Task Title: Compare Grams of Sodium in Two Types of Soup

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☒ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: Learner will compare sodium (salt) levels in two different kinds of soup.

Main Competency/Task Group/Level Indicator:

- Understand and Use Numbers/Use measures/C3.1

Materials Required:

- Pen/pencil and paper and/or digital device

Learner Information

A cook in a healthcare facility must plan meals that meet the special dietary requirements of patients. These dietary requirements may include salt (sodium) restrictions. Scan the two soup labels and Health Canada chart.

Regular Chicken Broth

Nutrition Facts
Serv. Size 1 cup (240 mL)
Serv. Per Container About 2

Amount Per Serving	
Calories 15	Fat Cal. 10
	% DV*
Total Fat 0.5g	**1%**
Sat. Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 790mg	**33%**
Total Carb. 1g	**1%**
Sugars 1g	
Protein 1g	
Vitamin A 0% • Vitamin C 0%	
Calcium 0% • Iron 0%	

* Percent Daily Values (DV) are based on a 2,000 calorie diet.

INGREDIENTS: CHICKEN STOCK, SALT, FLAVORINGS, CHICKEN FAT, YEAST EXTRACT, EVAPORATED CANE JUICE SUGAR, VEGETABLE JUICE CONCENTRATE (CARROT, CELERY AND ONION).

Low Sodium Chicken Broth

Nutrition Facts
Serving Size 1 cup (8 fl oz) 240 mL
Servings Per Container 4

Amount Per Serving	
Calories 10	Calories from Fat 0
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 70mg	**3%**
Total Carbohydrate 1g	**0%**
Dietary Fiber 0g	**0%**
Sugars 0g	
Protein 2g	
Vitamin A 0% •	Vitamin C 0%
Calcium 0% •	Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet.

Health Canada Recommended Daily Intake for Sodium

Healthy...	should aim for the Adequate Intake (AI) of
Infants 0-6 months	120 mg/day
Infants 7-12 months	370 mg/day
Children 1-3 years	1000 mg/day
Children 4-8 years	1200 mg/day
Teens 9-13 years	1500 mg/day
Adults 14-50 years	1500 mg/day
Older adults 51-70 years	1300 mg/day
Older adults over 70 years	1200 mg/day
Pregnancy	1500 mg/day

Work Sheet

Task 1: How many milligrams of sodium would a patient consume with one cup of the regular chicken broth?

Answer:

Task 2: How many milligrams of sodium would a patient consume with one cup of the low-sodium chicken broth?

Answer:

Task 3: How much more sodium would a patient consume with one cup of the regular chicken broth than with one cup of the low-sodium chicken broth?

Answer:

Task 4: According to Health Canada, how many milligrams of sodium per day is an adequate intake for a patient who is 80 years old?

Answer:

Task 5: For lunch, an 80-year-old patient consumes one cup of regular chicken broth. How many more milligrams of sodium can the patient eat that day before he or she reaches the recommended adequate intake (AI)?

Answer:

_____

Answers

Task 1: How many milligrams of sodium would a patient consume with one cup of the regular chicken broth?

Answer: 790 mg

Task 2: How many milligrams of sodium would a patient consume with one cup of the low-sodium chicken broth?

Answer: 70 mg

Task 3: How much more sodium would a patient consume with one cup of the regular chicken broth than with one cup of the low-sodium chicken broth?

Answer: 790 mg – 70 mg = 720 mg

Task 4: According to Health Canada, how many milligrams of sodium per day is an adequate intake for a patient who is 80 years old?

Answer: 1200 mg/day

Task 5: For lunch, an 80-year-old patient consumes one cup of regular chicken broth. How many more milligrams of sodium can the patient eat that day before he or she reaches the recommended adequate intake (AI)?

Answer: 1,200 – 790 = 410 mg

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
C3.1	adds and subtracts whole number measurements			
	identifies and performs required operation			
	interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. ½, ¼)			
	interprets and represents measures using symbols and abbreviations			
	follows apparent steps to reach solutions			
	uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print): _____

Learner (print): _____