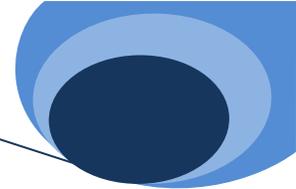
An abstract graphic composed of overlapping, semi-transparent blue polygons of various shades, creating a layered, architectural effect. The shapes are arranged in a way that suggests depth and movement, with some areas appearing darker due to the overlap.

Language Learning for Health

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



Suggested citation:

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

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?

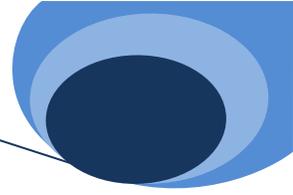
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.



Sugar Sweetened Beverages

CLB 2-3





Instructor Notes

Sugar Sweetened Beverages – Instructor Notes – CLB 2-3

Core Contents:

Learn how much sugar is in everyday drinks so that healthier choices can be made when buying drinks.

Learning Objectives:

- learn how much sugar is in common beverages
- understand the benefits of drinking tap water
- learn how to make homemade flavoured water

Materials Needed:

- sugar packets
- empty beverage containers (cartons, bottles, cans) in a variety of sizes

Note: It is advisable to have as many of the actual containers as possible of the different drinks in the common sizes listed on the Sugar Shocker! Handout in Activity 1. This will convey the message more clearly than the numbers in the chart or pictures alone.

Check with your local Public Health Department. They may have kits with containers that you can borrow or that a staff member can bring to your class and present. It is important that all relevant vocabulary and concepts be covered before the presentation.

- pictures of fruit, or actual fruit, for flavouring water
- small plastic cups
- pitcher to hold water
- knife

Word Bank

Warm-up: beverage, regular pop, fruit drink, energy drink, 100% pure juice, 2% milk, chocolate milk, tap water

Activity 1: fruit drink, regular pop, iced tea, energy drink, water, 100% pure juice, chocolate milk, 2% milk, teaspoons, mL.

Activity 2: Nutrition Facts label, serving size, the lowest, the highest

Activity 3: tap water, safe, cheap, tested, fluoride, healthy, reusable, plastic, bottled water

Activity 4: n/a

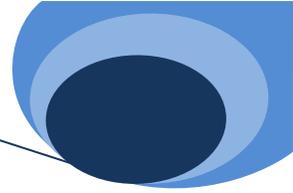
Activity 5: flavoured water, lemons, limes, raspberries, slice, wedge, squeeze, reusable water bottle

Activity 6: journal, healthy choice

Activity 7: Dental Hygienist

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

- What are some drinks that you or family members drink every day? List on the board or on flipchart paper.
- Which drinks are healthy?
- Which drinks are not healthy? Why?
- What can happen to our teeth if we have drinks with sugar in them?
- Who drinks water every day? Is it tap water or bottled water?
- Do you have a reusable water bottle?
- How much water should we drink every day? Why?

**** 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 – Reading

- Review vocabulary for warm-up.
- Differentiate between 100% pure juice and a fruit drink.
- Hand out Warm-up, Worksheet.
- Using the Word Bank, ask learners to circle the drinks they often have, and then guess which ones have the most sugar, the least sugar, or no sugar.

Warm-up, Worksheet

Answer Key:

1. (individual answers)
2. fruit drink, regular pop, energy drink
3. 2% milk, 100% pure juice, chocolate milk
4. tap water

Activity 1 – Listening/Speaking: Information Gap

Competencies: Comprehending Information/Sharing Information

- Line up various empty beverage containers in front of the class (regular pop, 100% pure juice, fruit drink, iced tea, tap water, chocolate milk, 2% white milk, energy drink, sports drink, flavoured water). If possible, use sizes the same as those in the *Sugar Shocker!* handout.
- Leave sugar packets to the side.
- Ask learners to place the number of sugar packets they think are in each drink beside the drink.
- Use Ottawa Public Health's *Sugar Shocker!* handout (Activity 1 Handout) to confirm the amount of sugar in these beverages; adjust the amount beside each drink.

Note: Keep in mind that the serving size of the actual container may not be the same as the example in the Sugar Shocker! handout.

- Before class, make copies of Activity 1, Worksheet 1 and cut it in half.
- Practise saying the question: “How many teaspoons of sugar does _____ have?” For the fruit drink and energy drinks, the question is: “How many teaspoons of sugar does a fruit drink/an energy drink have?”
- Put learners with a partner.
- Give one half of the worksheet to each partner.
- Learners work with their partner to fill in the missing information.

Activity 1, Worksheet 1**Answer Key:**Learner A

Drinks (common sizes)	Teaspoons of sugar (per container)	Drinks (common sizes)	Teaspoons of sugar (per container)
Fruit drink (591 mL)	19	Chocolate milk (250 mL)	6
Regular pop (591 mL)	15	100% pure juice (200 mL)	4
Iced tea (591 mL)	14	Milk 2% (250 mL)	3
Energy drink (473 mL)	13	Water	0

Learner B

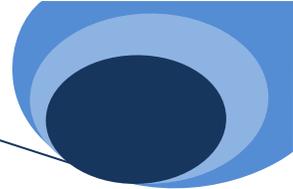
Drinks (common sizes)	Teaspoons of sugar (per container)	Drinks (common sizes)	Teaspoons of sugar (per container)
Fruit drink (591 mL)	19	Chocolate milk (250 mL)	6
Regular pop (591 mL)	15	100% pure juice (200 mL)	4
Iced tea (591 mL)	14	Milk 2% (250 mL)	3
Energy drink (473 mL)	13	Water	0

Source: Ottawa Public Health *Sugar Shocker!*

Activity 2 – Reading: Nutrition Facts Labels**Competency: Getting Things Done**

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

- Bring a variety of empty drink containers. Ask learners to point to the Nutrition Facts tables.
- Ask learners how much sugar is in the drink that they have the label for. Remind learners that a serving size on a Nutrition Facts table is a measured amount of food. Learners may drink more or less.



- Activity 2, Worksheets 1-4: Have learners look at the four drinks on each page and check two boxes only—the box beside the drink that they think has the lowest amount of sugar, and the box beside the drink that they think has the highest amount of sugar. They then read the Nutrition Facts Table on the back of the worksheet (Activity 2, Worksheets 1-4 Answers) to check their answers.
- Alternately, the worksheets can be photocopied back-to-back and the answers can be photocopied separately, or be taken up orally by the instructor.

Note: These worksheets are from *The Healthy Eating Manual* online. *The Healthy Eating Manual* is a program developed by the Nutrition Resource Centre of Ontario (NRC), an initiative of the Ontario Public Health Association (OPHA) www.healthyeatingmanual.ca.

Activity 3 – Reading/Writing (CLB 2): Benefits of Tap Water **Listening/Writing (CLB 3): Benefits of Tap Water**

Competencies: Sharing Information/Getting Things Done

- Who drinks tap water? Why? Write learners’ ideas on board or flipchart paper. Explain that the City of Ottawa tap water tastes good, is tested daily for safety, is free, is available everywhere, and is perfect for making flavoured water.
- CLB 2 learners complete Activity 3, Worksheet 1 as a Writing exercise.
- CLB 3 learners complete Activity 3, Worksheet 2 as a Listening exercise (transcript is below).

Activity 3

Answer Key (CLB 2):

- | | |
|-------------------|--|
| 1. drink | 4. home or school (opposite of answer 3) |
| 2. day | 5. teeth |
| 3. school or home | 6. water 7. healthy |

Transcript for CLB 3: (The underlined words are the words that the learner is to write.)

Tap water in Ottawa is safe to drink. It is tested every day. It is free and it is everywhere. It is at home, at school and at work. Tap water has fluoride to protect our teeth. Don’t buy bottled water. Bottled water is expensive and the plastic bottle is not good for the environment. Refill a reusable bottle that can be washed and used again. The City of Ottawa tap water tastes good. It is healthy. Drink tap water every day!

Answer Key (CLB 3):

- | | | |
|----------|--------------|------------|
| 1. drink | 5. expensive | 9. healthy |
| 2. day | 6. not | 10. every |
| 3. home | 7. bottle | |
| 4. teeth | 8. water | |

Activity 4 – Reading: Read Sentences from Activity 3**Competency: Getting Things Done**

- In pairs, learners take turns reading the completed paragraph on Activity 3, Worksheet 1 or Worksheet 2.

Activity 5 – Listening: How to Make Flavoured Water**Competencies: Comprehending Instructions/Getting Things Done**

- What is flavoured water?
- Which fruits are best for making flavoured water? (lemons, limes, oranges, raspberries); however, almost any fruit, and many vegetables and herbs, can also be used.
- Pour eight ounces of water into a glass.
- Cut a lemon or a lime into slices or wedges.
- Squeeze a wedge of fruit into the glass of water and taste it.
- Provide small plastic glasses so learners can flavour their glass of water.
- Explain they can use lemons, limes, oranges, raspberries, etc. alone or combine the fruit for a variety of flavours.
- Placing several raspberries into a reusable water bottle will also flavour the water throughout the day.
- Discuss the benefits of carrying a reusable water bottle.
- Discuss the importance of washing the reusable water bottle everyday and washing the fruit before using it to make flavoured water.

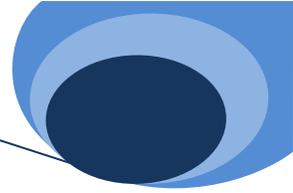
Note: Learners are often already familiar with making flavoured water. If it is not practical to make flavoured water in class, the instructor can elicit this information from the learners and discuss in general terms what fruits, vegetables, and herbs they add to water to flavour it.

Assessment – Reading**Competency: Getting Things Done**

- Hand out the Assessment.
- Have learners circle the drink that contains the least amount of sugar.
- Have learners write TRUE or FALSE beside the short sentences.
- A passing score is 80%.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

Answer Key:

- | | |
|--------------------|----------|
| 1. chocolate milk | 1. True |
| 2. regular pop | 2. False |
| 3. 100% pure juice | 3. True |
| 4. iced tea | 4. True |
| 5. fruit drink | 5. False |



Learner Self-Reflection

- Hand out the Learner Self-Reflection task.
- Learners circle Yes, No, or Maybe.
- Self-Reflection task can be put in the Language Companion in the My Notes section to be revisited at a later date.

Optional Activities:

Activity 6 – Writing: Healthy Beverages Journal

Competency: Reproducing Information

- Learners keep track of the beverages they drink over the period of one or two weeks in a Healthy Beverages Journal (Activity 6, Worksheet 1).
- They bring it back to class and present it to a small group.
- They talk about what they drank that was healthy and unhealthy, and how they have changed or will change what they drink.

Activity 6 Assessments 1 and 2 – Writing

Competency: Reproducing Information/Reproducing Information

- Hand out Assessment 1 to CLB 2 learners and Assessment 2 to CLB 3 learners.
- CLB 2 learners reproduce some of the information in their Healthy Beverages Journal.
- CLB 3 learners write 3-5 sentences using the information in their Healthy Beverages Journal.
- Explain rubric at the bottom of Assessment 1 or 2 so learners know what is being assessed.
- When marked, put in the Language Companion in the My Portfolio Writing section.

Activity 7 – Dental Hygienist Presentation/Speaking: What I Learned

Competency: Comprehending Information/Sharing Information

- Book a free presentation by a Dental Hygienist from Ottawa Public Health’s Healthy Smiles Ontario program: (613) 580-6744.
- Hygienist discusses the relationship between drinking sugary beverages and developing cavities, and how to care for teeth.
- Hygienist informs learners of any upcoming free dental screening clinics and lower cost options for teeth cleaning available at Dental Hygiene schools in the Ottawa area.
- After the presentation, learners pair up and tell each other what they learned using short phrases or very short sentences.
- For more information and practice, see the Ottawa Public Health Dental Health unit.

Resources:

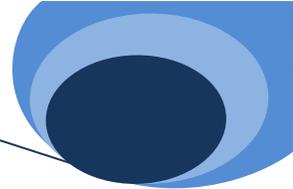
Ottawa Public Health – *Sugar Shocker!* handout

Ottawa Public Health – Healthy Smiles Program: (613) 580-6744 or 1-866-426-8885

Ottawa Public Health – Sugar Sweetened Beverage Kits (Background Information)

The Healthy Eating Manual: <http://www.healthyeatingmanual.ca/lessons/sugar/index.php>

Worksheets



Sugar Sweetened Beverages – Warm-up, Worksheet – CLB 2-3

Word Bank

regular pop	chocolate milk	2% milk
energy drink	100% pure juice	fruit drink
tap water	coffee	hot chocolate
tea		

1. Circle the beverages you drink most often.
2. Copy the 3 drinks that you think have the highest amount of sugar in them.

3. Copy the 3 drinks that you think have the lowest amount of sugar in them.

4. Copy the drink that you think has no sugar. _____



Sugar Sweetened Beverages – Activity 1 Handout - CLB 2-3Source: Ottawa Public Health *Sugar Shocker!*

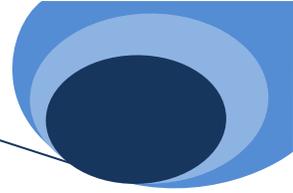
Sugar Shocker!

Drinks (common sizes)	Teaspoons of sugar per container	Calories per container	Drinks (common sizes)	Teaspoons of sugar per container	Calories per container
Fruit drink (591 mL)	19	310	Vitamin added water (591 mL)	8	125
Regular pop (591 mL)	15	253	Chocolate milk (250 mL)	6	160
Iced tea (591 mL)	14	215	100% orange juice (200 mL)	4	74
Energy drink (473 mL)	13	235	Milk 2% (250 mL)	3	130
Iced cappuccino (414 mL)	10	216	Flavoured water	0	0
Sports drink (710 mL)	10	170	Water	0	0



Eat Well. Be Active. Feel Good.
Bien manger et bouger pour le plaisir de vivre!

07/2015



Sugar Sweetened Beverages – Activity 1, Worksheet 1 – CLB 2-3

Learner A

1. Ask your partner for the missing information. Ask: “How many teaspoons of sugar does ____ have?”
2. Write the answer in the box.

Drinks (common sizes)	Teaspoons of sugar (per container)	Drinks (common sizes)	Teaspoons of sugar (per container)
Fruit Drink (591 mL)	19	Chocolate milk (250 mL)	
Regular pop (591 mL)		100% pure juice (200 mL)	4
Iced tea (591 mL)		Milk 2% (250 mL)	
Energy drink (473 mL)	13	Water	0

Sugar Sweetened Beverages – Activity 1, Worksheet 1 – CLB 2-3

Learner B

1. Ask your partner for the missing information. Ask: “How many teaspoons of sugar does ____ have?”
2. Write the answer in the box.

Drinks (common sizes)	Teaspoons of sugar (per container)	Drinks (common sizes)	Teaspoons of sugar (per container)
Fruit Drink (591 mL)		Chocolate milk (250 mL)	6
Regular pop (591 mL)	15	100% pure juice (200 mL)	
Iced tea (591 mL)	14	Milk 2% (250 mL)	3
Energy drink (473 mL)		Water	

Sugar Sweetened Beverages – Activity 2, Worksheet 1 – CLB 2-3

Sugar Shock Activity

Worksheet #1

You need something cold to drink on a hot afternoon.

Which choice is the lowest in sugar?
Which choice is the highest in sugar?

1 can (355 mL) cola



1 can (355 mL) iced tea



1 cup (250 mL) chocolate
milkshake



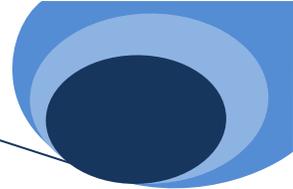
2 cups (500 mL) artificially sweetened
drink crystals



Hint: To find out the amount of sugar in each of these drinks, check the Nutrition Facts Tables on the back of this worksheet.

Source: The Healthy Eating Manual

The Healthy Eating Manual is a program developed by the Nutrition Resource Centre of Ontario (NRC), an initiative of the Ontario Public Health Association (OPHA).



Sugar Sweetened Beverages – Activity 2, Worksheet 1 Answers – CLB 2-3

1 can (355 mL) cola

Nutrition Facts *			
Per 1 can (355 mL)			
Amount	% Daily Value		
Calories 160			
Fat 0 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 40 mg	2%		
Carbohydrate 42 g	14%		
Fibre 0 g	0%		
Sugars 42 g			
Protein 0 g			
Vitamin A	0%	Vitamin C	0%
Calcium	0%	Iron	0%

1 can (355 mL) iced tea

Nutrition Facts			
Per 1 can (355 mL)			
Amount	% Daily Value		
Calories 133			
Fat 0 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 78 mg	3%		
Carbohydrate 34 g	11%		
Fibre 0 g	0%		
Sugars 34 g			
Protein 0 g			
Vitamin A	0%	Vitamin C	0%
Calcium	0%	Iron	0%

1 cup (250 mL) chocolate milk shake

Nutrition Facts			
Per 1 cup (250 mL)			
Amount	% Daily Value		
Calories 296			
Fat 7 g	10%		
Saturated 4.2 g			
+ Trans 0 g	21%		
Cholesterol 27 mg	9%		
Sodium 276 mg	12%		
Carbohydrate 53 g	18%		
Fibre 1 g	3%		
Sugars 52 g			
Protein 8 g			
Vitamin A	4%	Vitamin C	0%
Calcium	30%	Iron	6%

2 cups (500 mL) artificially sweetened drink crystals

Nutrition Facts *			
Per 1 Packet (3.3 g) 2 cups prepared (500 mL)			
Amount	% Daily Value		
Calories 10			
Fat 0 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 15 mg	1%		
Carbohydrate 1 g	0%		
Fibre 0 g	0%		
Sugars 0 g			
Protein 0.3 g			
Vitamin A	0%	Vitamin C	0%
Calcium	2%	Iron	0%

References: Canadian Nutrient File
* Package Labels

Sugar Shock

Source: The Healthy Eating Manual

The Healthy Eating Manual is a program developed by the Nutrition Resource Centre of Ontario (NRC), an initiative of the Ontario Public Health Association (OPHA).

Sugar Sweetened Beverages – Activity 2, Worksheet 2 – CLB 2-3

Sugar Shock Activity

Worksheet #2

A quick stop through the drive-thru!

Which choice is the lowest in sugar?
Which choice is the highest in sugar?

Medium (296 mL) coffee with cream and sugar

Iced cappuccino (296 mL)

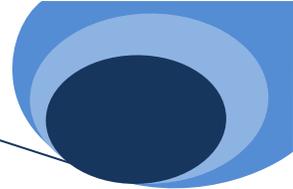


Medium (296 mL) tea with milk and sugar

Vanilla cappuccino with whipped cream (355 mL)



Hint: To find out the amount of sugar in each of these drinks, check the Nutrition Facts Tables on the back of this worksheet.



Sugar Sweetened Beverages – Activity 2, Worksheet 2 Answers – CLB 2-3

Medium (296 mL) coffee with cream and sugar

Nutrition Facts			
Per 296 mL			
Amount	% Daily Value		
Calories 75			
Fat 3.5 g	5%		
Saturated 2 g			
+ Trans 0.1 g	11%		
Cholesterol 15 mg	5%		
Sodium 15 mg	1%		
Carbohydrate 9 g	9%		
Fibre 0 g	0%		
Sugars 9 g			
Protein 1 g			
Vitamin A	2%	Vitamin C	0%
Calcium	2%	Iron	0%

Iced cappuccino (296 mL)

Nutrition Facts			
Per 296 mL			
Amount	% Daily Value		
Calories 150			
Fat 1.5 g	2%		
Saturated 1 g			
+ Trans 0 g	5%		
Cholesterol 5 mg	2%		
Sodium 35 mg	1%		
Carbohydrate 32 g	11%		
Fibre 0 g	0%		
Sugars 32 g			
Protein 3 g			
Vitamin A	2%	Vitamin C	0%
Calcium	8%	Iron	2%

Medium (296 mL) tea with milk and sugar

Nutrition Facts			
Per 296 mL			
Amount	% Daily Value		
Calories 50			
Fat 1 g	1.5%		
Saturated 0.5 g			
+ Trans 0 g	2.5%		
Cholesterol 5 mg	2%		
Sodium 20 mg	1%		
Carbohydrate 10 g	3%		
Fibre 0 g	0%		
Sugars 10 g			
Protein 1 g			
Vitamin A	2%	Vitamin C	0%
Calcium	4%	Iron	0%

Vanilla cappuccino with whipped cream (355 mL)

Nutrition Facts			
Per 355 mL			
Amount	% Daily Value		
Calories 300			
Fat 11 g	17%		
Saturated 6 g			
+ Trans 0 g	30%		
Cholesterol 35 mg	12%		
Sodium 160 mg	7%		
Carbohydrate 50 g	17%		
Fibre 0 g	0%		
Sugars 48 g			
Protein 3 g			
Vitamin A	8%	Vitamin C	0%
Calcium	10%	Iron	0%

Reference: Restaurant Nutrition Information

Sugar Sweetened Beverages – Activity 2, Worksheet 3 – CLB 2-3

Sugar Shock Activity

Worksheet #3

After a 30 minute brisk walk you need to re-hydrate.

Which choice is the lowest in sugar?
Which choice is the highest in sugar?

2 cups (500 mL) water
with lemon

Sports drink (591 mL)

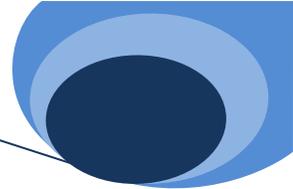


1 cup (250 mL) apple juice

1 cup (250 mL) cranberry cocktail



Hint: To find out the amount of sugar in each of these drinks, check the Nutrition Facts Tables on the back of this worksheet.



Sugar Sweetened Beverages – Activity 2, Worksheet 3 Answers – CLB 2-3

2 cups (500 mL) water
with lemon

Nutrition Facts			
Per 500 mL			
Amount	% Daily Value		
Calories 0			
Fat 0 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 0 mg	0%		
Carbohydrate 0 mg	0%		
Fibre 0 g	0%		
Sugars 0 g			
Protein			
Vitamin A	0%	Vitamin C	0%
Calcium	0%	Iron	0%

Sports drink (591 mL)

Nutrition Facts			
Per 591 mL			
Amount	% Daily Value		
Calories 158			
Fat 1 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 239 mg	10%		
Carbohydrate 38 g	13%		
Fibre 0 g	0%		
Sugars 33 g			
Protein 0 g			
Vitamin A	0%	Vitamin C	5%
Calcium	0%	Iron	9%

1 cup (250 mL) apple juice

Nutrition Facts			
Per 250 mL			
Amount	% Daily Value		
Calories 119			
Fat 0.3 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 8 mg	0%		
Carbohydrate 29 g	10%		
Fibre 0 g	0%		
Sugars 28 g			
Protein 0 g			
Vitamin A	0%	Vitamin C	173%
Calcium	2%	Iron	7%

1 cup (250 mL) cranberry cocktail

Nutrition Facts			
Per 250 mL			
Amount	% Daily Value		
Calories 152			
Fat 0.3 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 5 mg	0%		
Carbohydrate 38 g	13%		
Fibre 0 g	0%		
Sugars 32 g			
Protein 0 g			
Vitamin A	0%	Vitamin C	160%
Calcium	1%	Iron	3%

Reference: Canadian Nutrient File

Sugar Sweetened Beverages – Activity 2, Worksheet 4 – CLB 2-3

Sugar Shock Activity

Worksheet #4

Mom, what's to drink?

Which choice is the lowest in sugar?
Which choice is the highest in sugar?

1 cup (250 mL) juice box

1 cup (250 mL) chocolate milk

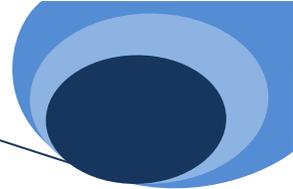


1 cup (250 mL) 1% milk

1 cup (250 mL) fruit punch



Hint: To find out the amount of sugar in each of these drinks, check the Nutrition Facts Tables on the back of this worksheet.



Sugar Sweetened Beverages – Activity 2, Worksheet 4 Answers – CLB 2-3

1 cup (250 mL) juice box

Nutrition Facts			
Per 250 mL			
Amount	% Daily Value		
Calories 111			
Fat 0.4 g	1%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 5 mg	0%		
Carbohydrate 26 g	9%		
Fibre 1 g	4%		
Sugars 22 g			
Protein 2 g			
Vitamin A 2%	Vitamin C 175%		
Calcium 2%	Iron 8%		

1 cup (250 mL) chocolate milk

Nutrition Facts			
Per 250 mL			
Amount	% Daily Value		
Calories 165			
Fat 2.6 g	4%		
Saturated 1.6 g			
+ Trans 0 g	8%		
Cholesterol 8 mg	3%		
Sodium 161 mg	7%		
Carbohydrate 28 g	9%		
Fibre 1 g	5%		
Sugars 26 g			
Protein 9 g			
Vitamin A 15%	Vitamin C 4%		
Calcium 28%	Iron 5%		

1 cup (250 mL) 1% milk

Nutrition Facts			
Per 250 mL			
Amount	% Daily Value		
Calories 108			
Fat 2.5 g	4%		
Saturated 1.7 g			
+ Trans 0.1 g	9%		
Cholesterol 13 mg	4%		
Sodium 113 mg	5%		
Carbohydrate 13 g	4%		
Fibre 0 g	0%		
Sugars 13 g			
Protein 9 g			
Vitamin A 15%	Vitamin C 0%		
Calcium 28%	Iron 1%		

1 cup (250 mL) fruit punch

Nutrition Facts			
Per 250 mL			
Amount	% Daily Value		
Calories 123			
Fat 0 g	0%		
Saturated 0 g			
+ Trans 0 g	0%		
Cholesterol 0 mg	0%		
Sodium 26 mg	1%		
Carbohydrate 33 g	11%		
Fibre 0 g	0%		
Sugars 31 g			
Protein 0 g			
Vitamin A 0%	Vitamin C 6%		
Calcium 0%	Iron 1%		

Reference: Canadian Nutrient File

Sugar Sweetened Beverages – Activity 3, Worksheet 1 – CLB 2

Choose a word from the word bank.

Copy it on the correct line.

Word Bank

day	home	water
drink	school	
healthy	teeth	

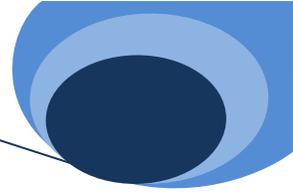
Tap water in Ottawa is safe to _____ 1. It is tested every _____ 2.

It is free. It is everywhere. It is at _____ 3. It is at _____ 4.

It is at work. It also has fluoride to protect our _____ 5. The City of

Ottawa tap _____ 6 tastes good. It is _____ 7.





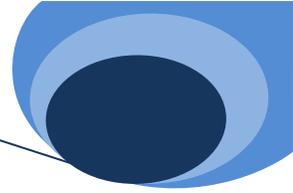
Sugar Sweetened Beverages – Activity 3, Worksheet 2 – CLB 3

Listen to your instructor read this paragraph.
Write the missing words.

Tap water in Ottawa is safe to _____¹. It is tested every _____².
It is free and it is everywhere. It is at _____³, at school and at work.
Tap water has fluoride to protect our _____⁴. Don't buy bottled water.
Bottled water is _____⁵ and the plastic bottle is _____⁶ good for
the environment. Refill a reusable _____⁷ that can be washed and used
again. The City of Ottawa tap _____⁸ tastes good. It is _____⁹.
Drink tap water _____¹⁰ day!



Assessments & Learner Self-Reflection



Sugar Sweetened Beverages – Assessment – CLB 2-3

Reading

Competency: Getting Things Done

Name: _____ Date: _____

Circle the drink in each question that has more sugar.

- 1. chocolate milk or white milk
- 2. white milk or regular pop
- 3. 100% pure juice or flavoured water
- 4. tap water or iced tea
- 5. fruit drink or 100% pure juice

Write **TRUE** or **FALSE** after each sentence.

- 1. The City of Ottawa tests our tap water every day. _____
- 2. Tap water costs a lot of money. _____
- 3 Tap water is very healthy. _____
- 4. Tap water and fruit make flavoured water. _____
- 5. Sugar in drinks is good for teeth. _____

Total: _____ /10

8/10 = Task achieved: Yes No

Sugar Sweetened Beverages – Learner Self-Reflection – CLB 2-3

Name: _____ Date: _____

1. Will you drink more tap water each day?

Yes No Maybe



2. Will you drink less regular pop?

Yes No Maybe

3. Will you make flavoured water at home?

Yes No Maybe

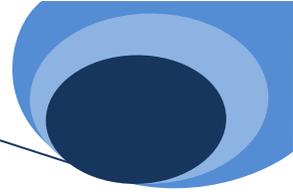
4. Will you buy 100% pure juice and not fruit drinks?

Yes No Maybe

5. Will you bring tap water with you in a reusable bottle?

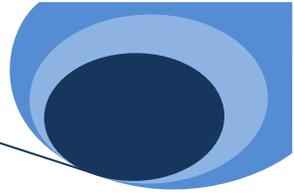
Yes No Maybe





Optional Activity & Assessments





Sugar Sweetened Beverages – Activity 6, Worksheet 1 – CLB 2-3

Healthy Beverages Journal

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What did I drink today?							
How many healthy drink choices did I make today?							

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What did I drink today?							
How many healthy choices did I make today?							

Sugar Sweetened Beverages – Activity 6, Assessment 1 – CLB 2**Healthy Beverages Journal****Writing**

Competency: Reproducing Information

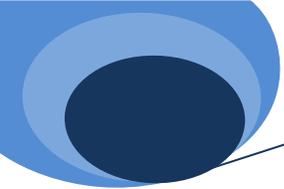
Task: Use the information in your Healthy Beverages Journal. Copy the drinks that you had on Monday, Tuesday, and Wednesday of week 1 and week 2.

Week 1	Monday	Tuesday	Wednesday
What did I drink today?			
Week 2	Monday	Tuesday	Wednesday
What did I drink today?			

Criteria:	Very good 3	So-so 2	Not yet 1
You copied 8 to 10 drinks			
I can read your writing			
Your spelling is correct			

Total: _____/9

7/9 = Task achieved: Yes No



Sugar Sweetened Beverages – Activity 6, Assessment 2 – CLB 3

Healthy Beverages Journal

Writing

Competency: Sharing Information

Task: Use the information in your Healthy Beverages Journal. Write 3 to 5 sentences about the drinks you had on Monday and Tuesday in week 1 and Monday and Tuesday in week 2.

Criteria:	Very good 3	So-so 2	Not yet 1
You wrote 3 to 5 sentences			
I can read your writing			
Your spelling is correct			
You used capital letters at the beginning of your sentences			
You used periods at the end of your sentences			

Total: _____/15

10/15 = Task achieved: Yes No

