facts Table****Competency: Comprehending Information**

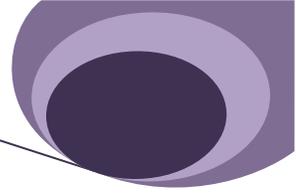
- Hand out the Health Canada publication: *Using the Nutrition Facts Table: % Daily Value* available from: [www.healthcanada.gc.ca](http://www.healthcanada.gc.ca)
- Points to note with the learners:
  - Both French and English are on the labels.
  - Serving size is not always the whole package, which 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.
- The information here is clear and well laid-out, so learners should be able to read through and understand quite well at this level.
- The section on the back, which refers to comparing two types of crackers, leads into Activity 4, Worksheet 1.

**Activity 4 – Reading: Focus on Nutrition Facts Table****Competency: Getting Things Done**

- Use the yogurt comparison Nutrition Facts tables in Activity 4, Worksheet 1.
- Learners answer the questions about the two tables.
- Correct as a group.

Activity 4 Worksheet 1**Answer Key:**

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



## Activity 5 – Reading/ Speaking: Presenting Information about Nutrients

### Competency: Sharing Information

- Now that learners are familiar with the vocabulary of the Nutrition Facts table, they can do short presentations on each nutrient.
- Each learner chooses or is assigned a nutrient (work in pairs if necessary, or choose nutrients that are not commonly on the table, such as zinc, iodine, thiamine, etc.).
- Use Activity 5, Worksheet 1 to guide the presentation.
- Learners can prepare their presentations with a poster or on flipchart paper. Each day, four to five learners can present.
- Learners set up their presentations around the room—one in each corner, for example.
- Other learners are in groups of three to four (or whatever is necessary for your class size) and they circulate to hear each presentation.
- Each group will spend 4-5 minutes at each station/presentation (depending on what the learners have prepared), and all groups will move to the next presentation at the same time.
- This gives the presenter more speaking practice, because they will have to explain their information a few times during the session.
- After learners have listened to each presentation, they fill in a chart to record what they have heard.
- Use Activity 5, Worksheet 2 for all learners to fill in information after listening to each presentation.
- It might be a good idea to give everyone a few minutes to write down their notes after each presentation, before they move on to the next presentation—no one should write while they are listening—the learners should focus only on listening to the presentation when the presenter is speaking.
- Assessment 1 is a rubric if using this activity as an assessment.
- Do not assess the learner on their first presentation—allow the learner to practise with at least one group before assessing with the rubric (see Assessment 1).

## Activity 6 – Reading: Learning about Other Information on Nutrition Labels

### Competency: Comprehending Information

- Hand out copies of the Health Canada publication: *Nutrition Facts: To Help You Make Informed Food Choices*, a small colourful double-sided fact sheet from Health Canada, that can be found at the end of this lesson plan.
- Learners can read the information or take turns reading together as a class or in pairs.
- Instructor should gather some labels or packages that illustrate some of these nutrition and health claims to show learners.
- Homework for learners is to find some examples in their cupboards and fridges to bring to class and share.
- Activity 6, Worksheet 1 is a True/False exercise, and Activity 6, Worksheet 2 is a vocabulary exercise. Both will help learners practise their comprehension.

Activity 6,**Answer Key:**Worksheet 1

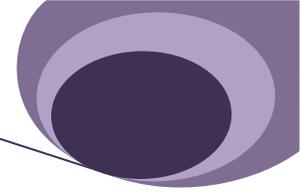
- |          |          |          |         |
|----------|----------|----------|---------|
| 1. False | 3. True  | 5. False | 7. True |
| 2. True  | 4. False | 6. True  | 8. True |

Worksheet 2

Nutrient	Nutrient Claim	Words 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 7 – Reading/Speaking/Writing: Comparing Food Labels****Competencies: Getting Things Done/Comprehending Information**

- Have learners bring in food labels from home to share and look at together.
- Perhaps the instructor can set aside a corner in the class for these packages, wrappers, etc., so learners can look at them and talk about them during break time.
- From this resource, or using labels provided by the instructor, find two similar foods and compare them.
- For example: white bread and whole grain bread; two different types of crackers, cookies, or cereal; two different canned goods.
- Have at least five stations to allow for discussion and practice with the information and vocabulary.
- Tape the labels/packages onto flipchart paper, if possible, or put them up around the room at different stations, and have pairs or small groups of learners circulate, discuss and make decisions about the products.
- Number the stations and label products A or B, so it will be easy to discuss as a class.
- Look at the Nutrition Facts table, ingredient lists and any nutrition claims to come to a decision about which is the healthier product.
- Use Activity 7, Worksheet 1 to compare and draw conclusions about the products pairs.
- Keep the activity going by giving a set amount of time for the groups to consider the products before moving on to the next station.
- As this activity will vary greatly depending on the products used, there is no answer key. Keep in mind that sometimes there is not one clear answer because one product may have one good feature (e.g., high in fibre) but may also have a negative feature (e.g., high in sodium); this can help generate more conversation.
- Discuss as a whole group. Did groups agree—why or why not?
- Have each learner choose one pair of products to write about—compare them with more/less, better, healthier, and mention any nutrition claims and ingredients.
- Model this with the whole class by discussing one product pair together and giving examples of possible sentence structure/grammar learners could use on the blackboard.
- Assessment 2 is a rubric if using this activity as an assessment.



## Activity 8 – Reading/Speaking: Scrambled Word Puzzle for Partners

- This activity should be done with a partner.
- Use Activity 8, Worksheets 1A and 1B.
- One learner has the puzzle part, the other has the clues, and they must work together to solve the puzzle.

### Activity 8, Worksheets 1A and 1B

#### **Answer Key:**

- |                          |                      |
|--------------------------|----------------------|
| 1. Nutrition Facts table | 9. unsaturated fat   |
| 2. ingredient list       | 10. daily value      |
| 3. calories              | 11. calcium          |
| 4. cholesterol           | 12. iron             |
| 5. carbohydrates         | 13. sugar            |
| 6. fiber                 | 14. nutrition claims |
| 7. sugars                | 15. sodium           |
| 8. Vitamin C             | 16. protein          |

**Secret words are:** Healthy Eating

## Assessments 1 and 2 – Speaking/Writing

### **Competency: Sharing Information**

- Assessment 1 rubric is intended to be used with the speaking presentation in Activity 5.
- Assessment 2 rubric is intended to be used with Activity 7 as a writing assessment.
- Each assessment can be used with either CLB 4 or 5 learners, and has a different marking scheme for each CLB.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, place in the Language Companion in the My Portfolio Speaking or Writing section.

### **Learner Self-Reflection:**

- At this level, the instructor should write a few questions on the blackboard to help learners write about what they learned.
- For example: What are three new things you learned on this topic? How will you change your eating and shopping habits after learning this information? What surprised you most about what we discussed?
- Each learner should write 5-7 sentences.
- 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](http://www.hc-sc.gc.ca)

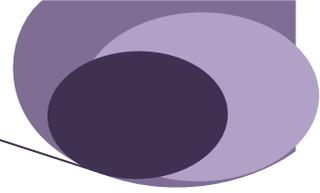
Canadian Diabetes Association: [www.diabetes.ca](http://www.diabetes.ca)

Eat Right Ontario: [www.eatrightontario.ca](http://www.eatrightontario.ca)

Ottawa Public Health: 613-580-6744



# Worksheets



## Reading Food Labels – Activity 2, Worksheet 1 – CLB 4-5

### **Transcript to be read by instructor:**

Healthy eating can help you improve your health and reduce your risk of many chronic diseases, such as heart disease and diabetes. Food labels found on all pre-packaged foods and drinks provide important information to help you make healthy choices. A food label has the following information:

- a Nutrition Facts table (mandatory or required by law)
- an ingredient list (mandatory)
- nutrition claims (optional)

**The Nutrition Facts table** shows the number of calories and the amounts of 13 core nutrients that are in a specific amount of food.

- The specific amount of food in the Nutrition Facts table is shown by a phrase (such as “two slices”) or a common household unit (1/2 cup). It's followed by the metric measure (64g or 125ml). Compare how much you actually eat to the amount of food listed in the Nutrition Facts table.
- A food or drink's energy value is listed in calories.
- Most nutrients (like fat, sodium and fibre) are measured in grams (g) or milligrams (mg).
- Most nutrients also include a % Daily Value (% DV). The % DV is a tool to help you see if a specific amount of food has a little or a lot of a nutrient.
- Vitamins and minerals are expressed only as a % DV, based on how much you should have each day for a healthy diet.

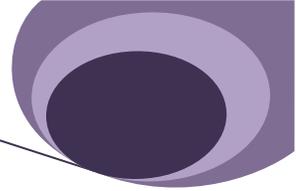
**An ingredient list** is also found on food labels. Ingredients are listed by weight, and those with the greatest weights are listed first. The list can help you figure out what is in your food, and how much of one ingredient there is relative to another. There may be some items on the ingredient list that you are not familiar with. Sometimes nutrients like saturated and trans fats, sodium and sugar can appear on an ingredient list under many different names.

There are two types of **nutrition claims** on food labels:

- **Nutrient content claims**, such as "reduced sodium" or "source of calcium," describe the amount of a specific nutrient in a food. They may help you choose a food that contains a nutrient that you may want less of (like sodium) or a nutrient that you may want more of (like calcium).
- **Health claims** tell you about the relationship between a nutrient or food and a specific disease. An example is "a healthy diet low in saturated and trans fats may reduce the risk of heart disease."
- You can use both types of nutrition claims as starting points, but don't rely only on them to make food choices. Use the Nutrition Facts and the list of ingredients to get a complete picture of a food product.

**Reading Food Labels – Activity 2, Worksheet 2 – CLB 4-5**

1.	What are the 3 parts of a food label?
2.	Which one is optional?
3.	What are 2 things the Nutrition Facts table shows us?
4.	How are nutrients usually measured?
5.	What does % DV stand for?
6.	Write 2 things you heard about the ingredient lists on food labels.
7.	What are the 2 types of Nutrition claims?
8.	Give an example of a Nutrient content claim:
9.	Give an example of a health claim:
10.	Do health claims give you enough information to make a decision about the product based on them alone?



**Reading Food Labels – Activity 4, Worksheet 1 – CLB 4-5**

Look at the 2 yogurt Nutrition Facts tables to compare the information. Answer the questions that follow.

A

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

B

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

Use more or less to fill in the blanks in questions 1-3:

1. Yogurt A has \_\_\_\_\_ sodium and yogurt B has \_\_\_\_\_ calcium.
2. Yogurt B has \_\_\_\_\_ fat, but yogurt A has \_\_\_\_\_ calories.
3. Yogurt A has \_\_\_\_\_ vitamins and yogurt B has \_\_\_\_\_ cholesterol.
4. They have the same amount of \_\_\_\_\_ and \_\_\_\_\_.
5. Yogurt \_\_\_\_\_ is a healthier choice.

**Reading Food Labels – Activity 5, Worksheet 1 / Assessment 1 – CLB 4-5**

**Nutrient Presentation**

Use the questions below to help prepare a presentation about the nutrient you will talk about.

Make a poster using flipchart paper and markers to illustrate your information.

Name of the nutrient:

What does it do in the body?

What foods can we find it in?

In which food group or groups can we find this nutrient?

Should we eat more or less of this nutrient?

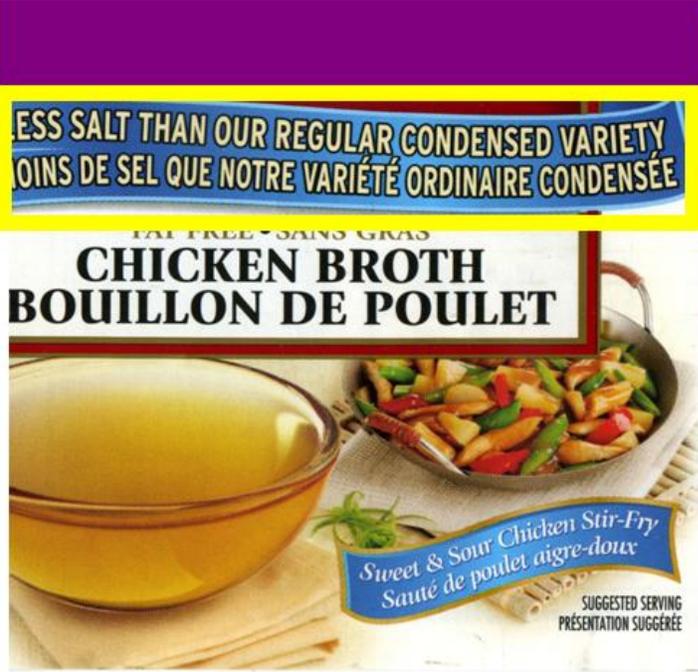
Any other interesting information you have found about this nutrient.



## Reading Food Labels – Activity 6, Worksheet 1 – CLB 4-5

### Nutrition Information on Food Labels

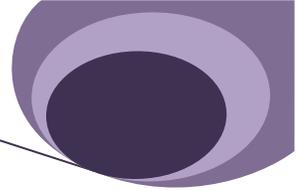
Use the information fact sheet to answer True or False.



Nutrition Facts		Valeur nutritive	
Per 125 mL (condensed)		par 125 mL (condensée)	
Amount	% Daily Value	Teneur	% valeur quotidienne
<b>Calories / Calories 10</b>			
Fat / Lipides 0 g	0 %		
Saturated / saturés 0 g	0 %		
+ Trans / trans 0 g	0 %		
Cholesterol / Cholestérol 0 mg			
Sodium / Sodium 670 mg	28 %		
Potassium / Potassium 300 mg	9 %		
Carbohydrate / Glucides 1 g	0 %		
Fibre / Fibres 0 g	0 %		
Sugars / Sucres 1 g			
Protein / Protéines 2 g			
Vitamin A / Vitamine A	0 %		
Vitamin C / Vitamine C	2 %		
Calcium / Calcium	0 %		
Iron / Fer	0 %		

**INGREDIENTS:** CHICKEN BROTH EXTRACT AND HYDROLYZED LUTERIN, CHICKEN FLAVOUR, POTASSIUM CHLORIDE, DISODIUM DIANTHATE, DISODIUM INOSINOSORBIC/CITRIC ACID BLEND, NO BETA CAROTENE.  
**INGRÉDIENTS:** BOUILLON DE POULET, EXTRAIT DE LEVURE ET GLEUCOSE, SAUVEUR DE POULET, CHLORURE DE POTASSIUM, GLUCOSIDE, INOSINATE DISODIUM, ÉLANGE D'ACIDE ASCORBIQUE, CARAMEL ET BÉTA-CAROTÈNE.

	True or False
1. Every food must have a nutrient content claim.	
2. A nutrient content claim may highlight a nutritional feature of a food.	
3. There is an ingredient list on every packaged product in Canada.	
4. The ingredients on an ingredient list are in alphabetical order.	
5. The Nutrition Facts table tells how much food you should eat.	
6. An example of a health claim is: A healthy diet low in saturated and trans fats may reduce the risk of heart disease.	
7. People who have food allergies can find helpful information on the ingredient list.	
8. Some of the words you may see on nutrient content claims are: source of..., reduced, or free.	



**Reading Food Labels – Activity 6, Worksheet 2 – CLB 4-5**

**Vocabulary Review**

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

Nutrient	Nutrient Content 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 7, Worksheet 1 – CLB 4-5****Comparing Products**

Discuss with your partner or group as you look at the pairs of products.

- Look at the ingredient list. Are there many ingredients? Any allergy concerns?
- Are there any nutrition/health claims on the product label?
- Check the Nutrition Facts table. Which nutrients have a high % Daily Value? Which are low? \*Remember with any nutrient: 5% is low, 15% is high.

Station	Product A – notes	Product B – notes	Which is healthier?

Choose one pair of products to write about and compare. Give details about how you compared them and make a conclusion about which is a healthier choice. Write at least 7 sentences in a paragraph. Use at least 4 comparisons.

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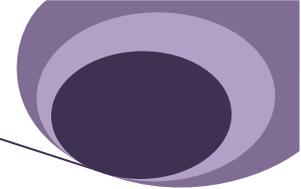
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**Reading Food Labels – Activity 8, Worksheet 1B – CLB 4-5****Partner B**

These clues will help you and your partner unscramble the words in the puzzle. Read the clues aloud and work together to solve the puzzle.

1. This is on each package in a chart format—it has lots of information about the nutrients inside the package.
2. This is also on every food package—usually the writing is very small and sometimes hard to read.
3. The energy in our food is measured in these.
4. Too much of this nutrient in our blood can lead to heart attacks or strokes.
5. Sugar and fibre are part of this nutrient in the Nutrition Facts table.
6. This nutrient is in fruits and vegetables, whole grains and legumes (or dried beans, peas and lentils).
7. This is the plural form of question 13.
8. This nutrient is found in oranges, lemons and all citrus fruits.
9. This is a healthier type of fat—it provides energy for the body.
10. This number is reported as a percentage in the Nutrition Facts table.
11. We get this nutrient from milk.
12. This mineral is in meat and fish.
13. This is very sweet and we often eat too much.
14. This information is sometimes on packages to highlight a nutritional feature of a food.
15. Another word for salt.
16. This is found in meats, dried beans and peas, and whole grains.



# Assessments



**Reading Food Labels – Assessment 1 Rubric – CLB 4-5****Speaking**

Competency: Sharing Information

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

Name of Nutrient: \_\_\_\_\_

Criteria	Very good 3	Good 2	Not yet 1
Explains information clearly to the listeners  CLB 4: about 10 sentences CLB 5: up to 5 minutes of information			
Uses adequate grammar in sentences			
Knows the information without reading			
Answers one or two questions from the listeners			

**Comments:**


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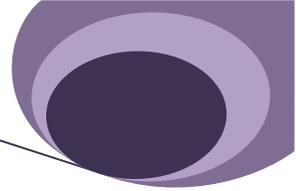
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Total: \_\_\_\_/12

10/12 = Task achieved: Yes No



**Reading Food Labels – Assessment 2 – CLB 4-5**

**Writing**

Competency: Sharing Information

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

Write a paragraph comparing two food products. Use at least 4 comparisons.  
Write at least 7 sentences. Explain which product you would choose.

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<b>Criteria</b>	<b>Very good 3</b>	<b>Good 2</b>	<b>Not yet 1</b>
Paragraph format			
Full sentences / good grammar			
Good comparisons			
Conclusion			

CLB 4  
Total: \_\_\_\_\_ /12

8/12 = Task achieved:    Yes    No

CLB 5  
Total: \_\_\_\_\_ /12

10/12 = Task achieved:    Yes    No

