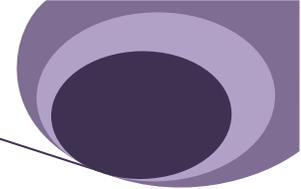
An abstract graphic composed of overlapping, semi-transparent purple polygons of various shades, creating a complex, layered effect. The shapes are arranged in a way that suggests depth and movement, with some areas appearing darker due to the overlap.

# *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)
- 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.

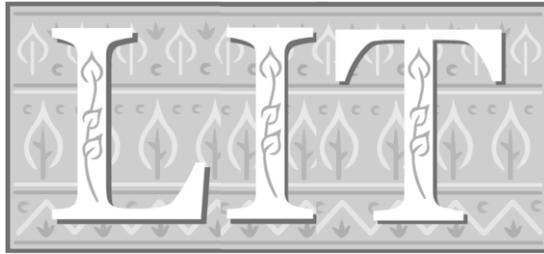
***Who are these lesson plans for, and how can they be used?***

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](mailto:OPH-ESL_LessonPlans@ottawa.ca).



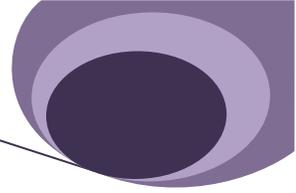
# Reading

## Food Labels

ESL Literacy and CLB 1



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 – ESL Literacy and CLB 1

### **Core Contents:**

Learn how to read and understand basic information on 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
- read and understand basic 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

### **Materials Needed:**

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

### **Word Bank**

**Prior Knowledge:** label, can, box, bag, package, packaging, ingredients, list

**Activities 1 and 2:** serving size, cup, mL, g, Nutrition Facts table, calories, fat, cholesterol, sodium, carbohydrates, fibre, sugars, protein, vitamins, calcium, iron

**Activity 3:** amount, nutrient, percent, Daily Value

**Activity 4:** comparing, more, less, healthy

**Activity 5:** healthier choice

**Activity 6:** ingredient list, allergy, sensitivity

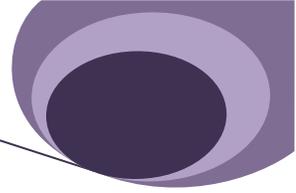
**Activity 7:** nutrition claims, low salt, low sugar, low fat, cholesterol free

### **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.
- At this level, 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 same labels—one for each pair of learners so they can look and talk together.
- Have each group come to the blackboard and write the name of the food and any words they recognize and understand from the label—the name of the food, the brand name, the size, words from the ingredient list, and any nutrient claims (e.g., unsalted, fat-free).
- Use the labels to compare and find the weight of the food, where the food is made, a best before date, etc., if this information is not too difficult for your group.
- Copy the words onto flipchart paper to use as a vocabulary review.
- Learners can also copy for review if desired.

### **Activity 1 – Reading Information in a Nutrition Facts Table**

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

***\* 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 Activity 1, Worksheet 1 and use this as a reference while working through the information as a class.
- Points to note with the learners:
  - Both French and English are on the label.
  - Serving size is often not 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.
- Have learners find and circle the serving size—referred to as Per (in this case, 1 cup or 250 mL).
- Have a bowl and measuring scale/cups and tablespoons to illustrate and stress the label information is not for a whole package—just that one serving.

## Activity 2 – Reading/Listening for Information

### Competency: Comprehending Information

- Hand out [Activity 2, Worksheet 1](#).
- Read the nutrient aloud, then have learners copy the word in the blank.

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

### Competency: Getting Things Done

- Use [Activity 1, 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!
- At this level, learners can use [Activity 3, Worksheet 1](#) to copy amounts and % of Daily Value from the picture of the can in [Activity 1, Worksheet 1](#).
- The activity worksheet also explains that any value under 5% is a little and anything over 15% is a lot.
- Instructors can practise this orally before learners fill in the 3 questions at the bottom of the worksheet.

## Activity 4 – Reading/Listening: Comparing Two Nutrition Facts Charts

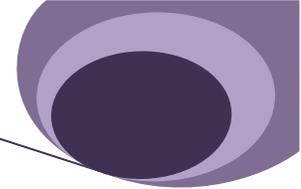
### Competency: Getting Things Done

- Learners cut off the A and B sections at the bottom of [Activity 4, Worksheet 1](#).
- Learners look at the two Nutrition Facts tables to see how two products can be compared.
- Instructors can help learners practise comprehension and numbers by using the tables to ask questions, such as: Which yogurt has more calories? A or B? Which yogurt has more fat? A or B? Which yogurt has more calcium? A or B? Which yogurt has less sodium? A or B? Which yogurt has less Vitamin C? A or B? And so on.
- As learners listen, they hold up card A or card B, whichever they think is correct.
- This way, learners can focus on listening, as there is no writing and less pressure.
- At the end of the listening activity, discuss with the group which yogurt is healthier and why, and perhaps ask which one they would buy.

## Activity 5 – Reading/Speaking: Comparing Two Nutrition Facts Charts with a Partner

### Competency: Getting Things Done

- The two Nutrition Facts tables on [Activity 5, Worksheets 1A and 1B](#) are both from cereal.
- One partner has Table 1A and the other partner has Table 1B.



- Learners work together to fill in the chart and decide which is the healthier choice.
- Encourage learners not just to copy, but to talk, listen and ask each other if the answers are not clear.
- Introducing some helpful phrases on the blackboard and repeating together before starting this activity would be helpful.
- For example: Can you repeat please? Sorry, I don't understand. Did you say 2? Thank you. Can we check this one?, etc.
- Discuss as a class when all are finished.

Activity 5, Worksheets 1A and 1B

**Answer Key:**

Nutrients	Cereal A % Daily Value	Cereal B % Daily Value	More Healthy A or B
Fat	2	2	same
Sodium	0	4	Cereal A
Fibre	8	24	Cereal B
Sugars in g	0 g	10 g	Cereal A

Neither cereal is necessarily healthier than the other. Answers may vary depending on what nutrient the learner is most concerned with. For example, if someone is concerned about sugar, A is a better choice. If someone is more concerned with fibre, B is a better choice.

**Activity 6 – Reading Ingredient Lists**

**Competency: Getting Things Done**

- Go back to the labels the class examined at the beginning of the unit and pick out the ingredient lists.
- Learners share and pass around boxes, bags and containers, finding the ingredient lists.
- Try to have a variety of products, some with many ingredients (e.g., processed foods), and others with few ingredients.
- Explain to the group how the foods contain more of the first ingredients in each list and the quantities decrease as the list progresses.
- These lists can be very daunting, but explain they are helpful if someone in your family has a food allergy or sensitivity.
- Also explain that food companies must put this on the label.
- Use Activity 6, Worksheet 1 to practise with a partner.

Activity 6, Worksheet 1

**Answer Key:**

List A: yes                      List B: yes

**Activity 7 – Reading Nutrition Claims**

**Competency: Getting Things Done**

- Hand out Activity 7, Worksheet 1, which shows examples of Nutrition claims on a variety of food labels.

- Have learners work together to answer the questions on the worksheet, then take up the answers as a class.

#### Activity 7, Worksheet 1

##### **Answer Key:**

- True
- False
- True
- False

#### **Activity 8 – Reading: Puzzle**

- This activity is a puzzle to read and practise the vocabulary again.

#### **Assessments 1 and 2 – Reading/Writing: Copying Information from a Label**

- Hand out Assessment 1 to ESL Literacy learners and Assessment 2 to CLB 1 learners.
- Both assessments involve reading and copying from the same label with slightly different questions.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, place in the Language Companion in the My Portfolio Reading or Writing section.

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

- Learners can brainstorm vocabulary from the unit as a review and make a list of things they learned as a class.
- Instructor can put these on flipchart paper to help the discussion.
- The Self-Reflection task is most helpful when it is read together as a class and learners can ask questions and comprehend more easily.
- 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.

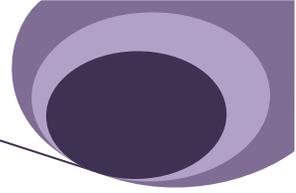
#### **Resources:**

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

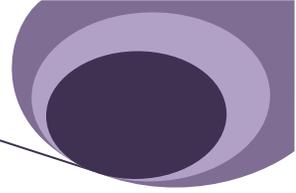


# Worksheets

**Reading Food Labels – Activity 1, Worksheet 1 – ESL Literacy and CLB 1**

Nutrition Facts Table



**Reading Food Labels – Activity 2, Worksheet 1 – ESL Literacy and CLB 1**

These words are from the Nutrition Facts table.  
Read together, then copy each word:

<b>Nutrients</b>	<b>Copy</b>
Calories	
Fat	
Cholesterol	
Sodium	
Carbohydrate	
Fibre	
Sugars	
Protein	
Vitamin A	
Vitamin C	
Calcium	
Iron	

These are nutrients inside our food.



**Reading Food Labels – Activity 3, Worksheet 1 – ESL Literacy and CLB 1**

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



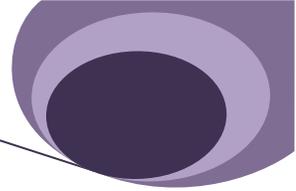
Per 1 cup (250 mL)		
Amount	Amount or How many _____ g or _____ mg	% Daily Value
Calories		
Fat		
Saturated + Trans		
Cholesterol		
Sodium		
Carbohydrate		
Fibre		
Sugars		
Protein		
Vitamin A	-----	
Vitamin C	-----	
Calcium	-----	
Iron	-----	

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**.  
 Sometimes we need a lot of one nutrient, sometimes we need a little.



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

1. Fat	
2. Sodium	
3. Fibre	



**Reading Food Labels – Activity 4, Worksheet 1 – ESL Literacy and CLB 1**

Look at the 2 Nutrition Facts tables below. They are 2 kinds of yogurt.

Cut off the 2 cards at the bottom of this page — A and B.

Listen to the teacher's questions and hold up Card A or Card B to answer.

**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 %



# A

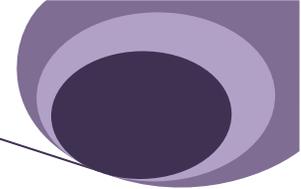
# B

**Reading Food Labels – Activity 5, Worksheet 1A – ESL Literacy and CLB 1**

This is a Nutrition Facts table for Cereal A.  
 Your partner has a different Nutrition Facts table for Cereal B.  
 Compare the 2 tables and fill in the chart at the bottom of the page.  
 You must talk and work together to answer.

<b>Nutrition Facts</b>	
Per 1 cup dry (88 g)	
Amount	% Daily Value
<b>Calories 300</b>	
<b>Fat 1.5 g</b>	2%
Saturated 0.2 g + Trans 0 g	1%
<b>Cholesterol 0 mg</b>	
<b>Sodium 2 mg</b>	0%
<b>Carbohydrate 61 g</b>	20%
Fibre 2 g	8%
Sugars 0 g	
<b>Protein 11 g</b>	
Vitamin A 0 %	Vitamin C 0 %
Calcium 2 %	Iron 0 %

Nutrients	Cereal A % Daily Value	Cereal B % Daily Value	More Healthy A or B?
Fat			
Sodium			
Fibre			
Sugars (number in g)			
Which cereal is the most healthy? A or B?			



**Reading Food Labels – Activity 5, Worksheet 1B – ESL Literacy and CLB 1**

This is a Nutrition Facts table for Cereal B.  
 Your partner has a different Nutrition Facts table for Cereal A.  
 Compare the 2 tables and fill in the chart at the bottom of the page.  
 You must talk and work together to answer.

<b>Nutrition Facts</b>	
Serving Size 1 cup (52g)	
Servings Per Container About 8	
Amount per serving	
<b>Calories</b> 170	Calories from Fat 10
% Daily Value*	
<b>Total Fat</b> 1 g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol</b> 0mg	0%
<b>Sodium</b> 100mg	4%
<b>Total Carbohydrate</b> 40g	13%
Dietary Fiber 6g	24%
Sugars 10g	
<b>Protein</b> 5g	
Vitamin A 0%	• Vitamin C 2%
Calcium 4%	• Iron 20%

Nutrients	Cereal A % Daily Value	Cereal B % Daily Value	More Healthy A or B?
Fat			
Sodium			
Fibre			
Sugars (number in g)			
Which cereal is the most healthy? A or B?			

**Reading Food Labels – Activity 6, Worksheet 1 – ESL Literacy and CLB 1**

**Ingredient Lists**

These ingredient lists are both from different cereals.  
Read and answer the questions with a partner.

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 B<sub>6</sub> (PYRIDOXINE HYDROCHLORIDE), VITAMIN B<sub>2</sub> (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 B<sub>2</sub> (RIBOFLAVIN), VITAMIN B<sub>6</sub> (PYRIDOXINE HYDROCHLORIDE), VITAMIN B<sub>1</sub> (THIAMIN MONONITRATE), A B VITAMIN (FOLIC ACID), VITAMIN B<sub>12</sub>, PEANUT FLOUR, SUNFLOWER MEAL, FRESHNESS PRESERVED BY BHT. CONTAINS SOY, MILK, ALMOND, PEANUT, WHEAT AND SUNFLOWER INGREDIENTS.

Circle:

sugar

milk

salt

Is this a big list?

Yes

No

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 B<sub>6</sub>), FOLATE, IRON. CONTAINS WHEAT INGREDIENTS. MAY CONTAIN ALMONDS, SOY AND MILK INGREDIENTS.

Circle:

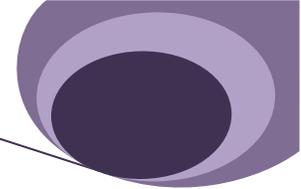
wheat

sugar

Is this a big list?

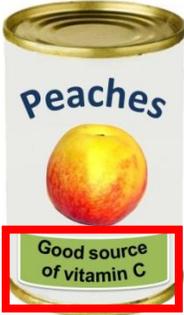
Yes

No



**Reading Food Labels – Activity 7, Worksheet 1 – ESL Literacy and CLB 1**

**Nutrition Claims**

	<p>This food has low fat.</p>	<p>True</p>	<p>False</p>
	<p>This food has low salt.</p>	<p>True</p>	<p>False</p>
	<p>This food is cholesterol free.</p>	<p>True</p>	<p>False</p>
	<p>This food has Vitamin D.</p>	<p>True</p>	<p>False</p>

**Reading Food Labels – Activity 8, Worksheet 1 – ESL Literacy and CLB 1**

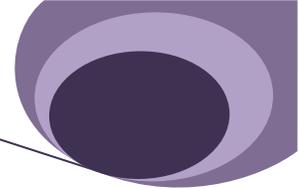
**Word Search Puzzle**

N	J	Z	Y	L	V	J	Y	G	C	I	V	L	N	S
D	A	I	L	Y	V	A	L	U	E	I	Q	U	S	T
S	O	D	I	U	M	G	O	Y	Z	C	T	S	U	N
S	C	C	D	F	V	G	M	L	H	R	C	K	G	E
E	D	W	I	N	X	S	Y	O	I	A	A	J	A	I
R	F	B	X	V	F	X	L	T	B	X	L	Q	R	D
Y	R	G	Q	X	G	E	I	H	V	M	C	G	N	E
E	W	K	O	M	S	O	S	L	Q	F	I	V	U	R
P	Q	S	Z	T	N	D	B	N	I	L	U	Y	Q	G
E	Z	Y	E	F	W	U	O	R	I	M	M	R	H	N
B	H	R	A	Q	M	H	O	O	I	M	P	R	Z	I
Y	O	C	B	N	C	N	X	J	F	H	A	V	P	V
L	T	F	K	G	Q	G	T	K	O	O	Z	T	T	W
S	T	A	G	Q	I	E	W	F	K	Y	Y	J	I	D
N	C	T	F	A	Z	T	O	J	W	L	U	W	V	V

CALCIUM  
 CHOLESTEROL  
 DAILY VALUE  
 FAT

FIBRE  
 FOOD  
 INGREDIENTS  
 IRON

NUTRITION FACTS  
 SODIUM  
 SUGAR



# **Assessments & Learner Self-Reflection**



**Reading Food Labels – Assessment 1 – ESL Literacy**

**Reading**

Competency: Getting Things Done

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

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

**Circle the words:**    Calories    Fat    Sodium    Vitamin C

**Copy the % numbers beside the words:**

Fibre/Fibres 3g \_\_\_\_\_

Vitamin A/ Vitamine A \_\_\_\_\_

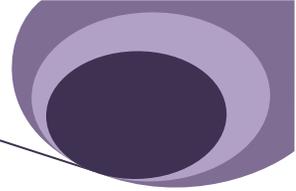
Calcium/Calcium \_\_\_\_\_

Iron/Fer \_\_\_\_\_

1 mark for each correct answer

Total: \_\_\_\_\_/8

6/8 = Task achieved:    Yes    No



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

**Reading**

Competency: *Getting Things Done*

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

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

**Copy the numbers from the Nutrition Facts table:**

Per \_\_\_\_\_ bowl (\_\_\_\_\_g)

Calories \_\_\_\_\_

Fat \_\_\_\_\_g \_\_\_\_\_%

Sodium \_\_\_\_\_mg \_\_\_\_\_%

Vitamin A \_\_\_\_\_%

Is Vitamin C high or low? \_\_\_\_\_

Is Iron high or low? \_\_\_\_\_

1 mark for each correct answer

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

8/10 = Task achieved: Yes No

**Reading Food Labels – Learner Self-Reflection – ESL Literacy and CLB 1**

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

What did you learn? Check ( ✓ ) the box that matches how you feel.

	Not yet	A little	Yes
1. I can find some information on a food label.			
2. I can understand some ingredients on a food label.			
3. I can understand some information on a Nutrition Facts table.			
4. I look at food labels when I shop for food.			
5. I like to learn about food in Canada.			



