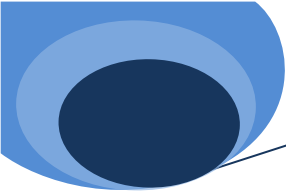


An abstract graphic composed of overlapping, semi-transparent blue polygons of various shades, creating a layered, architectural effect. The shapes are arranged in a way that suggests depth and movement, with some areas appearing darker due to the overlap.

# *Language Learning for Health*

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



**Suggested citation:**

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

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### Advisory Group/Reviewers

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Catherine Hodgins, Developer, OCDSB	Victoria Snyder	Jennifer McKay
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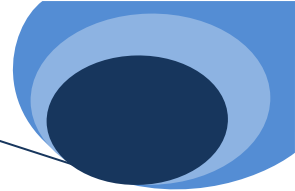
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### ACKNOWLEDGEMENTS

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.

### **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.

### ***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.

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

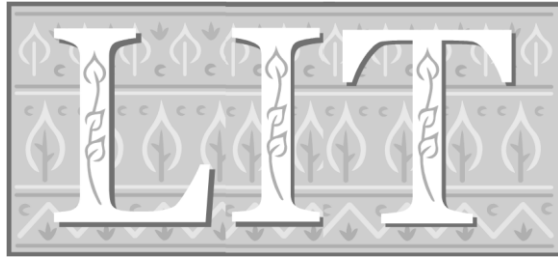
These lesson plans have been designed for anyone who teaches ESL/LINC, and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, they have been designed in a way that they can be adapted to the individual 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).

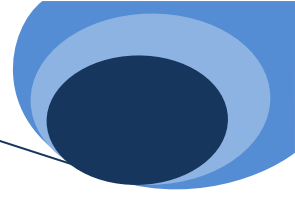




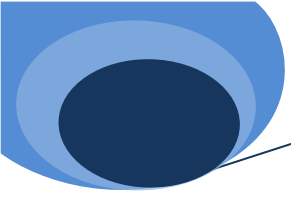
# Sugar Sweetened Beverages

ESL Literacy and CLB 1





# Instructor Notes



## **Sugar Sweetened Beverages – Instructor Notes – ESL Literacy and CLB 1**

### **Core Contents:**

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

### **Learning Objectives:**

- identify names of everyday drinks
- learn how much sugar is in everyday drinks
- learn how to make homemade flavoured water
- understand the benefits of drinking tap water

### **Materials Needed:**

- sugar packets
- empty beverage containers (cartons, bottles, cans) in a variety of sizes
- grocery store flyers
- construction paper
- sheet protectors, if available
- a jug of tap water
- lemons, limes, raspberries
- a knife
- plastic glasses

***Note: It is advisable to have actual containers of as many of the different drinks in the common sizes as listed in the Instructor Notes under Activity 5. 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.***

### **Word Bank**

**Warm-up:** tap water, regular pop, 2% milk, 100% fruit juice, iced tea, energy drink, fruit drink, chocolate milk

**Activity 1:** same as warm-up

**Activity 2:** (names of drinks copied from food flyers)

**Activity 3:** same as warm-up

**Activity 4:** same as warm-up

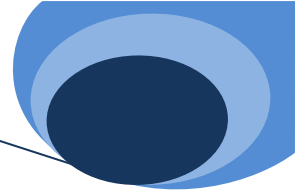
**Activity 5:** sugar packet, mL; same drinks as in warm-up

**Activity 6:** teaspoon, healthy, unhealthy

**Activity 7:** numbers from 1 to 19

**Activity 8:** tap water, safe, tested, cheap, everywhere, tastes





**Activity 9:** flavoured water, fruit, lemon, lime, raspberry, 8 ounces, slice, wedge, reusable water bottle

## 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 your family members drink every day? List on the board or on flipchart paper.
- What is sugar?
- What colour is it? (white, brown)
- How does it taste?
- Who drinks milk?
  - What kind of milk? (white, chocolate, 2%, soy, rice, etc.)
- Who drinks water every day? Is it tap water or bottled water?
  - “I drink tap water every day. It tastes good. It’s safe to drink. It’s cheap. It’s everywhere. I have tap water in this water bottle. Who else drinks tap water?”
- Who drinks juice? Introduce the concept of a juice drink (i.e., added sugar) vs. 100% juice.
- Which of the drinks that we wrote on the board have sugar in them?
- What can happen if we drink too many drinks that have a lot of sugar in them? (cavities in teeth, put on weight, 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

- Prior to class, make copies of Warm-up, Worksheet (2 pages), one for every learner.
- Learner or instructor can cut the pictures and the names of the drinks into separate cards. Instructor may also make a reference copy for learners to keep.
- Talk together as a class about the different drinks.
- Some sample questions could include:
  - Do you drink this?
  - Does anyone in your family drink this?
  - How often? When?
- Review pronunciation of each of the drinks.
- **Literacy:** Say the name of a drink and ask the learners to hold up the picture card; learners repeat the name.
- **CLB 1:** Say the name of a drink and ask the learners to hold up the picture or word card; learners can say and/or spell the word.

- For extra practice now or for review later, learners match the word with the picture.

### Activity 1 – Reading: Drink Words and Pictures

#### Competencies: Getting Things Done/Comprehending Information

- Use Activity 1, Worksheet 1, 2, 3 or 4 (depending on CLB) to review vocabulary.
- Learners match, circle, or write the correct word under the pictures.

### Activity 2 – Writing: Copy Names of Drinks from Grocery Store Flyers

#### Competency: Reproducing Information

- Using food flyers, learners cut out pictures of drinks.
- Paste pictures onto coloured construction paper.
- Label each drink under the matching picture.
- Circle the beverages they consume on a regular basis.
- Keep in sheet protector (use as a future reference sheet).
- Each learner states aloud the names of two drinks circled on their reference sheet.

### Activity 3 – Concentration Game

#### Competency: Comprehending Information

- Use Activity 3, Picture Cards (3 pages) and Activity 3, Word Cards (3 pages), depending on the level of your class.
- Learners turn over cards representing various beverages.
- Learners can match picture cards, word cards, or picture and word cards.
- Each beverage is represented in pairs.
- Learners take turns to uncover two matching beverage cards (two each of 2% milk, regular pop, 100% juice, tap water, energy drink, iced tea, chocolate milk, fruit drink).

### Activity 4 – Listening/Speaking/Writing: I Drink... I Don't Drink...

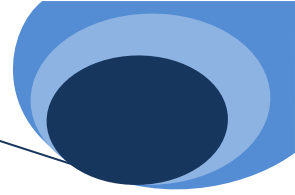
#### Competencies: Comprehending Information/Sharing Information/Reproducing Information

- Use Activity 4, Worksheet 1 to personalize the information learners have been practising in this unit.
- Learners use words from Word Bank and list the beverages they drink and don't drink.
- Learners use Activity 4, Worksheet 2 to ask and answer questions with a partner.
- Learners first copy each of the names of the eight beverages on the lines; then they work in pairs to practice speaking.
- Learners ask a partner: "Do you drink \_\_\_\_\_?"
- Partner responds with: "Yes, I do." or "No, I don't."
- Focus on pronunciation and intonation when asking questions.

### Activity 5 – Listening: Demonstration of Sugar Packets in Drinks

#### Competency: Comprehending Information

- Review harmful effects from consuming too much sugar: class generated.
- Possible answers include:
  - increasing risks of developing obesity, type 2 diabetes, heart disease, tooth decay



- If you fill up on sugary drinks (and foods), you will feel full and then not eat enough foods with nutrients in them (e.g., fruit and vegetables).
- Bring some of the following containers to class, and display next to the container the amount of sugar in each drink using sugar packets.

**Note: 4 grams of sugar = 1 teaspoon = 1 sugar packet**

**Possible drink sizes to use in demonstration**

- 591 mL (20 oz) of **fruit drink** with 19 sugar packets
- 591 mL **regular pop bottle** with 15 sugar packets
- 355 mL (12 oz) **regular pop can** with 9 sugar packets
- 591 mL of **iced tea** with 14 sugar packets
- 473 mL **energy drink** with 13 sugar packets
- 250 mL (1 cup) of **chocolate milk** with 6 sugar packets
- 200 mL of **100% orange juice** with 4 packets of sugar (emphasize the difference here in sugar content between 100% juice and fruit drink)
- 250 mL of **2% milk** with 3 packets of sugar
- 250 mL of **tap water** with NO sugar!

**Note: these are all common sizes of drinks that we can buy in the store.**

### **Activity 6 – Reading/Writing: Where is the Sugar?**

**Competencies: Comprehending Information/Reproducing Information**

- Learners read the information in the first two boxes on Worksheet 6, Activity 1 with the instructor.
- Learners then copy the missing words under the pictures in the third and fourth boxes.
- Finally, learners decide whether a lot of sugar is healthy or unhealthy and circle the appropriate smiley face.

### **Activity 7 – Numeracy: How Many Teaspoons of Sugar?**

**Competency: Reproducing Information**

- For this activity, it is imperative that learners have numeracy skills.
- Learners count how many teaspoons of sugar are in each of the eight drinks and write the number on the line (Activity 7, Worksheet 1).
- CLB 1 learners can follow up this activity by putting the drinks in order of how much sugar they contain (Activity 7, Worksheet 2).

### **Activity 8 – Reading: Benefits of Tap Water**

**Competency: Comprehending Information**

- Using Activity 8, Worksheet 1, instructor and learners read together about the benefits of tap water.
- Literacy learners fill in the missing letters of words from the story about tap water (Activity 8, Worksheet 2).

- CLB 1 learners use a word bank to complete the story about tap water (Activity 8, Worksheet 3).
- Review benefits of drinking water: washes sugar off teeth, is free, tastes good, is available everywhere, keeps skin healthy

### **Activity 9 – Listening: How to Make Flavoured Water**

#### **Competency: Comprehending Instructions/Getting Things Done**

- What is flavoured water?
- Which fruits are best for making flavoured water? (lemons, limes, oranges, and raspberries are common ones)
- Instructor pours 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 cups so learners can flavour their water.
- Explain they can use lemons or limes or raspberries, or combine the lemon juice with the lime juice.
- 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.

### **Assessments 1 and 2 – Reading**

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

- Hand out Assessment 1 to ESL Literacy learners and Assessment 2 to CLB 1 learners.
- Have learners circle the drink with the lowest amount of sugar.
- 1 point is awarded for each correct answer. Passing score is 4 out of 5.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Reading section.

### **Learner Self-Reflection**

- Hand out the Learner Self-Reflection task and read together with the class.
- Learners circle the answer that applies to them.
- Self-Reflection task can be put in the Language Companion in the My Notes section to be revisited at a later date to check on healthy lifestyle changes.

### **Resources:**

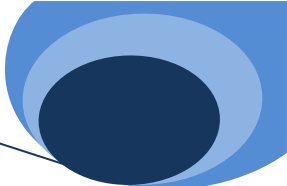
Ottawa Public Health <http://ottawa.ca/en/residents/public-health>

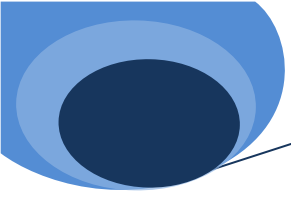
– *Sugar Shocker!* handout

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

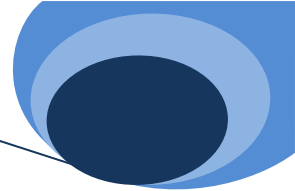
– Sugar Sweetened Beverage Kits (Background Information)

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





# Worksheets



Sugar Sweetened Beverages – Warm-up, Worksheet (page 1 of 2) – ESL Literacy and CLB 1

**tap water**



**regular pop**



**2% milk**



**juice**



Sugar Sweetened Beverages – Warm-up, Worksheet (page 2 of 2) – ESL Literacy and CLB 1

iced tea



energy drink



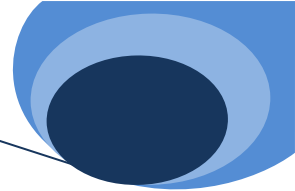
fruit drink



chocolate milk







**Sugar Sweetened Beverages – Activity 1, Worksheet 1 – ESL Literacy and CLB 1**

Draw a line to match the word and the picture.

1. 2% milk



2. 100% fruit juice



3. regular pop



4. tap water



5. iced tea



6. energy drink



7. fruit drink




8. chocolate milk





**Sugar Sweetened Beverages – Activity 1, Worksheet 2 – ESL Literacy and CLB 1**

Circle the correct word beside each picture.

1.  2% milk      iced tea      chocolate milk


2.  energy drink      tap water      iced tea


3.  regular pop      fruit drink      2% milk

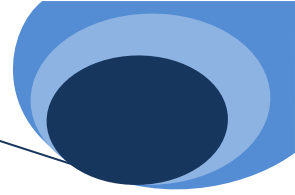
4.  100% fruit juice      regular pop      tap water

5.  2% milk      tap water      chocolate milk

6.  fruit drink      energy drink      tap water

7.  iced tea      100% fruit juice      tap water

8.  tap water      fruit drink      iced tea



**Sugar Sweetened Beverages – Activity 1, Worksheet 3 – ESL Literacy and CLB 1**

Look at the picture. Read the words. Circle the word that is the same.

1.		fruit drink	fruit drink	100% fruit juice	iced tea
2.		iced tea	energy drink	iced tea	2% milk
3.		100% fruit juice	chocolate milk	100% fruit juice	fruit drink
4.		tap water	tap water	2% milk	chocolate milk
5.		regular pop	energy drink	iced tea	regular pop
6.		2% milk	regular pop	2% milk	chocolate milk
7.		chocolate milk	2% milk	chocolate milk	regular pop
8.		energy drink	energy drink	iced tea	tap water

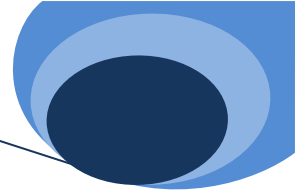
**Sugar Sweetened Beverages – Activity 1, Worksheet 4 (page 1 of 2) – ESL Literacy and CLB 1**

1. Write the name of the drink under the picture.
2. Circle what you drink every week.

**Word Bank**

tap water	regular pop	2% milk	100% fruit juice
iced tea	energy drink	fruit drink	chocolate milk

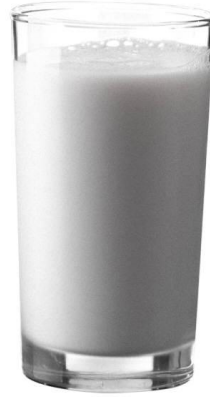
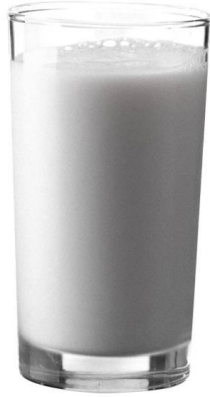


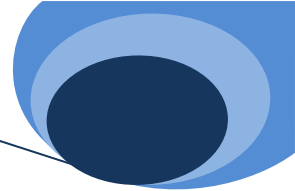


**Sugar Sweetened Beverages – Activity 1, Worksheet 4 (page 2 of 2) – ESL Literacy and CLB 1**



**Sugar Sweetened Beverages – Activity 3, Picture Cards (page 1 of 3) – ESL Literacy and CLB 1**





**Sugar Sweetened Beverages – Activity 3, Picture Cards (page 2 of 3) – ESL Literacy and CLB 1**

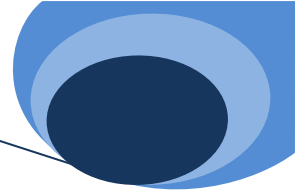




**Sugar Sweetened Beverages – Activity 3, Picture Cards (page 3 of 3) – ESL Literacy and CLB 1**







Sugar Sweetened Beverages – Activity 3, Word Cards (page 1 of 3) – ESL Literacy and CLB 1



2% milk

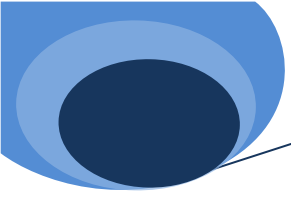
2% milk

regular pop

regular pop

fruit drink

fruit drink



Sugar Sweetened Beverages – Activity 3, Word Cards (page 2 of 3) – ESL Literacy and CLB 1



100% fruit juice

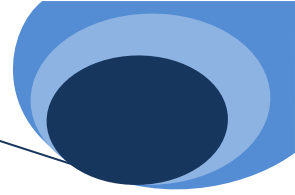
100% fruit juice

tap water

tap water

iced tea

iced tea



Sugar Sweetened Beverages – Activity 3, Word Cards (page 3 of 3) – ESL Literacy and CLB 1

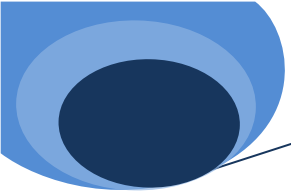


chocolate milk

chocolate milk

energy drink

energy drink



**Sugar Sweetened Beverages – Activity 4, Worksheet 1 – ESL Literacy and CLB 1**

**Word Bank**

energy drink	tap water	100% fruit juice	chocolate milk
2% milk	regular pop	iced tea	fruit drink

I drink

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I don't drink

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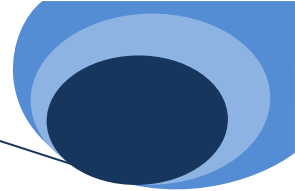
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**Sugar Sweetened Beverages – Activity 4, Worksheet 2 – ESL Literacy and CLB 1**

**Word Bank**

energy drink	tap water	100% fruit juice	chocolate milk
2% milk	regular pop	iced tea	fruit drink

1. Copy each word on the line.
2. Ask the question to a partner.

Question

Answer

Yes, I do.


No, I don't.

1. Do you drink \_\_\_\_\_ ?
2. Do you drink \_\_\_\_\_ ?
3. Do you drink \_\_\_\_\_ ?
4. Do you drink \_\_\_\_\_ ?
5. Do you drink \_\_\_\_\_ ?
6. Do you drink \_\_\_\_\_ ?
7. Do you drink \_\_\_\_\_ ?
8. Do you drink \_\_\_\_\_ ?

**Sugar Sweetened Beverages – Activity 6, Worksheet 1 – ESL Literacy and CLB 1**

**Where is the sugar?**

1. Read with your class.




Fruit drinks and regular pop have a lot of sugar.




Iced tea and energy drinks have a lot of sugar.

2. Copy the words below.



\_\_\_\_\_ and \_\_\_\_\_ have a lot of \_\_\_\_\_.



\_\_\_\_\_ and \_\_\_\_\_ have a lot of \_\_\_\_\_.

3. Circle the correct answer.

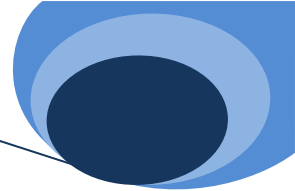


A lot of sugar

is



healthy / unhealthy.



**Sugar Sweetened Beverages – Activity 7, Worksheet 1 (page 1 of 2) – ESL Literacy and CLB 1**

**How many teaspoons of sugar?**

1. Count the teaspoons of sugar in each drink.
2. Write the number on the line.

	iced tea (591 mL)	
_____ teaspoons of sugar		
	energy drink (473 mL)	
_____ teaspoons of sugar		
	fruit drink (591 mL)	
_____ teaspoons of sugar		
	chocolate milk (250 mL)	
_____ teaspoons of sugar		

**Sugar Sweetened Beverages – Activity 7, Worksheet 1 (page 2 of 2) – ESL Literacy and CLB 1**



tap water  
(250 mL)



\_\_\_ teaspoons of sugar



regular pop  
(591 mL)



\_\_\_\_\_ teaspoons  
of sugar



2% milk  
(250 mL)



\_\_\_ teaspoons  
of sugar



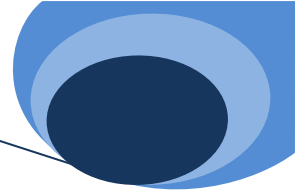
100% fruit  
juice (200 mL)



\_\_\_\_\_ teaspoons of sugar

Source: Ottawa Public Health *Sugar Shocker!*





**Sugar Sweetened Beverages – Activity 7, Worksheet 2 - CLB 1**

1. Using Activity 7, Worksheet 1, put the drinks in order of how much sugar they have.
2. Which drink is the best for you? \_\_\_\_\_

Highest ↑

	Number of Teaspoons	Drink
8.	19	fruit drink
7.		
6.		
5.	13	energy drink
4.		
3.		
2.		
1.		

↓ Lowest

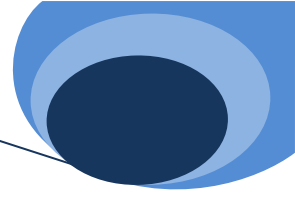


**Sugar Sweetened Beverages – Activity 8, Worksheet 1 – ESL Literacy and CLB 1**

Read:

1. Tap water in Ottawa is safe to drink.
2. It is tested every day.
3. It is free.
4. It is everywhere.
5. It is at home.
6. It is at school.
7. It is at work.
8. The City of Ottawa tap water tastes good!
9. It is healthy.





**Sugar Sweetened Beverages – Activity 8, Worksheet 2 – ESL Literacy**

Fill in the blanks.

1. Tap water in Ottawa is s \_ \_ \_ to drink.
2. It is tested every d \_ \_.
3. It is \_ \_ ee.
4. It is everywhere.
5. \_ \_ is at \_ ome.
6. It \_ \_ at \_ choo \_.
7. It is \_ \_ \_ or \_.
8. The City of \_ ttawa tap \_ ater tastes \_ ood.
9. It is \_ ealthy.



**Sugar Sweetened Beverages – Activity 8, Worksheet 3 – CLB 1**

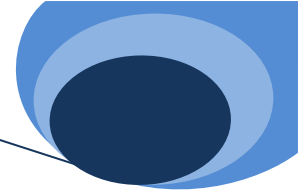
Choose a word from the word bank.  
Copy it on the correct line.

**Word Bank**

day	healthy	school
drink	home	water

Tap water is safe to \_\_\_\_\_<sub>1</sub> in Ottawa. It is tested every  
 \_\_\_\_\_<sub>2</sub>. It is cheap. It is everywhere. It is at \_\_\_\_\_<sub>3</sub>.  
 It is at \_\_\_\_\_<sub>4</sub>. It is at work. The City of Ottawa tap  
 \_\_\_\_\_<sub>5</sub> tastes good. It is \_\_\_\_\_<sub>6</sub>.





# **Assessments & Learner Self-Reflection**

**Sugar Sweetened Beverages – Assessment 1 – ESL Literacy**

**Reading/Writing**

Competencies: Comprehending Information/Reproducing Information

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

1. What is it? Write the word under the picture.

**Word Bank**

tap water	regular pop	2% milk	100% fruit juice
energy drink	fruit drink	flavoured tap water	chocolate milk



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

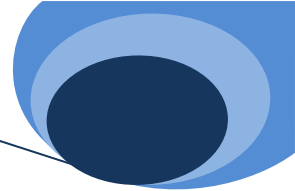


5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

2. Healthy = low sugar = good. Circle the 4 healthy drinks.


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

9/12 = Task achieved: Yes No



**Sugar Sweetened Beverages – Assessment 2 – CLB 1**

**Reading/Writing**

Competencies: Comprehending Information/Reproducing Information

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

Which drink in each question has the lowest sugar? Circle the drink.

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

Total: \_\_\_\_\_ /5

4/5 = Task achieved: Yes No

**Sugar Sweetened Beverages – Learner Self-Reflection – ESL Literacy and CLB 1**

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

**Choosing Drinks with Less Sugar**

We talked about many kinds of drinks.  
 What did you learn about how much sugar drinks have?  
 Read together with the class. Circle your answer.

1. I will drink more tap water every day.

Yes          No          Maybe



2. I will drink less regular pop.

Yes          No          Maybe



3. I will make flavoured water at home.

Yes          No          Maybe



4. I will buy 100% fruit juice and not fruit drinks.

Yes          No          Maybe







