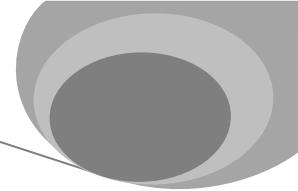




# *Language Learning for Health*

*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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### Advisory Group/Reviewers

	OPH	OCDSB - ESL/LINC
Sue Boudreau, Developer, OCDSB	Marcela Tapia	Shirley Graham
Catherine Hodgins, Developer, OCDSB	Victoria Snyder	Jennifer McKay
Rhonda Newhook, Developer, OCDSB	Claudelle Crowe	
Jane Hammingh, Content reviewer, OPH	Nathalie McKenna	
Penny Burton, Content reviewer, OPH	Carole Legault	
Kathy Lavigne, Design and Layout, OPH	Nickolaas Van Veen - Visuals	

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### ACKNOWLEDGEMENTS

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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.

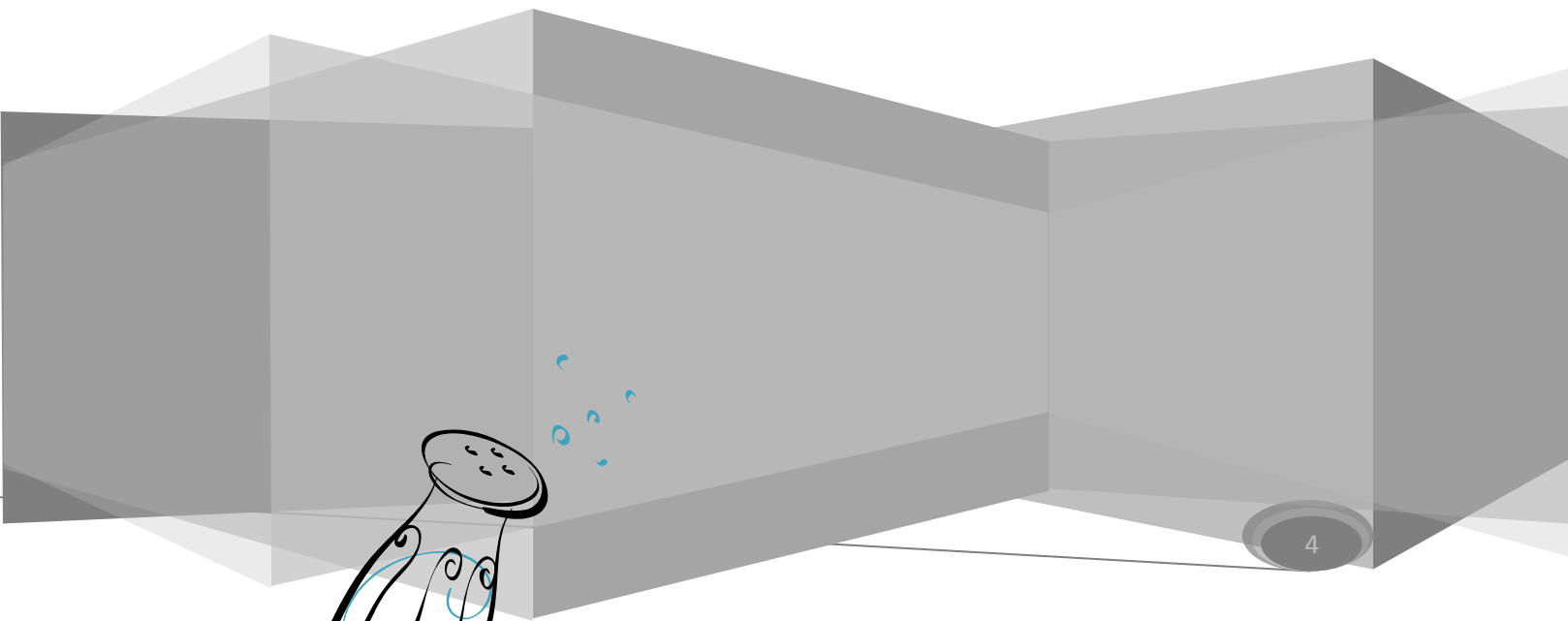
***How can I provide my feedback on the lesson plans?***

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).



# Reducing Salt Consumption

CLB 4-5



# Instructor Notes

## Reducing Salt Consumption – Instructor Notes – CLB 4 and 5

### **Core Contents:**

Learn about sodium, where it is found in food, and how to reduce its consumption.

### **Learning Objectives:**

- what is sodium/salt
- what are the effects of eating too much sodium
- how to identify foods that are high in sodium
- how to lower the consumption of sodium

### **Materials Needed:**

- chalk
- white board markers
- packaged foods with Nutrition Facts tables
- dictionaries
- resources about seasonings
- scissors
- glue
- construction paper

### **Word Bank**

**Activity 1:** sodium, salt, lower, processed, diet (eating habit), seasonings, blood pressure

**Activity 2:** sodium, increase, blood pressure, remove, salt shaker, forks, serving, snack, cause

**Activity 3:** chart, natural, while, processed, added, more, less, most, least, letter, to, from, dear, date

**Activity 4:** taco, shawarma, samosa, homemade, be careful, watch out, go ahead, journal, frozen, fresh, chart, canned

**Activity 5:** serving, daily value (% DV), cup, mL, sodium, lowest, most, same, bowl, mg

**Activity 6:** rinse, canned, fresh, unsalted, low, sodium, healthier, rinse, various transition words

**Activity 7:** seasoning, colour, taste, flavour, origins, map, texture, poster, presentation, senses of taste

### **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**

- Are foods saltier in Canada or in your home country?
- Who among you cooks without salt?
- What can we use to cook with instead of salt to add flavour to food?
- What can happen if a person eats too much salt?
- What tips do you have to reduce salt in your diet?

***\* 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.***

### **Activity 1 – Listening/Speaking/Reading and Writing: Vocabulary**

#### **Competencies: Comprehending Information/Sharing Information**

- Copy and cut into strips Activity 1 Vocabulary Cards. (1 strip per learner)
- Hand out a copy of Activity 1, Worksheet 1 and one vocabulary strip to each learner.
- Ask learners to copy the information from their strip onto their worksheet.
- Ask learners to return the vocabulary strip to the instructor. Each student should have only one definition on their sheet at this point.
- Divide learners into groups of 3 or 4. In each group, students take turns dictating to their group the definition they had copied onto their worksheet. The other students must write down the dictation. They cannot show their copy to the other students for clarification. If the students do not understand what the dictator is saying, they can ask for clarification: Can you repeat that? How do you spell that word?
- Then, re-organize the learners into new groups. Try to ensure the new groups have only one student from each of the original groups. Again, learners dictate the information they had copied from their strip. At the end of this activity, every learner should have their worksheet complete.
- Hand out copies of Activity 1 Vocabulary Cards so learners can check their definitions and spelling.

### **Activity 2 – Listening: Sodium in Canada**

**Competency: Comprehending Information**

- Review any new or potentially difficult vocabulary.
- Read the transcript below one time. Hand out Activity 2, Worksheet 1 and allow learners a few minutes to review the questions.
- Read the text once more, then take up the answers as a class.
- Hand out Activity 2, Worksheet 2 and have learners record what they heard in point form.

**Transcript:**

*Sodium is important for your body, but eating a lot of sodium can make your blood pressure high and can lead to health problems. Adults need 1500 mg of salt every day. Most Canadians eat more salt than they need. You can find sodium levels on the Nutrition Facts table on all packaged foods. You can also look on the label for the words “unsalted” and “low in sodium” to make a healthier choice. When reading the Nutrition Facts table, foods that contain between 0 and 200 mg of sodium per serving are a good choice. Reduce salt intake by eating healthier snacks like fruit and vegetables. It is a good idea to remove the salt shaker from the kitchen table. When you cook, use seasonings such as herbs and spices, instead of adding salt. These little actions can help make you healthier.*

Activity 2, Worksheet 1**Answer Key:**

- |                                |                          |
|--------------------------------|--------------------------|
| 1. can lead to health problems | 4. 1500 mg               |
| 2. eat less sodium             | 5. fruits and vegetables |
| 3. on Nutrition Facts tables   | 6. salt shaker           |

**Activity 3 – Reading/Writing****Competencies: Getting Things Done/Reproducing Information**

- Ask learners where they think sodium is found in their diet.
- Ask learners to explain the chart and instructor can fill in any gaps of information.
- Review the comparative and superlative.
- Review how to write a letter.

**Activity 4 – Reading/Writing****Competencies: Getting Things Done/Reproducing Information**

- Ask learners why reading the sodium level on a Nutrition Facts table is important. Instructor will emphasize that Canadians should be eating less sodium.
- Distribute Activity 4, Worksheet 1. Review the food items in the chart; some may be unfamiliar to learners.
- Ask learners, either with a partner, in small groups, or individually, to write the food items in the columns where they think they should go. At this point, it is just a guess.
- Take up the answers by stating an amount of sodium, and asking the learners to guess which food item it is referring to.
- Activity 4, Worksheet 2 is for homework. Ask learners to write what they eat for one day and the corresponding sodium levels. This is an exercise for learners to become more aware of the amount of sodium in their current diet and where there is potential to reduce sodium consumption.

#### Activity 4, Worksheet 1

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

<b>Go Ahead 0-200mg</b>	<b>Watch Out 200-400mg</b>	<b>Too Much! 400+mg</b>
fresh peach (0 mg)	homemade vegetable soup (200 mg)	hot dog (670 mg)
frozen corn - from cob (8 mg)	samosa – vegetarian (393 mg)	shawarma – chicken (650 mg)
canned peaches (5 mg)	beef taco (366 mg)	canned vegetable soup (735 mg)
grapes (2 mg)	canned corn – unwashed (302)	pizza – vegetarian (482 mg)

### **Activity 5 – Reading: Nutrition Facts Tables**

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

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

- Instructors will preview potential vocabulary problems, especially the terms “% Daily Value” and “serving size.”
- Instructors will bring examples of packaged food and ask the learners to point to the Nutrition Facts tables. Also bring a measuring cup to demonstrate a “cup” measure.
- Distribute Activity 5, Worksheet 1. Learners will read the three Nutrition Facts tables and complete the chart. Instructor should note the differences in serving sizes; for example 1 cup may have different grams.

#### Activity 5, Worksheet 1

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

Part A		A	B	C
	What is the serving size?	4.5 cups / 50 g	½ cup / 50 g	16 pretzels / 50 g
	How many milligrams (mg) of sodium are in one serving?	470 mg	5 mg	870 mg
	What is the % DV for sodium in one serving?	20%	1%	36%
	Is that a little or a lot of salt?	a lot	a little	a lot
Part B	1. b    2. c    3. no			

### Activity 6 – Reading/Writing

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

- Hand out [Activity 6, Worksheet 1](#). Explain to learners that certain phrases will help them choose healthier foods. Instructor can bring in two similar food items, one salted and one unsalted. Ask learners to examine and look for the difference.
- Explain the importance of looking for key sodium phrases on food labels when shopping.
- [Activity 6, Worksheet 2](#) requires learners to write a paragraph on preparing canned peas in a healthy way. It may be necessary to review transition words and how to write a paragraph.
- [Activity 6, Worksheet 3](#) is meant to be a personal activity. It is not necessary for the learners to share their answers with the instructor or with other learners—it is for their personal reference.

#### [Activity 6, Worksheet 1](#)

##### Answer Key:

1. low sodium on the label
2. home cooking has less sodium than processed food

### Activity 7 – Reading/Writing/Speaking/Listening

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

- Elicit from the learners what spices and seasonings they use.
- Elicit from the learners examples of sweet, spicy, bitter, sour.
- Bring a variety of seasonings to class and share with the learners, ask if they know them, how to use them.
- [Activity 7, Worksheet 1](#) explains the assignment. Learners will read about a seasoning, create a poster presentation with images, and present to the class.

- Ideally, learners will have class time to do research in a computer lab or go on a field trip to a library, or the instructor can bring resources to class.
- During the presentations, learners will listen for key information and record it on Activity 7, Worksheet 2.

### Freer activity

- If the learners are comfortable, invite the lower level classes in for poster presentations where they walk around the class and ask questions of the different groups (rather than sitting and listening to each group presentation, visitors to the class ask the groups questions). This is spontaneous and lively.

## Assessments 1 and 2 – Reading

### Competency: Comprehending Information

- Hand out Assessment 1 to CLB 4 and Assessment 2 to CLB 5 learners.
- Learners will answer the questions and write a sentence to explain their answer.
- Each question is worth 2 points, 1 for the correct True or False, and 1 for a reasonably written sentence.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, place in the Language Companion in the My Portfolio Reading section.

### Answer Key:

#### Assessment 1

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

#### Assessment 2

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

## Learner Self-Reflection

- Hand out the Learner Self-Reflection task and have learners, either individually or as a class, read each statement and put a checkmark next to their future actions.

- Self-Reflection task can be put in the Language Companion in the My Notes section and revisited at a later date.

**Resources:**

[www.heartandstroke.ca](http://www.heartandstroke.ca)

[www.sodium101.ca](http://www.sodium101.ca)

[www.healthyeatingmanual.ca](http://www.healthyeatingmanual.ca)

<http://ottawa.ca/en/residents/public-health/nutrition>

<http://nutritiondata.self.com>

[http://www.eatracker.ca/food\\_search.aspx](http://www.eatracker.ca/food_search.aspx)

# Worksheets

**Reducing Salt Consumption – Activity 1 Vocabulary Cards – CLB 4-5**

Instructor will cut into 9 strips.

<b>Vocabulary</b>	<b>Definition</b>
salt	a mineral used to season and preserve food
blood pressure	vital statistic regarding your blood and heart
Nutrition Facts table	a place where you can find information about a food's nutrition
serving size	a measured amount of food on a Nutrition Facts table
seasoning	spices and herbs to flavour food
snack	a small amount of food you eat between meals

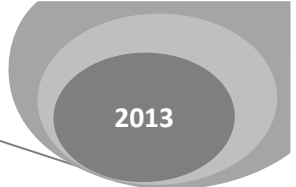
canned food	food in a can
processed food	pre-made food, fast food
sodium	another word for salt



**Reducing Salt Consumption – Activity 1, Worksheet 1 – CLB 4-5**

<b>Vocabulary</b>	<b>Definition</b>
blood pressure	
canned food	
Nutrition Facts table	
processed food	
salt	
sodium	
seasoning	

servicing size	
snack	



**Reducing Salt Consumption – Activity 2, Worksheet 1 – CLB 4-5**

Listen to the information on salt consumption and personal health.

Read the questions and write a short answer.

1. Eating a lot of salt...

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2. How can you lower your blood pressure and be healthier?

---

3. Where can you find sodium levels for packaged foods?

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4. How much sodium do adults need every day?

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5. What are healthy snacks?

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6. What should you remove from the kitchen table?

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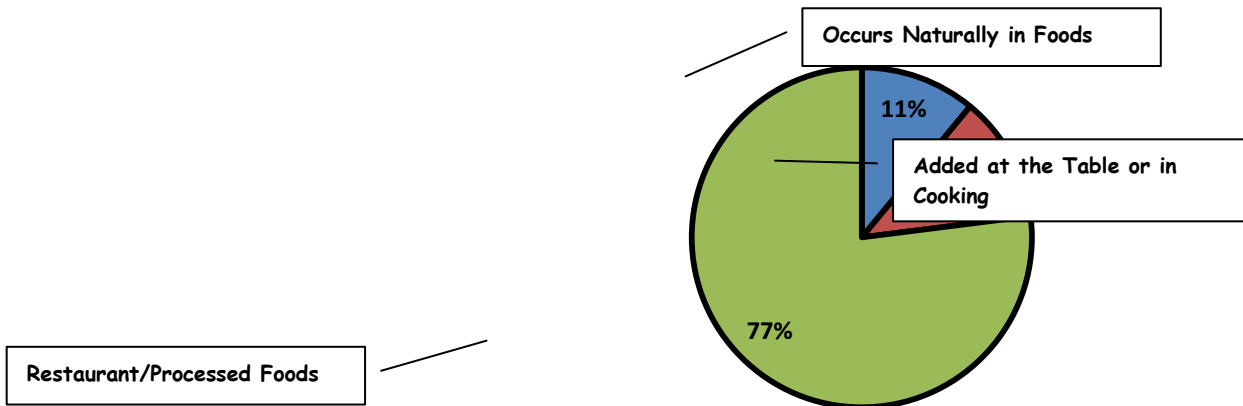
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### Reducing Salt Consumption – Activity 3, Worksheet 1 – CLB 4-5

#### Where do we find salt or sodium?

Look at the chart. This is where sodium is found in our diets.



From Canadian Community Health Survey 2.2 and Canadian Food and Restaurant Association <http://www.crfa.ca/research/statistics/#consumer>  
Based on dietary recall data of a large sample of Canadians

Write a letter to a friend and describe where sodium is found in a typical Canadian diet.

Write 4-5 sentences describing the chart, using the comparative and superlative.

Do not forget the letter format.

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### Reducing Salt Consumption – Activity 4, Worksheet 1 – CLB 4-5

When you eat, you should pay attention to the amount of sodium you eat per serving. Look at the chart.

	mg of sodium per serving
<b>Too Much!</b>	<b>400+</b>
<b>Watch Out</b>	<b>200-400</b>
<b>Go Ahead</b>	<b>0-200</b>
From <a href="http://www.sodium101.ca">www.sodium101.ca</a>	

Look at the food items. Do you think they are **too much**, **watch out** or **go ahead**?  
With a partner, write the food item in the column where you think it belongs.



 <p>vegetable soup – homemade (1 cup)</p>	 <p>corn – frozen, from cob (1/2 cup)</p>	 <p>beef hot dog (1)</p>	 <p>samosa – vegetarian (1)</p>
 <p>beef taco (1)</p>	 <p>fresh peach (1)</p>	 <p>peaches – canned (1/2 cup)</p>	 <p>shawarma – chicken (1)</p>
 <p>corn – canned and unwashed (1/2 cup)</p>	 <p>grapes (20)</p>	 <p>pizza – vegetarian (1 slice)</p>	 <p>vegetable soup – canned (1 cup)</p>

Go Ahead 0-200mg	Watch Out 200-400mg	Too Much! 400+mg

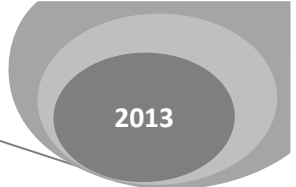
**Reducing Salt Consumption – Activity 4, Worksheet 2 – CLB 4-5**

This activity will demonstrate the amount of sodium you consume.

Look at Nutrition Facts tables on packaged foods, or you can look on the Internet to find the sodium levels. Write what you eat and its sodium levels in the chart below. After a day, bring this worksheet to class. This website may help you: [www.eatracker.ca/food\\_search.aspx](http://www.eatracker.ca/food_search.aspx).

**Sodium Journal**

	<b>Example</b>	<b>Your Day</b>
<b>Breakfast</b>	1 slice brown toast with butter 310 mg	
<b>Snack</b>	apple 1 mg	



<b>Lunch</b>	hotdog with ketchup 1030 mg	
<b>Snack</b>	potato chips 330 mg	
<b>Dinner</b>	homemade chicken soup 343mg	

Circle the food choices that are “Go Ahead” (0-200mg).

What changes can I make to this day to eat less sodium?

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**Reducing Salt Consumption – Activity 5, Worksheet 1 – CLB 4-5**

**Nutrition Facts Tables**

Nutrition Facts tables are an important way to look for sodium levels on packaged foods.

**Part A: Read the Nutrition Facts tables and complete the chart below.**



**A**

Nutrition Facts	
Per 4.5 cups (50 g)	
Amount	% Daily Value
<b>Calories 290</b>	
<b>Fat 20 g</b>	<b>31 %</b>
Saturated Fat 3.5 g + Trans Fat 5 g	<b>43 %</b>
<b>Cholesterol 5 mg</b>	
<b>Sodium 470 mg</b>	<b>20 %</b>
<b>Carbohydrate 25 g</b>	<b>8 %</b>
Fibre 5 g	<b>20 %</b>
Sugars 2 g	
<b>Protein 4 g</b>	
Vitamin A 15 %	Vitamin C 0 %
Calcium 4 %	Iron 8 %

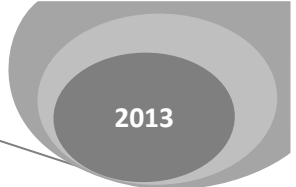
**B**

Nutrition Facts Valeur nutritive	
Per 1/2 cup (50 g) / pour 1/2 tasse (50 g)	
Amount Teneur	% Daily Value % valeur quotidienne
<b>Calories / Calories 170</b>	
<b>Fat / Lipides 0.1 g</b>	<b>1 %</b>
Saturated / saturés 0.1 g + Trans / trans 0 g	<b>1 %</b>
<b>Cholesterol / Cholestérol 0 mg</b>	
<b>Sodium / Sodium 5 mg</b>	<b>1 %</b>
<b>Carbohydrate / Glucides 41 g</b>	<b>14 %</b>
Fibre / Fibres 1 g	<b>4 %</b>
Sugars / Sucres 33 g	
<b>Protein / Protéines 2 g</b>	
Vitamin A / Vitamine A	10 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	2 %
Iron / Fer	10 %

**C**

Nutrition Facts	
Per 16 pretzels (50 g)	
Amount	% Daily Value
<b>Calories 200</b>	
<b>Fat 2 g</b>	<b>3 %</b>
Saturated Fat 0.4 g + Trans Fat 0 g	<b>2 %</b>
<b>Cholesterol 0 mg</b>	
<b>Sodium 870 mg</b>	<b>36 %</b>
<b>Carbohydrate 41 g</b>	<b>14 %</b>
Fibre 2 g	<b>8 %</b>
Sugars 2 g	
<b>Protein 5 g</b>	
Vitamin A 0 %	Vitamin C 0 %
Calcium 4 %	Iron 25 %

	<b>A</b>	<b>B</b>	<b>C</b>
What is the serving size?			



How many milligrams (mg) of sodium are in one serving?			
What is the % Daily Value for sodium in one serving?			
Is this a little or a lot of salt?			

**Part B: Answer the questions below.**

1. Which table has the lowest amount of sodium per serving? \_\_\_\_\_
2. Which table has the most sodium per serving? \_\_\_\_\_
3. Are all the serving sizes the same? \_\_\_\_\_

**Reducing Salt Consumption – Activity 6, Worksheet 1 – CLB 4-5**

There are many simple actions you can do to lower your sodium consumption.

Ideas for lowering sodium in your diet:

- eat more homemade foods
- eat less processed foods
- rinse canned foods to remove some of the sodium
- buy fresh or frozen produce
- look for the words “unsalted” or “low in salt/sodium” on the package
- read food labels and buy food that is low in sodium

**A**

**B**



1 Compare A and B. Write one sentence.

---

**A**



**B**



2 Compare A and B. Write one sentence.

---

**Reducing Salt Consumption – Activity 6, Worksheet 2 – CLB 4-5**

Using the vocabulary from the pictures below, write a paragraph on how to prepare canned peas in a healthy method.

Don't forget to use transition words (first, second, next, finally).



cook



rinse



eat!



open



wash

---

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---

---

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**Reducing Salt Consumption – Activity 6, Worksheet 3 – CLB 4-5**

This is for your personal knowledge.

At home, find common foods with Nutrition Facts tables. Write down the food and the amount of salt in each item.

You can also look on: [http://www.eatracker.ca/food\\_search.aspx](http://www.eatracker.ca/food_search.aspx)

Food	mg per serving
potato chips	330 mg
1.	
2.	



3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## **Reducing Salt Consumption – Activity 7, Worksheet 1 – CLB 4-5**

Many people use salt to flavour their foods.  
There are healthier ways to season food.

Your assignment is to present a seasoning to the class.  
Your poster presentation will include:

- title
- pictures
- description (colour, size, form—powder/seed/other)
- maps (to show where it is from)
- uses (which food it pairs with)
- flavour (spicy/sweet)
- your opinion (examples: “I find it delicious” or “it is too spicy for me”)
- optional: recipes

\*You can add more information if you want.

**Internet Resources:**

<http://www.spiceadvice.com/>

[http://en.wikipedia.org/wiki/List\\_of\\_culinary\\_herbs\\_and\\_spices](http://en.wikipedia.org/wiki/List_of_culinary_herbs_and_spices)

**Reducing Sodium Consumption – Activity 7, Worksheet 2 – CLB 4-5**

Seasoning	Colour	Size	Flavour	Cook with...
salt	white	small	salty	meat and vegetables

# **Assessments & Learner Self-Reflection**

**Reducing Salt Consumption – Assessment 1 – CLB 4****Reading**

Competency: Comprehending Information

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

Read the sentence and circle if the statement is true or false.

Then write a sentence to explain your answer.

1. Fresh and homemade food is healthier than processed food.      True    False
  
2. Eating a lot of sodium is healthy.      True    False
  
3. Rinsing canned vegetables reduces salt.      True    False
  
4. Herbs and spices add flavour.      True    False
  
5. Processed and restaurant foods are low in sodium.      True    False
  
6. It is easy to lower your sodium consumption.      True    False

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

10/12 = Task achieved:    Yes    No

**Reducing Salt Consumption – Assessment 2 – CLB 5**

**Reading**

Competency: Comprehending Information

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

Read the sentence and circle if the statement is true or false.  
Then write a sentence to explain you answer.

- |  |      |       |
|--|------|-------|
| 1. Fresh and homemade food is healthier than processed food. | True | False |
| 2. Eating a lot of sodium is healthy.                        | True | False |
| 3. Rinsing canned vegetables reduces salt.                   | True | False |
| 4. Herbs and spices add flavour.                             | True | False |
| 5. It is better to make soup than to buy packaged soup.      | True | False |
| 6. Processed and restaurant foods are low in sodium.         | True | False |
| 7. Food labels are not helpful.                              | True | False |
| 8. It is easy to lower your sodium consumption.              | True | False |

Total: \_\_\_\_\_ /16

13/16 = Task achieved: Yes No

**Reducing Salt Consumption – Learner Self-Reflection – CLB 4-5**

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

*After this lesson I feel ready to...?*

eat in restaurants less often.	Yes	No	I already do this
eat less processed foods (pre-made food).	Yes	No	I already do this
remove the salt shaker from my table.	Yes	No	I already do this
flavour food with seasonings, not salt.	Yes	No	I already do this
check the nutrition fact table on food packages.	Yes	No	I already do this
eat more home-made soup, not pre-made soup.	Yes	No	I already do this
look for these phrases on food labels when shopping: “low in salt”, “salt free”.	Yes	No	I already do this
eat more fruits and vegetables.	Yes	No	I already do this
rinse canned vegetables before cooking.	Yes	No	I already do this



