

Drinks in Canada

Lesson Plans

Foundation L and CLB 1

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** are designed to focus on listening, speaking, reading or writing skills. The activities are interactive and encourage learning through participation and dialogue.
- **Assessments** are designed to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PBLA).
- **Learner self-reflections** capture a learner's intention to make changes as a result of what they've learned.

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
publichealth.nutrition@ahs.ca

Instructor Notes

Core contents:

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

Learning objectives:

- Identify names of drinks
- Learn how much added sugar is in 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).
- 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.
- 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 the [Newcomer Nutrition Education Toolkit](#))
- Copies of worksheets
- Pens or pencils
- Scissors
- Glue
- Grocery store flyers
- Construction paper
- White board or flip chart
- Sheet protectors

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: tap water, pop, milk, fruit juice, tea, energy drink, coffee, 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: yes, no, do, don't, juice, coffee, milk

Activity 5: sugar, healthy, unhealthy, teaspoons (tsp), added

Activity 6: tap water, safe, tested, cheap, often, everywhere, clean

* 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 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? (*sweet*)
- Who drinks milk? What kind of milk? (*white, chocolate, 1% etc.*)
- Does anyone drink soy beverage?
- Who drinks water every day?
- Tap water in cities and towns in Alberta is safe to drink.
- Who drinks juice?
- Which of the drinks that we wrote on the board are “sugary”? Sugary means to have sugar in it. (*Drinks with added sugar like pop, energy drinks, and tea are “sugary.” 100% fruit juice does not have added sugar, but it is high in natural sugar. 100% fruit juice is also a sugary drink.*)
- What can happen if we drink too many drinks that are sugary? (*Cavities in teeth, put on weight, etc.*)

Warm-up activity

- Prior to class, make copies of [Warm-up, Worksheet](#) (2 pages), 1 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.
- **Foundation L:** 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 – Drink words and pictures

- Hand out [Activity 1, Worksheet 1](#) or [Activity 1, Worksheet 2](#) to learners, depending on their language level.
- Learners draw lines to match the words to the correct pictures.
- Hand out [Activity 1, Worksheet 3](#) or [Activity 1, Worksheet 4](#) to learners, depending on their language level.
- Learners circle the correct drink name that corresponds with each drink picture.
- Hand out [Activity 1, Worksheet 5](#) or [Activity 1, Worksheet 6](#) to learners, depending on their language level.
- Learners write the name of each drink under each picture. They can use the word bank to help them. For Worksheet 6, the words in the word bank are not in the same order as the pictures.
- Learners circle what they drink every week.

Activity 2 – Copy names of drinks from grocery store flyers

(no worksheet)

- 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 drink 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

- Use [Activity 3, Picture Cards](#) (3 pages) and/or [Activity 3, Word Cards](#) (3 pages), depending on the level of your class.
- Hand out the Picture Cards and/or Word Cards to groups of learners. Learners can play the Concentration game in groups of 2-4. Each group will only need 1 set of the Picture and/or Word Cards
- Each beverage is represented in pairs. Have learners separate the pairs by cutting out the cards.
- Mix up all the cards and turn them face down. Ask participants to turn cards over two at a time to try and match the pairs. If the cards are a matching pair, they can be removed from the game. If the cards do not match, the cards are returned face side down.
- Learners can match picture cards, word cards, or picture and word cards.

Activity 4 – I drink... I don't drink...

- Hand out [Activity 4, Worksheet 1](#) to learners.
- Learners read the sentences asking, “Do you drink _____?”
- Learners answer “Yes” or “No” by writing on their worksheet.
- Hand out [Activity 4, Worksheet 2](#) to learners.
- Learners work in pairs to practice speaking.
- Learners 1 asks their partner: “Do you drink _____?”
- Learner 2 responds with: “Yes, I do.” or “No, I don’t.”
- Learner 1 circles Learner 2’s verbal answer
- Focus on pronunciation and intonation when asking questions.

Activity 5 – Where is the sugar?

- Hand out [Activity 5 Worksheet 1](#) to learners.
- Learners read the information in the first two boxes 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 correct word.
- Hand out [Activity 5 Worksheet 2](#) to learners.
- Learners compare how much sugar is in the two drinks on each page.
- Learners circle the drink with less sugar on each page.

Activity 6 – Benefits of tap water

- Hand out [Activity 6 Worksheet 1](#) to learners.
- Instructor and learners read together about the benefits of tap water.
- Hand out [Activity 6, Worksheet 2](#) or [Activity 6, Worksheet 3](#) to learners depending on their language level.
- Review benefits of drinking water: washes sugar off teeth, is cheap, is healthy, is available everywhere.

Assessments 1 and 2 – Writing: Make a Shopping List

Writing: II. Reproducing Information

- Hand out [Assessment 1](#) to Foundation L learners and [Assessment 2](#) to CLB 1 learners.
- Ask learners to copy the list onto the right-hand side. Foundation L learners must copy all drinks onto the grocery list. CLB-1 learners can choose which drinks from the word bank to include on their grocery list.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Assessments 3 and 4 – Listening: Find the Correct Drink

Listening: IV. Comprehending Information

- Hand out [Assessment 3](#) to Foundation L learners and [Assessment 4](#) to CLB 1 learners.
- Read the sentences to the learners. Learners must circle the picture of the drink that is in the sentence.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

Transcript for Assessment 3 (Foundation L)

1. I drink coffee.
2. I drink tea.
3. I drink tap water.

Transcript for Assessment 4 (CLB 1)

1. I drink coffee.
2. I drink tea.
3. I drink tap water.
4. I don't drink pop.
5. I drink milk.

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



tap water



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

pop



milk



fruit juice



Warm-up – Worksheet



tea



energy drink



coffee



chocolate milk



Activity 1, Worksheet 1 – Drink Words and Pictures

Task: Draw lines to match the words to the pictures.

1. milk



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

2. tap water



3. tea



4. coffee



Activity 1, Worksheet 2 – Drink Words and Pictures

Task: Draw a line to match the word and the picture.

1. milk



2. pop



3. tap water



4. tea



5. energy drink



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

6. coffee



Activity 1, Worksheet 3 - Drink Words and Pictures

Task: Circle the correct word beside each picture.

1.



tea

tap water

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

2.



coffee

tea

3.



milk

coffee

4.



tap water

tea

Activity 1, Worksheet 4 – Drink Words and Pictures

Task: Circle the correct word beside each picture.

1.



milk

tea

chocolate milk

2.



energy drink

tap water

tea

3.



fruit juice

pop

tap water

4.



milk

tap water

chocolate milk

5.



tea

milk

tap water

6.



tap water

coffee

fruit juice

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

Activity 1, Worksheet 5 – Drink Words and Pictures

Task: Write the correct name of the drink under each picture.

Circle what you drink every week.

Word Bank

tap water	coffee	tea	milk
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ImagesBG, [H2O, Water, Pure, Clean, Filtered](#), [CCO](#)



Activity 1, Worksheet 6 - Drink Words and Pictures

Task: Write the name of the drink under the picture.
Circle what you drink every week.

Word Bank

tap water	pop	milk	fruit juice
tea	energy drink	coffee	chocolate milk
			
			

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

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Activity 3, Picture Cards



Activity 3, Picture Cards



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



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



Activity 3, Picture Cards



Activity 3, Word Cards



milk

milk

pop

pop

coffee

coffee

Activity 3, Word Cards



fruit juice

fruit juice

tap water

tap water

tea

tea

Activity 3, Word Cards



chocolate milk

chocolate milk

energy drink

energy drink

Activity 4, Worksheet 1 – I Drink... I don't Drink...

Task: Read each question about what you drink.
Answer "Yes" or "No".

Answer



Yes

No

Do you drink juice?



Do you drink coffee?



Do you drink milk?



Activity 4, Worksheet 2 – I Drink... I don't Drink...

Task: Ask the questions to a partner.

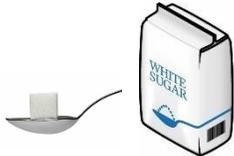
Your partner says “Yes, I do.” OR “No, I don't.”

Circle your partner's answer.

Question	Answer (circle one)	
1. Do you drink juice?	Yes, I do.	No, I don't.
2. Do you drink coffee?	Yes, I do.	No, I don't.
3. Do you drink milk?	Yes, I do.	No, I don't.

Activity 5, Worksheet 1 – Where is the Sugar?

Task: Read with your class.

				
Juice	and	pop	have	a lot of sugar.

Task: Copy the words below.

				
_____	and	_____	have	a lot of sugar.

Task: Circle the correct answer.

A lot of sugar is

healthy

unhealthy.



Activity 5, Worksheet 2 – Where is the Sugar?

Task: Circle the drink on each page that has the least sugar.

Teaspoons (tsp) of sugar

tap water



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

0 tsp of sugar

pop (355 mL)



10 tsp of sugar

Teaspoons (tsp) of sugar

tea

1 cup (250 mL)



0 tsp of sugar

**energy drink
(473 mL)**



14 tsp of sugar

Teaspoons (tsp) of sugar

coffee
1 cup (250 mL)



0 tsp of sugar

fruit juice
1 cup (250 mL)



6 tsp of sugar

Activity 6, Worksheet 1 – Benefits of Tap Water

Task: Read

Tap water in cities and towns in Alberta is safe to drink.

It is tested.

It is cheap.

It is everywhere.

It is at home.

It is at school.

It is at work.

Alberta tap water is clean.

It is healthy.



ImagesBG, H2O, Water, Pure, Clean, Filtered, CCO

Activity 6, Worksheet 2 – Benefits of Tap Water

Task: Copy the underlined words.

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

2. It is at home.



Skitterphoto, [Brown Wooden Centre Table](#), CCO

3. It is at school.



Pixabay, [Chairs classroom college desks](#), CCO

4. It is at work.



JESHOOOTS.com, [Floor-plan-on-table](#), CCO

5. It is healthy.

Activity 6, Worksheet 3 – Benefits of Tap Water

Task: Choose a word from the word bank.
Copy it onto the correct line.

Word Bank

tested	healthy	school
drink	home	water

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

It is _____.
2

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

It is at _____. It is at work.
4

Alberta tap _____ is healthy. It is _____.
5 6

Assessment 1 – Foundation L, Drinks in Canada

Writing: II. Reproducing Information

Task: Write the names of the drinks on the shopping list.

Name: _____ Date: _____

milk



coffee



tea



Shopping List

Instructor's Feedback: Drinks in Canada – Foundation L, Assessment 1

Writing: II. Reproducing Information

Name: _____

Date: _____

	YES 	NOT YET 
Holistic: Copies words legibly*		
Analytic:		
Copies all 3 words		
Writes on the lines		
Good lowercase letters		
For next time:		

*Must be 'YES' Pass: 2/3 Total: ___/3 with / without help

Assessment 2 – CLB 1, Drinks in Canada

Writing: II. Reproducing Information

Task: Write the names of 5 drinks on your shopping list.

Name: _____ Date: _____

Word Bank

coffee
tea
chocolate milk
milk
fruit juice
energy drink
pop

Shopping List

Instructor's Feedback: Drinks in Canada – CLB 1, Assessment 2
Writing: II. Reproducing Information

Name: _____ Date: _____

	YES 	NOT YET 
Holistic: Copies words legibly*		
Analytic:		
Copies all 5 words		
Writes on the lines		
Forms lowercase letters well		
Has spaces between words		
For next time:		

*Must be 'YES' Pass: 3/4 Total: ___/4 with / without help

Assessment 3, Foundation L

Listening: IV. Comprehending Information

Task: Listen to your instructor read. Circle the picture of the drink that you hear.

Name: _____ Date: _____

1.



2.



3.



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

Pass: 2/3

Total: ___/3

with / without help

Assessment 4 – CLB 1, Drinks in Canada

Listening: IV. Comprehending Information

Task: Listen to your instructor read. Circle the picture of the drink that you hear.

Name: _____ Date: _____

1.			
2.			
3.			
4.			
5.			

ImagesBG, H2O, Water, Pure, Clean, Filtered, CCO

ImagesBG, H2O, Water, Pure, Clean, Filtered, CCO

Pass: 4/5

Total: ___/5

with / without help

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