

# Drinks in Canada

## Lesson Plans

CLB 4-5

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 drinks so that healthier choices can be made when choosing drinks.

## Learning objectives:

- Learn how much added sugar is in common beverages
- Understand the relationship between sugar consumption and health
- 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 the [Newcomer Nutrition Education Toolkit](#))

## Vocabulary

**Warm-up:** Vocabulary Jigsaw (Note: the learners will work together to find the definitions, so do not pre-teach the vocabulary)

Beverage, bottled water, chocolate milk, energy drink, fruit drink, fruit cocktail, fruit beverage, fruit punch, fruit juice, healthy, natural sugar, added sugar, pop, reusable water bottle, sugary drink, tap water, unsweetened fortified soy, beverage

**Activity 1:** predict, teaspoons, mL, sugar, pop, fruit juice, fruit drink, water, milk, energy drink, sports drink, iced tea

**Activity 2:** regularly, linked to, obesity, cardiovascular disease, tooth decay, nutrients, added sugar, sugary drink(s)

**Activity 3:** readily available, luxury, fortunate, bottled water, expensive, waste, refill, reusable, daily basis

**Activity 4:** Nutrition Facts table, Ingredient list, Percent Daily Value (% DV), calcium

**Activity 5:** Vocabulary depends on which parts of the presentation the instructor chooses to use

\*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 or family members drink every day? List on the board or on flipchart paper.
- Which drinks are healthy?
- Which drinks are not healthy? Why?
- Who drinks coffee or tea every day? What do you add to it? (*milk, sugar, honey*)
- Why do you think we are talking about this today?
- Who drinks water every day?
- “This is my reusable water bottle, which I fill with tap water every day.”
- “I drink tap water every day because it tastes good, it’s safe to drink, it’s free and it’s convenient. My water bottle here is filled with tap water.”

## Warm-up – Vocabulary Jigsaw

- Before class, make a copy of the [Warm-up Reference Table](#), which is the Master Vocabulary and Definition Table; cut the definitions into strips so each strip includes one vocabulary word and its definition.
- Hand out [Warm-up Worksheet](#) to learners.
- Hand out strips of the [Warm-up Reference Table](#) so each learner has a different word and definition.
- Ask learners to copy the definition onto their worksheet next to the appropriate word.
- Learners then give the original strip back to the instructor.
- Each learner should have only one definition on their Warm-up Worksheet at this point.
- Put learners in groups of 3 or 4, according to class size.

- In each group, learners then take turns dictating their particular definition to their group. The other learners must write down the dictation. They cannot show their copy to the other learners for clarification. If the learners do not understand what the person dictating is saying, they can ask for clarification. For example:  
*Can you repeat that? How do you spell that word?*
- At the end of the first round, each group of learners will have three or four definitions on their worksheet.
- Now, put learners in new groups of 3 or 4. This time, each learner has 3 or 4 different definitions.
- Learners then dictate their 3 or 4 definitions to the other learners.
- Repeat this procedure until all learners have all the definitions.
- Hand out the [Warm-up Reference Table](#) so learners can check their definitions and spelling.

### Activity 1 – Predicting the Amount of Sugar in Drinks

#### Optional Activity (no worksheet):

- Borrow or create your own AHS Sugar Shocker Education Kit (see details under [Materials You'll Need](#) 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 Alberta Health Services, 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, Worksheet 1](#) to learners.
- Learners work with a partner to predict how many teaspoons of sugar are in each drink. Learners use Activity 1, Worksheet 1 to write their guesses. **One teaspoon of sugar = 1 packet of sugar = 4 grams of sugar**
- Be sure to point out that the drinks are not all the same size, which will affect the answers.
- After they have guessed all the answers, dictate the correct numbers and then give everyone a copy of the [Activity 1, Handout](#) so they can see the other items and check their answers.
- Discuss the results as a class. Were learners surprised by the amounts? Will this information change anything learners drink?

## Activity 2 – Reading for Information

- Learners read the information on [Activity 2, Reading](#) and answer the True and False questions on [Activity 2, Worksheet 1](#).
- Underlined words may be new or difficult for learners and could be taught or discussed before reading starts.

### Answer key:

- |         |          |          |          |         |
|---------|----------|----------|----------|---------|
| 1. True | 2. True  | 3. False | 4. False | 5. True |
| 6. True | 7. False | 8. True  | 9. True  |         |

## Activity 3 – Benefits of Tap Water

(no worksheet)

- If the instructor feels there are new words in the transcript, these could be discussed before reading aloud.
- Instructor reads the following transcript twice:

Transcript:

*Having clean, safe water readily available to a community is a great luxury. In cities and towns in Alberta, we are very fortunate that our tap water is inexpensive, and it is tested for safety. It is an excellent idea to drink tap water everyday instead of buying bottled water. Bottled water is expensive and creates a lot of waste because there is so much plastic used. It is much better to refill a reusable bottle that can be washed and used again on a daily basis. Best of all, the tap water in Alberta is healthy!*

- Learners listen and take brief notes.
- Then learners reconstruct the text in writing, not word for word, but using the information provided to write their own sentences.
- Learners can work alone or talk with a partner or small group about the information before writing.
- Alternately, they can work with a partner to discuss grammar and spelling before handing in their worksheet to the instructor.

## Activity 4 – Label Reading

- Reminder: The instructor can review Alberta Health Services (AHS) [Label Reading the Healthy Way](#) to familiarize themselves with label reading.
- Learners read the information on [Activity 4, Worksheet 1](#) and complete the tasks/answer the questions on [Activity 4, Worksheet 2](#).
- Discuss all answers with the group.

### Answer key:

1. Nutrition Facts table

3. Serving size

6. % DV for sugars

1. Ingredient list

3. Added sugar

| Pop  |                |
|--|----------------|
| <b>Nutrition Facts</b>   |                |
| Per 1 cup (250 ml)   |                |
| Calories 107   | % Daily Value* |
| <b>Fat 0 g</b>   | <b>0 %</b>     |
| Saturated 0 g  | 0 %            |
| +Trans 0 g   | 0 %            |
| <b>Carbohydrate 28 g</b>   |                |
| Fibre 0 g  | 0 %            |
| Sugars 28 g  | 28 %           |
| <b>Protein 0 g</b>   |                |
| <b>Cholesterol 0 mg</b>  |                |
| <b>Sodium 10 mg</b>  | <b>0 %</b>     |
| Potassium 8 mg   | 0 %            |
| Calcium 5 mg   | 0 %            |
| Iron 0 mg  | 0 %            |
| *5% or less is a little, 15% or more is a lot  |                |
| <b>Ingredients:</b> water, glucose-fructose, caramel colour, phosphoric acid, caffeine |                |

| Iced Tea   |                |
|--|----------------|
| <b>Nutrition Facts</b>   |                |
| Per 1 bottle (591 ml)  |                |
| Calories 219   | % Daily Value* |
| <b>Fat 0 g</b>   | <b>0 %</b>     |
| Saturated 0 g  | 0 %            |
| +Trans 0 g   | 0 %            |
| <b>Carbohydrate 54 g</b>   |                |
| Fibre 0 g  | 0 %            |
| Sugars 54 g  | 54 %           |
| <b>Protein 0 g</b>   |                |
| <b>Cholesterol 0 mg</b>  |                |
| <b>Sodium 21 mg</b>  | <b>0 %</b>     |
| Potassium 19 mg  | 2 %            |
| Calcium 3 mg   | 1 %            |
| Iron 0 mg  | 0 %            |
| *5% or less is a little, 15% or more is a lot  |                |
| <b>Ingredients:</b> water, corn syrup, citric acid, tea from tea leaves, lemon juice |                |



2a. 591 mL

5a. 54 g

5b. 28 g

6a. A lot

6b. A lot

7a. 1%

7b. 0%

7c. No

8a. Answers may vary. Suggested answer: No; Pop has a lot of sugar, pop has no calcium.

8b. Answers may vary. Suggested answer: No; Iced tea has a lot of sugar, iced tea has no calcium.

## Activity 5 – Drinks in Canada Presentation; Speaking: What I Learned

- Hand out [Activity 5, Worksheet 1](#) to learners.
- Review the Drinks in Canada presentation in the [Newcomer Nutrition Education Toolkit](#) (see details under “Materials Needed” section) with learners.
- Learners can make notes on [Activity 5, Worksheet 1](#) while listening to the presentation.
- After the presentation, learners pair up and tell each other what they learned using short sentences and some longer compound sentences, with clear evidence of connected discourse.

## Assessment 1 and 2 – Reading: An Article about Water

Reading: IV. Comprehending Information

- Hand out [Assessment 1](#) to CLB 4 learners and [Assessment 2](#) to CLB 5 learners.
- Learners read the article and answer the questions.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Writing section.

### Answers:

#### CLB 4

- a
- d
- c
- c
- b
- Answers may include:
  - drink water with your meals
  - ask for water with your food when eating at a restaurant
  - carry a reusable water bottle when you are out
  - try a fruit and herb infused water or carbonated (fizzy) water. Water tastes great with chopped apples and a cinnamon stick or raspberries and cucumber.
  - drink water during and after physical activity or playing sports

## Newcomer Nutrition Education Toolkit

- Answers may include:
  - milk (unsweetened)
  - soy beverage (unsweetened)
  - almond beverage (unsweetened)
  - coffee (unsweetened)
  - tea (unsweetened)
  - This section is about healthy drinks other than water. All the other sections are about water.

### CLB 5

1. a
2. c
3. c
4. c
5. b
6. Answers may include:
  - drink water with your meals
  - ask for water with your food when eating at a restaurant
  - carry a reusable water bottle when you are out
  - try a fruit and herb infused water or carbonated (fizzy) water. Water tastes great with chopped apples and a cinnamon stick or raspberries and cucumber.
  - drink water during and after physical activity or playing sports
  - This section is about healthy drinks other than water. All the other sections are about water.

## Assessment 3 - Writing: Writing about What Happened in Class

### Writing: IV. Sharing Information

- Hand out [Assessment 3](#) to CLB 4 learners
- Learners write a 5-8 sentence email to a friend who missed the Drinks class(es). They must use email format and describe to their friend what occurred (in general) in the class(es) so their friend is aware of what they missed.
- This can be used as a Portfolio Based Language Assessment (PBLA). When marked, put in the Language Companion in the My Portfolio Writing section.

## Assessment 4 - Writing: Writing about a Presentation

Writing: II. Reproducing Information

- Hand out [Assessment 4](#) to CLB 5 learners
- Instructors present 5 minutes of content from the Drinks in Canada presentation in the [Newcomer Nutrition Education Toolkit](#) (see details under “Materials Needed” section). Instructors select a few slides from the slide deck to present based on the learning level of the students.
- Learners write 1 paragraph of 5-8 sentences about what they learned from the presentation.
- This can be used as a Portfolio Based Language Assessment (PBLA). 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](http://www.healthyeatingstartshere.ca)

Dietitians of Canada [www.unlockfood.ca](http://www.unlockfood.ca)

## Warm-up – Reference Table



| Vocabulary  | Definition  |
|---|---|
| <b>beverage</b>   | A drink   |
| <b>bottled water</b>  | Water that you buy, which comes in a plastic bottle                               |
| <b>chocolate milk</b>   | Chocolate flavoured milk with added sugar   |
| <b>energy drink</b>   | A drink containing caffeine and other ingredients; often high in added sugar      |
| <b>fruit drink, fruit cocktail, fruit beverage, fruit punch</b> | A drink that may contain some juice, but also has added sugar                     |
| <b>fruit juice</b>  | 100% juice; does not have added sugar. Has lots of natural sugar.                 |
| <b>healthy</b>  | Good for your health  |
| <b>natural sugar</b>  | Sugars that are naturally in foods like milk and fruit                            |
| <b>added sugar</b>  | Sugars that are added to foods  |
| <b>pop</b>  | A carbonated, sweetened, non-alcoholic beverage                                   |
| <b>reusable water bottle</b>                                    | A bottle that you can refill many times with tap water                            |
| <b>sugary drink</b>   | A drink that is high in sugar   |
| <b>tap water</b>  | Water that comes through the pipes from the public water system                   |
| <b>unsweetened fortified soy beverage</b>                       | A milk-like drink made from soy. Contains added (fortified) calcium and vitamin D |

## Warm-up, Worksheet 1 – Vocabulary Jigsaw

| Vocabulary  | Definition |
|---|------------|
| beverage  |            |
| bottled water   |            |
| chocolate milk  |            |
| energy drink  |            |
| fruit drink, fruit cocktail,<br>fruit beverage, fruit punch |            |
| fruit juice   |            |
| natural sugar   |            |
| added sugar   |            |
| healthy   |            |

|   |  |
|---|--|
| <b>pop</b>                                |  |
| <b>reusable water bottle</b>              |  |
| <b>sugary drink</b>                       |  |
| <b>tap water</b>                          |  |
| <b>unsweetened fortified soy beverage</b> |  |

## Activity 1, Worksheet 1 – Predicting the Amount of Sugar in Drinks

**Task:** With a partner, predict how many teaspoons (tsp) of added sugar are in each drink.

Note: The amounts of the drinks are not all the same. This may affect your guess.

| Drink                        | Tsp of added sugar | Drink                             | Tsp of added sugar |
|------------------------------|--------------------|-----------------------------------|--------------------|
| <b>sports drink</b> (750 mL) |                    | <b>chocolate milk</b> (250 mL)    |                    |
| <b>pop</b> (355 mL)          |                    | <b>iced coffee slush</b> (414 mL) |                    |
| <b>iced tea</b> (591 mL)     |                    | <b>milk</b> (250 mL)              |                    |
| <b>energy drink</b> (473 mL) |                    | <b>water</b> (250 mL)             |                    |






Discuss your answers with your partner and then check your answers using [Activity 1, Handout](#).

Are your answers correct? Are you surprised by the answers?







Teaspoon (tsp) of sugar



## Activity 1, Handout

| Drink  | Serving size   | Added sugar per serving | Added sugar per cup (250 mL)   |
|--|----------------|-------------------------|--|
| <b>water</b><br><br><small>ImagesBG, H2O, Water, Pure, Clean, Filtered, CCO</small> | 1 cup (250 mL) | 0 tsp                   | 0 tsp  |
| <b>coffee</b><br>  | 1 cup (250 mL) | 0 tsp                   | 0 tsp  |
| <b>tea</b><br>  | 1 cup (250 mL) | 0 tsp                   | 0 tsp  |
| <b>milk</b><br>   | 1 cup (250 mL) | 0 tsp                   | 0 tsp  |
| <b>fruit juice</b><br>  | 1 cup (250 mL) | 0 tsp                   | 0 tsp<br><br>Fruit juice has <b>6 tsp</b> of natural sugar.<br><b>Fruit juice is a sugary drink.</b> |



| Drink   | Serving size      | Added sugar per serving | Added sugar per cup (250 mL) |
|---|-------------------|-------------------------|------------------------------|
| <b>chocolate milk</b><br>      | 1 cup (250 mL)    | 4 tsp                   | 4 tsp                        |
| <b>iced tea</b><br>            | 1 bottle (591 mL) | 13 tsp                  | 6 tsp                        |
| <b>pop</b><br>                | 1 can (355 mL)    | 10 tsp                  | 7 tsp                        |
| <b>sports drink</b><br>      | 1 bottle (750 mL) | 10 tsp                  | 3 tsp                        |
| <b>energy drink</b><br>      | 1 can (473 mL)    | 14 tsp                  | 8 tsp                        |
| <b>iced coffee slush</b><br> | 1 medium (414 mL) | 12 tsp                  | 7 tsp                        |

## Activity 2, Reading – Reading for Information

**Task:** Read the information below, then answer the questions that follow in Activity 2, Worksheet 1.

Sugary drinks are the top source of sugars in Canada. Sugary drinks include fruit juice, which is high in natural sugars. Other sugary drinks like pop have added sugars. Added sugar includes: white sugar, brown sugar, honey, and syrup.

Regularly drinking sugary drinks is linked to increased risk of obesity, cardiovascular (heart) disease, type 2 diabetes, and even tooth decay.

Most sugary drinks contain calories but few essential healthy nutrients. People who drink a lot of sugary drinks end up drinking less milk or water. Milk, unsweetened soy beverage, and water are healthy drinks. Even though milk has some natural sugars, there are many good nutrients in milk, so it is a healthy choice.

As you can see, drinking too many sugar-sweetened beverages can be very detrimental to our health. It is important that we are all aware of the effects these drinks can have, and make wise choices for ourselves and our families.

## Activity 2, Worksheet 1 – Reading for Information

**Task:** Read and answer True or False.

1. Drinking too many sugary drinks is unhealthy for everyone. \_\_\_\_\_
2. Obesity and cardiovascular (heart) disease is linked to drinking too many sugary drinks. \_\_\_\_\_
3. Tooth decay never results from having too many sugary drinks. \_\_\_\_\_
4. Sugary drinks always contain healthy nutrients. \_\_\_\_\_
5. Milk is a healthy choice because it has good nutrients. \_\_\_\_\_
6. Honey is a type of sugar. \_\_\_\_\_
7. Fruit juice is not a sugary drink. \_\_\_\_\_
8. Sugary drinks are the top source of sugars in Canada. \_\_\_\_\_
9. Syrup is added sugar. \_\_\_\_\_

# Activity 4, Worksheet 1 – Label Reading



## Pop

| Nutrition Facts          |                       |
|--------------------------|-----------------------|
| Per 1 cup (250 ml)       |                       |
| <b>Calories 107</b>      | <b>% Daily Value*</b> |
| <b>Fat 0 g</b>           | <b>0 %</b>            |
| Saturated 0 g            | 0 %                   |
| +Trans 0 g               |                       |
| <b>Carbohydrate 28 g</b> |                       |
| Fibre 0 g                | 0 %                   |
| Sugars 28 g              | 28 %                  |
| <b>Protein 0 g</b>       |                       |
| <b>Cholesterol 0 mg</b>  |                       |
| <b>Sodium 10 mg</b>      | <b>0 %</b>            |
| Potassium 8 mg           | 0 %                   |
| Calcium 5 mg             | 0 %                   |
| Iron 0 mg                | 0 %                   |

\*5% or less is a little, 15% or more is a lot

**Ingredients:** water, glucose-fructose, caramel colour, phosphoric acid, caffeine

## Iced Tea

| Nutrition Facts          |                       |
|--------------------------|-----------------------|
| Per 1 bottle (591 ml)    |                       |
| <b>Calories 219</b>      | <b>% Daily Value*</b> |
| <b>Fat 0 g</b>           | <b>0 %</b>            |
| Saturated 0 g            | 0 %                   |
| +Trans 0 g               |                       |
| <b>Carbohydrate 54 g</b> |                       |
| Fibre 0 g                | 0 %                   |
| Sugars 54 g              | 54 %                  |
| <b>Protein 0 g</b>       |                       |
| <b>Cholesterol 0 mg</b>  |                       |
| <b>Sodium 21 mg</b>      | <b>0 %</b>            |
| 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, corn syrup, citric acid, tea from tea leaves, lemon juice

## Activity 4, Worksheet 2 – Label Reading

**Task:** Read the information. Follow the instructions.

1. There is nutrition information on the labels of most food and drinks in Canada.

Nutrition information is found in 3 places on food labels:

- Ingredient list
- Nutrition Facts table
- Nutrient content claims and health claims (Example: “Fat free” or “No added sugar”)

**Task:** Draw circles around the Nutrition Facts tables on Activity 4, Worksheet. Draw squares around the ingredient lists.

2. Some Nutrition Facts tables show the amounts of nutrients in the whole bottle of a drink (or a whole box of a food). Some Nutrition Facts tables only show the amount of nutrients in a part (serving size) of the bottle or box.

**2a. Question:** How big is the bottle of iced tea?

*Hint:* The bottle of pop in the picture is 591 mL.

**Answer:**

3. The serving size is written at the top of the Nutrition Facts table. All the information in the table is based on this amount of food or drink. If you eat/drink more or less than the serving size, you will be getting more or less of the nutrient amounts written on the Nutrition Facts table.

**Task:** Draw triangles around the serving sizes on the Nutrition Facts tables on Activity 4, Worksheet 1.

4. You can find added sugar in the ingredient list. Added sugar has many names. Some names for added sugar are: Sugar, brown sugar, syrup, honey, glucose, fructose, glucose-fructose, and sucrose.

**Task:** Underline the added sugars in the ingredient list.

5. The Nutrition Facts table shows the amount of sugar in the food or drink. It shows the amount of sugar in grams (g). This is the total amount of sugar in a serving of the food or drink. It includes natural and added sugars.

**5a. Question:** How much sugar is in 1 bottle (591 mL) of iced tea?

**Answer:**

**5b. Question:** How much sugar is in 1 cup (250 mL) of pop?

**Answer:**

6. The Percent Daily Value (% DV) is found on the right-hand side of a nutrition facts table. It shows you whether the food (or drink) has a little or a lot of a nutrient.

- 5% DV or less is a little
- 15% DV or more is a lot

**Task:** Draw circles around the % DV for sugar in pop and iced tea.

**6a. Question:** Is there a little or a lot of sugar in 1 bottle (591 mL) of iced tea?

**Answer:**

**6b. Question:** Is there a little or a lot of sugar in 1 cup (250 mL) of pop?

**Answer:**

7. Have you heard of calcium? Calcium is a nutrient that is important for growing bones and keeping them strong as adults. You get calcium from some foods and drinks.

1 cup (250 mL) of milk or fortified soy beverage has 30% DV of calcium. 30% DV is a lot.

That means that milk and fortified soy beverage are drinks that can help keep your bones strong.



Silvia\_P Design, [Skeleton](#),  
[weis fall, run, stumble](#), [CCO](#)

**7a. Question:** How much calcium (% DV) is in 1 bottle (591 mL) of iced tea?

**Answer:**

**7b. Question:** How much calcium (% DV) is in 1 cup (250 mL) of pop?

**Answer:**

**7c. Question:** Do pop and iced tea help keep your bones strong?

**Answer:**

8. You've read the label. Now, it's time to tell us what you think.

**8a. Question:** Is pop a healthy drink?

**Answer:**

**8b. Question:** Is iced tea a healthy drink?

**Answer:**

## Activity 5, Worksheet 1 – Drinks in Canada Presentation: What I Learned

**Task:** Listen to the Drinks in Canada presentation with your class. Make some notes below as you listen.

After the presentation: Talk about the Drinks in Canada presentation with a partner. Try to use some short and some long sentences.

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# Assessment 1 - CLB 4, Drinks in Canada

**Reading:** IV.

## **Making water your drink of choice**

### **Benefits of making water your drink of choice**

There are a lot of drink choices available. Some choices have a lot of sugar and saturated fat. It's best to make water your drink of choice instead!

Water is a great way to quench your thirst. It's also important for your health and it keeps you hydrated.

We need to drink water to stay hydrated because our bodies are always losing water. Our bodies lose water by sweating, breathing, and getting rid of waste (peeing and pooping).

### **Here are some tips to help make water your drink of choice:**

- drink water with your meals
- ask for water with your food when eating at a restaurant
- carry a reusable water bottle when you are out
- Try adding fruit and herbs to tap water or carbonated (fizzy) water. Water tastes great with chopped apples and a cinnamon stick, or raspberries and cucumber.
- drink water during and after physical activity or playing sports

### **Other healthy drink choices**

Healthy drink options other than water can include white milk (unsweetened lower fat milk), unsweetened fortified plant-based beverages (like soy or almond beverage) and unsweetened coffee and tea.

**Making healthy drink choices will help you to stay healthy. You need lots of water every day so choose water most often.**

Adapted from: <https://food-guide.canada.ca/en/healthy-eating-recommendations/make-water-your-drink-of-choice/#section-2>

## Assessment 1 - CLB 4, Drinks in Canada

**Reading:** IV. Comprehending Information

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

**Task:** Read the article and answer the questions

1. What is the **main** purpose of this article? (2 points)
  - a) to encourage people to choose water most often
  - b) to explain how to make water taste good
  - c) to convince people that water tastes good
  - d) to discuss healthy drinks other than water
2. How do our bodies lose water? (1 point)
  - a) sweating
  - b) breathing
  - c) getting rid of waste
  - d) all of the above
3. Which of these words could replace the bold word in this sentence?  
“We need to drink water to stay hydrated **because** our bodies are always losing water.” (2 points)
  - a) other than
  - b) either
  - c) since
  - d) instead
4. This article says, “We need to drink water to stay hydrated because our bodies are always losing water.” What does ‘hydrated’ mean? (1 point)
  - a) healthy
  - b) having enough food in your body
  - c) having enough water in your body
  - d) happy

5. Which of these words could replace the bold word in this sentence?  
“It’s **also** important for your health and it keeps you hydrated.” (2 points)
- a) not
  - b) similarly
  - c) as
  - d) due to

6. What are two ways that you can help yourself to drink more water? (1 point)

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7. What are two healthy drink options other than water? (1 point)

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8. What makes the “**Other healthy drink choices**” section different from the rest of the information in this article? (2 points)

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Pass: 9/12

Total: \_\_\_/12

with / without help

## Assessment 2 - CLB 5

**Reading:** IV

### **Making water your drink of choice**

#### **Benefits of making water your drink of choice**

There are a lot of drink choices available. Some choices have a lot of sugar and saturated fat. It's best to make water your drink of choice instead!

Water is a great way to quench your thirst. It's also important for your health and it keeps you hydrated.

We need to drink water to stay hydrated because our bodies are always losing water. Our bodies lose water by sweating, breathing, and getting rid of waste (peeing and pooping).

#### **Here are some tips to help make water your drink of choice:**

It's a good idea to drink water with your meals. At home, you can put a pitcher of water on the table at mealtime so your whole family can take as much water as they want. If you're eating at school, work, or on-the-go, you can bring a reusable water bottle with you. If you're eating at a restaurant, you can ask for water with your food.

Did you know that you can make water taste even better by adding fruit or herbs? You can add chopped fruit and herbs to tap water or carbonated (fizzy) water. Try it with chopped apples and a cinnamon stick or raspberries and cucumber.

#### **Other healthy drink choices**

Healthy drink options other than water can include white milk (unsweetened lower fat milk), unsweetened fortified plant-based beverages (like soy or almond beverage) and unsweetened coffee and tea.

**Making healthy drink choices will help you to stay healthy. You need lots of water every day so choose water most often.**

Adapted from: <https://food-guide.canada.ca/en/healthy-eating-recommendations/make-water-your-drink-of-choice/#section-2>

## Assessment 2 - CLB 5, Drinks in Canada

**Reading:** IV. Comprehending Information

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

**Task:** Read the article and then answer the questions

1. What is the **main** purpose of this article? (2 points)
  - a) to encourage people to choose water most often
  - b) to explain how to make water taste good
  - c) to convince people that water tastes good
  - d) to discuss healthy drinks other than water
2. Why might someone get thirsty if they are sweating? (2 points)
  - a) because they are working hard
  - b) because they are hungry
  - c) because they are losing water through sweat
  - d) because they want a break
3. Which of these words could replace the bold word in this sentence?  
“We need to drink water to stay hydrated **because** our bodies are always losing water.” (2 points)
  - a) other than
  - b) either
  - c) since
  - d) instead
4. This article says, “We need to drink water to stay hydrated because our bodies are always losing water.” What does ‘hydrated’ mean? (1 point)
  - a) healthy
  - b) having enough food in your body
  - c) having enough water in your body
  - d) happy

## Newcomer Nutrition Toolkit

5. "you can make water taste even better by adding fruit or herbs"

Is this a fact or an opinion? (2 points)

a) fact

b) opinion

6. What are two ways that you can help yourself to drink more water? (1 point)

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7. What makes the "**Other healthy drink choices**" section different from the rest of the information in this article? (2 points)

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Pass: 9/12

Total: \_\_\_/12

with / without help

## Assessment 3 - CLB 4, Drinks in Canada

**Writing:** IV. Sharing Information

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

**Task:** Your friend missed the classes about drinks, write an email to them to tell them what they missed.

The email should be 5-8 sentences. Write about the main ideas and give some details about what they missed. Remember to use an email layout with a Subject Line. Use complete sentences, capitals and periods, and connect your sentences.

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**Instructor's Feedback:** Drinks in Canada - CLB 4, Assessment 3

**Writing:** IV. Sharing Information

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

|  | YES | NOT YET |
|--|-----|---------|
| <b>Holistic:</b> Student can write a description of what happened in a previous class* |     |         |
| <b>Analytic:</b>   |     |         |
| 1. Email layout is correct (uses to, from, subject, message, and closure)              |     |         |
| 2. Gives main ideas with support and explanation details                               |     |         |
| 3. Almost all words are spelled correctly  |     |         |
| 4. Has good capitalization and punctuation   |     |         |
| 5. Has good control of simple grammatical structures and some coordinated clauses      |     |         |
| 6. Has a good description and message was clear  |     |         |
| For next time please:  |     |         |

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





**Instructor's Feedback:** Drinks in Canada – CLB 5, Assessment 4

**Writing:** II. Reproducing Information

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

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

|  | YES | NOT YET |
|--|-----|---------|
| <b>Holistic:</b> Student can write a description of what they learned from a presentation* |     |         |
| <b>Analytic:</b>   |     |         |
| 1. Conveys a clear message   |     |         |
| 2. Includes important points with accurate details   |     |         |
| 3. Uses appropriate connective words   |     |         |
| 3. Vocabulary is appropriate and level-appropriate   |     |         |
| 4. Spelling is good  |     |         |
| 5. Has good capitalization and punctuation   |     |         |
| 6. Demonstrates good control of simple grammatical structures and some complex structures  |     |         |
| 7. Has good paragraph structure  |     |         |
| For next time please:  |     |         |

\*Must be 'YES'      Pass: 5/7      Total: \_\_\_/7      with / without help

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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