

Drinks in Canada

Lesson Plans

CLB 2-3

2020

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Introduction

What is included in this lesson plan?

- **Instructor Notes** provide tips and suggestions on how to use the lesson plans.
- **Activities** designed to focus on listening, speaking, reading or writing skills. The activities are interactive and encourage learning through participation and dialogue.
- **Assessments** designed to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PBLA).

Who is this lesson plan for, and how can it be used?

- Anyone who teaches ESL/LINC, and who would like to include healthy eating content in their language teaching.

The lesson plans seek to introduce newcomers to Canadian food culture and healthy eating practices, while encouraging learners to maintain healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it's not possible to include foods and practices of all learners. Instead, we encourage instructors to start discussions with learners on popular foods and healthy eating practices from their countries of origin.

Alberta Health Services, 2020

Contact

If you have questions or comments about the nutrition lesson plans, please contact:

Public Health - Nutrition Services
Alberta Health Services
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Instructor Notes

Core contents:

Learn how much added sugar is in many drinks so that healthier choices can be made when choosing drinks.

Learning objectives:

- Learn how much added sugar is in many drinks
- Understand that tap water is safe to drink

Background information:

- Review Alberta Health Services (AHS) [Sugar Shocker Education Kit \(manual\) - Background](#) (pages 14-24)
- Review Alberta Health Services (AHS) [Label Reading the Healthy Way](#)
- Quality standards for bottled water and [tap water in Canada](#) are similar. Both bottled water and municipally distributed tap water are considered safe if they meet or exceed required health and safety standards. If outside of towns and cities, or using well-water ensure it is safe to drink.
- As part of the lesson, reviewing the Drinks in Canada Presentation found in the [Newcomer Nutrition Education Toolkit](#) may help participants complete the activities.

Materials you'll need:

- Drinks in Canada presentation (found in [Newcomer Nutrition Education Toolkit](#))
- Copies of worksheets
- Pens or pencils
- White board or flip chart
- Markers

Additional and optional materials can be used alongside the worksheets to facilitate learning:

- AHS [Sugar Shocker Education Kit and Manual](#). You may also be able to borrow a kit – contact your local public health centre.
- Drinks in Canada Display (Found in [Newcomer Nutrition Education Toolkit](#))

Vocabulary

Warm-up: drink, pop, energy drink, fruit juice, milk, coffee, tea, iced tea, chocolate milk, iced coffee slush, tap water, sports drink

Activity 1: teaspoons (tsp), how much

Activity 2: most, least, ingredient(s), Nutrition Facts table

Activity 3: cities, towns, Alberta, tested, cheap, everywhere, home, school, work, bottled, environment, refill, reusable, washed, tastes.

Activity 4: same as Activity 3

Activity 5: What kind, is there, how big, what is, how much, second (as in *first, second, third*), ingredient, bottle

* You may choose or adapt any of the activities based on the needs of your learners. Assessments are based on using all the activities in a lesson plan.

Discover current knowledge

Find out what learners know about drinks, so activities can build on what they already know.

Lead a discussion to find out what learners know about drinks:

- What are some drinks that you drink every day? List on the board or on flipchart paper.
- Which drinks are healthy?
- Which drinks are not healthy? Why?
- What do sugary drinks do to our teeth?
- Who drinks water every day?
- Do you have a reusable water bottle?

Warm-up activity - reading

- Hand out [Warm-up, Worksheet](#).
- Review vocabulary for warm-up.
- Using the Word Bank, ask learners to:
 1. Circle the drinks they often have
 2. Guess which ones have the most sugar
 3. Guess which ones have the least added sugar, or no added sugar.

Possible answers:

1. (individual answers)
2. pop, energy drink, iced tea
3. water, milk, coffee, tea (any 3 of these)

Activity 1 – Information Gap

Optional Activity (no worksheet):

- Borrow or create your own AHS Sugar Shocker Education Kit (see details under “Materials Needed” section).
- Line up empty drink containers in front of the class; leave sugar packets to the side.
- Ask learners to place the number of added sugar packets they think are in each drink beside the drink.
- Use the AHS Sugar Shocker Education Kit manual to confirm the amount added of sugar in these drinks; adjust the amount beside each drink.

Activity 1, Worksheet 1:

- Hand out [Activity 1, Handout](#) and [Activity 1, Worksheet 1](#) to learners
- Practice saying the question: “How many teaspoons of sugar does _____ have?”
 - For the sports drink and energy drinks, the question is: “How many teaspoons of sugar does **a** sports 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.

Answer Key:

Drinks	Tsp of added sugar	Drinks	Tsp of added sugar
sports drink (750 mL)	10	fruit juice (250 mL)	6
pop (355 mL)	10	iced coffee slush (414 mL)	12
iced tea (591 mL)	13	energy drink (473 mL)	14

Activity 2 – Label Reading for Sugar

Note: Some Nutrition Facts tables show the amounts of nutrients in the whole bottle of a drink (or a whole box of a food). Some only show the amount of nutrients in a portion of the bottle or box. Activity 2, Worksheet 1 shows examples of Nutrition Facts tables that are for the whole container, whereas Activity 2, Worksheet 2 shows examples of Nutrition Facts tables for a portion of a container (e.g. 1 cup). You may wish to explain the differences between these labels to the participants.

Reminder: The instructor can review AHS [Label Reading the Healthy Way](#) to familiarize themselves with label reading.

- Hand out [Activity 2, Worksheet 1](#) to learners.
- Explain that there is nutrition information found on the labels of food and drinks in Canada. On the label, there is a Nutrition Facts table, which tells you how much of certain nutrients are in the food or drink. Ask learners to circle where they see **Sugars** on the Nutrition Facts table. Ask learners to fill in the sentences with how many grams (g) of sugar are in each drink.

Worksheet 1 Answer Key

1 can (355 mL) of pop has 39 g of sugar.

1 bottle (591 mL) of iced tea has 54 g of sugar.

- Hand out [Activity 2, Worksheet 2](#) to learners.
- Tell the learners that they are going to look at the Nutrition Facts tables for 1 cup (250 mL) of three different drinks. The Nutrition Facts table for pop on worksheet 1 is for the whole can (355 mL). The Nutrition Facts table for pop on worksheet 2 is for 1 cup (250 mL) of pop. 1 cup (250 mL) is less than the whole can (355 mL).
- Ask learners to circle Sugars on the Nutrition Facts table of each drink.
- Learners will then fill in the blank with how much sugar (g) is in each drink.
- Ask learners to write down the drink that has the most sugar and the drink that has the least sugar.

Worksheet 2 Answer Key

1 cup of pop has 28 g of sugar.

1 cup of fruit juice has 25 g of sugar.

Pop has the most sugar.

Milk has the least sugar.

Activity 3 – Benefits of Tap Water

- Ask “Who drinks tap water? Why?” Write learners’ ideas on board or flipchart paper.
- Activity 3 uses a story to tell learners about tap water in Alberta. See the story below. The underlined words are the words that the learner is to write on the worksheets.
Tap water is safe to drink in cities and towns in Alberta. It is tested every day. It is cheap. It is everywhere. It is at home. It is at school. It is at work. Bottled water is not good for the environment. Refill a reusable water bottle that can be washed and used again. Alberta tap water tastes good. It is healthy.
- Read the story and ask learners to fill in the blanks on the worksheets. Learners complete [Activity 3, Worksheet 1](#) (has a word bank) or [Activity 3, Worksheet 2](#) (does not have a word bank) depending on their language level.

Answer Key:

- | | | |
|----------|-----------|------------|
| 1. drink | 3. home | 7. water |
| 2. day | 4. school | 8. healthy |

Activity 4 – Reading Sentences from Activity 3

- Use the completed worksheets from Activity 3 for this next exercise.
- In pairs, learners take turns reading their completed paragraph on [Activity 3, Worksheet 1](#) or [Activity 3, Worksheet 2](#) out loud.

Activity 5 – Label Reading: Finding Information

- Hand out [Activity 5, Handout](#) and [Activity 5, Worksheet 1](#) to learners
- Have learners read the label on [Activity 5, Handout](#).
- Depending on their language level, learners can use [Activity 5, Worksheet 1](#) to answer the questions on their own or copy the answers on the worksheet as they are discussed.
- Discuss the questions and answers on [Activity 5, Worksheet 1](#) collaboratively with learners. Write the answers on a whiteboard or screen.

Answer Key:

- | | | |
|-------------|-----------|-------------------------|
| 1. iced tea | 3. 591 mL | 5. 54 g |
| 2. yes | 4. sugar | 6. (individual answers) |

Assessments 1 and 2 – Reading: Label Reading for Sugar

Reading: IV. Comprehending Information

- Hand out [Assessment 1](#) to CLB 2 learners and [Assessment 2](#) to CLB 3 learners.
- Learners read the content.
- Learners write True or False after each statement.
- When marked, put in the Language Companion in the My Portfolio Writing section.

Assessment 1 Answer Key:

- | | | |
|-------------------|----------|---------------------|
| 1. False (355 mL) | 3. True | 5. False (caffeine) |
| 2. True | 4. False | |

Assessment 2 Answer Key:

- | | | |
|-------------------|---------------------|---------|
| 1. False (355 mL) | 4. False | 7. True |
| 2. True | 5. False (caffeine) | |
| 3. True | 6. True | |

Assessments 3 and 4 – Writing: Writing about what you Drink

Writing: IV. Sharing Information

- Hand out [Assessment 3](#) to CLB 2 learners and [Assessment 4](#) to CLB 3 learners.
- Learners write sentences about what they drink, using the provided story for examples of sentence structure and content.
CLB 2 learners write 3 basic sentences about what they drink.
CLB 3 learners write 5 sentences about what they drink and why.
- Explain the rubric at the bottom of the assessments so learners know what is being assessed.
- When marked, put in the Language Companion in the My Portfolio Writing section.

Resources

For more healthy eating resources visit:

Alberta Health Services, Health Eating Starts Here www.healthyeatingstartshere.ca

Dietitians of Canada www.unlockfood.ca

Warm-up – Worksheet

Word Bank

pop 	tap water  <small>ImagesBG, H2O, Water, Pure, Clean, Filtered, CCO</small>	fruit juice 	milk 	sports drink 
energy drink 	tea 	coffee 	iced coffee slush 	iced tea 

Task:






1. Circle the drinks you have most often.
2. Copy the 3 drinks that you think have the most sugar.

3. Copy the 3 drinks that you think have the least sugar.


Teaspoon (tsp) of sugar

Activity 1, Handout



Drink	Serving size	Sugar per serving	Sugar per cup (250 mL)
fruit juice 	1 cup (250 mL)	6 tsp	6 tsp
iced tea 	1 bottle (591 mL)	13 tsp	6 tsp
pop 	1 can (355 mL)	10 tsp	7 tsp
sports drink 	1 bottle (750 mL)	10 tsp	3 tsp
energy drink 	1 can (473 mL)	14 tsp	8 tsp

Newcomer Nutrition Education Toolkit

Drink	Serving size	Sugar per serving	Sugar per cup (250 mL)
iced coffee slush 	1 medium (414 mL)	12 tsp	7 tsp

Activity 1, Worksheet 1 – Information Gap

Task:

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

Drink	Teaspoons of sugar	Drink	Teaspoons of sugar
sports drink (750 mL)		fruit juice (250 mL)	
pop (355 mL)		iced coffee slush (414 mL)	
iced tea (591 mL)		energy drink (473 mL)	

Activity 2, Worksheet 1 – Label Reading for Sugar

Task: Circle sugars on the Nutrition Facts Tables. Write down how much sugar in grams (g).



Nutrition Facts	
Per 1 can (355 ml)	
Calories 152	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 39 g	
Fibre 0 g	0 %
Sugars 39 g	39 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 15 mg	1 %
Potassium 11 mg	0 %
Calcium 7 mg	1 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	



Nutrition Facts	
Per 1 bottle (591 ml)	
Calories 219	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 54 g	
Fibre 0 g	0 %
Sugars 54 g	54 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 21 mg	0 %
Potassium 19 mg	2 %
Calcium 3 mg	1 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	

1 can (355 mL) of pop has _____ g of sugar.

1 bottle (591 mL) of iced tea has _____g of sugar.

Activity 2, Worksheet 2 – Label Reading for Sugar

Task: Circle sugars on the Nutrition Facts Tables. Fill in the blanks.

Nutrition Facts	
Per 1 cup (250 ml)	
Calories 107	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 28 g	
Fibre 0 g	0 %
Sugars 28 g	28 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 10 mg	0 %
Potassium 8 mg	0 %
Calcium 5 mg	0 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	

Nutrition Facts	
Per 1 cup (250 ml)	
Calories 219	% Daily Value*
Fat 2.5 g	4 %
Saturated 1.5 g	8 %
+Trans 0 g	
Carbohydrate 54 g	
Fibre 0 g	0 %
Sugars 12 g	12 %
Protein 0 g	
Cholesterol 10 mg	
Sodium 120 mg	5 %
Potassium 387 mg	8 %
Calcium 322 mg	30 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	

Nutrition Facts	
Per 1 cup (250 ml)	
Calories 121	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 54 g	
Fibre 0 g	0 %
Sugars 25 g	25 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 10 mg	0 %
Potassium 265 mg	6 %
Calcium 21 mg	2 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	



1 cup of _____ has 28 g of sugar.

1 cup of _____ has 25 g of sugar.

1 cup of _____ has 12 g of sugar.

_____ has the most sugar.

_____ has the least sugar.

Activity 3, Worksheet 1 – Benefits of Tap Water

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

Word Bank

day	healthy	school
drink	home	water

1. Tap water is safe to _____ in cities and towns in Alberta.

2. It is tested every _____.

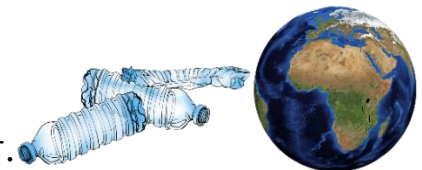
3. It is cheap. It is everywhere. It is at _____.



ImagesBG, [H2O, Water, Pure, Clean, Filtered, CCO](#)

4. It is at _____. It is at work.

5. Bottled water is not good for the environment.



qimono, [world-globe-earth-planet-blue, CCO](#)

LillyCantabile, [plastic-waste, CCO](#)

6. Refill a reusable water bottle that can be washed and used again.



7. Alberta tap _____ tastes good.

8. It is _____.

Activity 3, Worksheet 2 – Benefits of Tap Water

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

1. Tap water is safe to _____ in cities and towns in Alberta.

2. It is tested every _____.

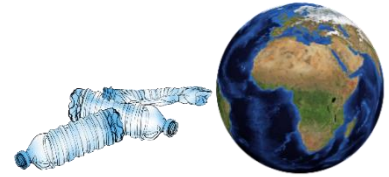
3. It is cheap. It is everywhere. It is at _____.



ImagesBG, [H2O. Water.](#)
[Pure. Clean. Filtered.](#) [CCO](#)

4. It is at _____. It is at work.

5. Bottled water is not good for the environment.



qimono, [world-globe-earth-planet-blue.](#) [CCO](#)
LillyCantabile, [plastic-waste.](#) [CCO](#)

6. Refill a reusable water bottle that can be washed and used again.



7. Alberta tap _____ tastes good.

8. It is _____.

Activity 5, Handout – Label Reading: Finding Information

Task: Read the label. Answer the questions.



Nutrition Facts	
Per 1 bottle (591 ml)	
Calories 219	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 54 g	
Fibre 0 g	0 %
Sugars 54 g	54 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 21 mg	0 %
Potassium 19 mg	2 %
Calcium 3 mg	1 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	

Ingredients: water, sugar, citric acid, tea from tea leaves, lemon juice

Activity 5, Worksheet 1 –Label Reading: Finding Information

Understanding the reading:

1. What kind of drink is this?
2. Is there tea in this drink?
3. How big is the bottle (how many mL)?
4. What is the second ingredient?
5. How much sugar is in one bottle?

Thinking about the reading:

1. Do you think this drink is healthy? Why or why not?

Assessment 1 – CLB 2, Drinks in Canada

Reading: IV. Comprehending Information

Name: _____ Date: _____

Task: Read the label. Write True or False after each question.



Nutrition Facts	
Per 1 can (355 ml)	
Calories 152	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 39 g	
Fibre 0 g	0 %
Sugars 39 g	39 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 15 mg	1 %
Potassium 11 mg	0 %
Calcium 7 mg	1 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	

Ingredients: water, sugar, caramel colour, phosphoric acid, caffeine

	True ✓ or False ✗
1. 1 can of pop is 100 mL.	
2. 1 can of pop has 39 g of sugar.	
3. The second ingredient in pop is sugar.	
4. Honey is an ingredient in pop.	
5. The last ingredient in pop is water.	

Pass: 4/5

Total: ___/5

with / without help

Assessment 2 – CLB 3, Drinks in Canada

Reading: IV. Comprehending Information

Name: _____

Date: _____

Task: Read the label. Read the story. Write True or False after each question.



Nutrition Facts	
Per 1 can (355 ml)	
Calories 152	% Daily Value*
Fat 0 g	0 %
Saturated 0 g	0 %
+Trans 0 g	
Carbohydrate 39 g	
Fibre 0 g	0 %
Sugars 39 g	39 %
Protein 0 g	
Cholesterol 0 mg	
Sodium 15 mg	1 %
Potassium 11 mg	0 %
Calcium 7 mg	1 %
Iron 0 mg	0 %
*5% or less is a little, 15% or more is a lot	

Ingredients: water, sugar, caramel colour, phosphoric acid, caffeine



Story:

My name is Brenda.

Did you know that too much sugar is bad for your teeth?

I drink water every day.



LPuo, [People-Mouth-Smile](#), [CCO](#)

Keegan Checks, [Woman in Yellow Cami Top](#), [CCO](#)

	True ✓ or False ✗
1. 1 can of pop is 100 mL.	
2. 1 can of pop has 39 g of sugar.	
3. The second ingredient in pop is sugar.	
4. Honey is an ingredient in pop.	
5. The last ingredient in pop is water.	
6. Too much sugar is bad for your teeth.	
7. Brenda drinks water every day.	

Pass: 5/7

Total: ___/7

with / without help

Assessment 3 – CLB 2, Drinks in Canada

Writing: IV. Sharing Information

Name: _____ Date: _____

Task: Read the story. Write 3 sentences about what you drink.



Tophee Marquez, [Man drinking milk from glass](#), [CCO](#)

Tophee's story about drinks:

I drink tea every morning. I like the taste.



I like milk. I drink milk for breakfast. Milk is good for bones.



Silvia_P Design, [Skeleton](#), [weis fall, run, stumble](#), [CCO](#)

I drink pop for lunch once a week.

I use a water bottle at work. I drink water every day. Water is healthy.



My story about drinks:

Instructor's Feedback: Drinks in Canada - CLB 2, Assessment 3
Writing: IV. Sharing Information

Name: _____ Date: _____

	YES	NOT YET
Holistic: Student can write a short description of what they drink (3 sentences)*		
Analytic:		
1. Used a few connected sentences		
2. Most words were spelled correctly		
3. Vocabulary was good		
4. Had mostly good capitalization and punctuation		
5. Message was mostly clear		
For next time please:		

*Must be 'YES' Pass = 4/5 Total: ___/5 with / without help

Assessment 4 - CLB 3, Drinks in Canada

Writing: IV. Sharing Information

Name: _____ Date: _____

Task: Read the story. Write 5 sentences about what you drink and why.



Tophee Marquez, [Man drinking milk from glass](#). [CCO](#)

Tophee's story about drinks:

I have a cup of tea every morning. I like the taste. I use a little sugar. A lot of sugar is not good for my teeth.

My kids drink milk at breakfast and supper. Milk is good for bones. Sometimes, I drink milk for breakfast too.

I have pop once a week. I drink it with my friend.

Water is my favorite drink. I use a water bottle at work. I drink water every day. Water is healthy.



Silvia_P Design, [Skeleton, weis fall, run, stumble](#). [CCO](#)

My story about drinks:

Instructor's Feedback Drinks in Canada - CLB 3, Assessment 4
Writing: IV. Sharing Information

Name: _____ Date: _____

	YES	NOT YET
Holistic: Student can write a short description of what they drink (5 sentences)*		
Analytic:		
1. Used a few connected sentences		
2. Most words were spelled correctly		
3. Vocabulary was good (used 2 – 3 drinks)		
4. Had mostly good capitalization and punctuation		
5. Has developing control of simple grammatical structures		
6. Had a good description and message was mostly clear		
For next time please:		

*Must be 'YES' Pass: 5/6 Total: ___/6 with / without help

Newcomer Nutrition Education Toolkit

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Acknowledgements

Nutrition Services would like to thank staff from the Central Alberta Refugee Effort (C.A.R.E.), and the Edmonton Catholic Separate School Division Language Instruction for Newcomers to Canada Program (ECSD LINC), for sharing their time and expertise to help shape our adapted lesson plans.

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Language Learning for Health

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

OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans