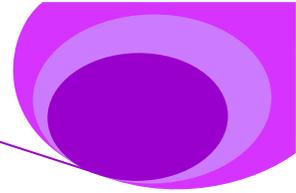


A large, abstract graphic composed of overlapping, semi-transparent purple polygons of various shades, creating a complex, crystalline shape that resembles a stylized letter 'H' or a series of connected geometric forms. The colors range from light lavender to deep magenta.

# *Language Learning for Health*

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



**Suggested citation:**

OPH-OCDSB Collaborative Team. *Language Learning for Health*. City of Ottawa - Ottawa Public Health and Ottawa-Carleton District School Board, 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 Hamming, 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

The project team would like to thank the Ottawa-Carleton District School Board and Ottawa Public Health for their contribution to this project, and the following organizations and individuals for their time and expertise:

- 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?*

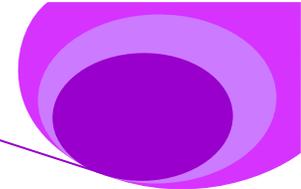
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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.

The lesson plans have been designed for instructors to use on their own as a tool for language teaching, but they can also be used in coordination with visits from public health staff. Although there is no cookie-cutter approach for the use of the lesson plans, some promising practices are emerging in different contexts in Ottawa. In some cases, an ESL/LINC instructor introduces a public health topic by covering basic concepts and vocabulary while leaving the more complex issues for a public health staff to discuss during a health session in the classroom. In other cases, the ESL/LINC instructor uses activities from the lesson plans prior to, or in conjunction with, an OPH-facilitated session, in which case both ESL/LINC and OPH staff agree on the content and sequence of activities in advance. In some cases, the OPH staff, in consultation with the ESL/LINC instructor, adapts an activity from a lesson plan focusing on the health content and leaving the language instruction component to the instructor. In any of these cases, both the instructor and the OPH staff member use the lesson plan as a *coordination tool*, ensuring that the vocabulary and content being shared with the learners is consistent, accurate, and language-level appropriate.

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

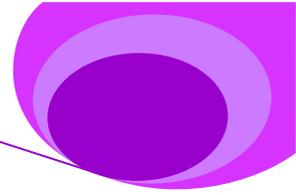
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: [OPH-ESL\\_LessonPlans@ottawa.ca](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Everybody's Food Budget

CLB 2-3





# Instructor Notes

## Everybody's Food Budget – Instructor Notes – CLB 2-3

### Core Contents:

Learn how to save money by planning before going shopping for food, being a smart shopper, and avoiding food waste.

### Learning Objectives:

- plan a menu
- make a shopping list
- understand how Canadian food stores are organized
- learn how to save money in a food store
- understand how and for how long to store food
- learn how to use leftovers

### Materials Needed:

- scissors
- Canada's Food Guide
- flipchart paper
- markers
- masking tape
- highlighters

### Word Bank

**Prior Knowledge:** supermarket, budget, (weekly) menu, cupboard, fridge, (shopping) list, store flyers, hungry, snack

**Warm-up:** n/a

**Activity 1:** n/a

**Activity 2:** meatloaf, Sheppard's Pie, stir-fry (note: The focus is on leftovers so there is no need to go over all the foods on the menu.)

**Activity 3:** n/a

**Activity 4:** staples; explain any unknown food words as learners ask

**Activity 5:** outside aisles, Canada's Food Guide, basic items, produce department, bakery, dairy department, specials, sales, brightly-coloured signs, end of aisles, expensive, convenience items, inside aisles, cashier, candy, gum, magazines

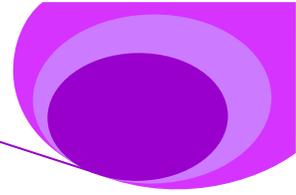
**Activity 6:** eye level, separate packages, grocery store receipt, freezer, unit price, ordinal numbers from 1<sup>st</sup> to 12<sup>th</sup>, pre-packaged, single serving, ready-to-eat,

**Activity 7:** leftover food, a waste, plastic bags, air-tight containers, within

**Activity 8:** n/a

### 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:**

- Ask learners questions, such as: Where did you shop in your country? How often do you go shopping in Canada? Why? What is different about shopping in Canada?
- Tell an anecdotal story about what you do before you go food shopping.
- Involve learners in your story by pausing frequently to allow learners to provide words or concepts if they can.
- Concepts should include:
  - i. I buy food at... (food store/supermarket)
  - ii. I know how much money I have to spend on food this week (budget)
  - iii. I plan what I am going to eat this week (menus)
  - iv. I check my cupboards and fridge to see what I need to buy
  - v. I make a shopping list
  - vi. I look at store flyers
  - vii. I try to leave my young children at home
  - viii. I snack or eat before I go food shopping

*\* 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.*

**Warm-up: Find Someone Who...**

- This activity is designed to find out what learners do around shopping for food.
- Questions are based on the best practices of how to save money and still eat healthy when food shopping.
- Hand out Warm-up, Worksheet.
- Learners ask questions to different classmates.
- Classmates must answer “Yes” for their name to be written on the line.
- Debrief the worksheet:
  - i. Tell the learners that seven of the statements are good things to do if you want to be a smart shopper and save money on food.
  - ii. Ask learners to tell you which are the seven “good” statements.
  - iii. Discuss each statement (except #1) and talk about the strengths and weaknesses of each.

Warm-up, Worksheet

**Answer Key:**

- even numbers are “good” things to do
- odd numbers are not good things to do (except #1, which is a general question)

**Activity 1 – Canada’s Food Guide**

**Competency: Comprehending Information**

- Menu planning is an important step in helping stick to a budget.

- Canada's Food Guide helps with menu planning.
- Use Canada's Food Guide to create learner awareness of current eating habits and possible changes they could make to incorporate healthier eating habits by finding out the recommended size and number of servings per day from each of the food groups for children, women, and men. This topic is covered in depth in the Ottawa Public Health unit on **Canada's Food Guide**.
- If this unit has not yet been taught, it is suggested that at least Activities 3 and 4 from the **Canada's Food Guide** unit be done in preparation for Everybody's Food Budget Activity 2.

## Activity 2 – Listening/Speaking/Reading/Writing: Planning a Menu

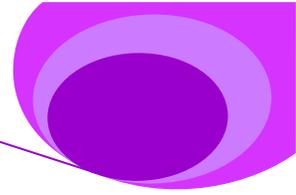
### Competencies: Sharing Information/Comprehending Information

- Hand out Activity 2, Worksheet 1A.
- Have learners highlight the Sunday, Tuesday, Wednesday dinners, and the Monday lunch in one colour.
- Have learners highlight the Monday and Thursday dinners in a different colour.
- Read the descriptor at the top of the page with the class.
- Point out the highlighted foods.
  - i. Amy cooked two meatloaves on Sunday when she was home and had the time.
  - ii. She used the extra meatloaf for beef sandwiches for lunch the next day, in Sheppard's Pie on Tuesday and in a spaghetti sauce on Wednesday.
  - iii. She cooked roast chicken on Monday for dinner and used the leftovers for a stir-fry on Thursday.
- Talk about cooking extra food to have leftovers for meals later in the week.
- Ask learners:
  - i. Do you sometimes/often cook extra food?
  - ii. Why do you/don't you cook extra food?
  - iii. Is it a good idea to cook extra food?
  - iv. Why/why not?

**Note: The "Staples" (on Activity 2, Worksheet 1A) below "Sample Menu for Amy" and the "Shopping List" (Activity 2, Worksheet 1B) will be completed during Activities 4B and 4C.**

### Activity 2, Worksheet 2B

- Hand out Menu-planning activity sheet (Activity 2, Worksheet 2A).
- Hand out copies of Canada's Food Guide.
- Learners work individually to write a menu for one day, including breakfast, lunch, dinner and snacks.
- When finished, hand out the checklist (Activity 2, Worksheet 2B).
- Learners use checklist to determine how well they planned their menu.



### **Activity 3 – Speaking/Reading: Menu-planning Help on the Internet**

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

*Note: There are a variety of menu-planning tools available on the internet. The two listed below could be used by learners at CLB 2 and 3 if they have some computer skills or if they have someone at home who could help them.*

1. <http://sosculine.com>
2. <http://eatrightontario.ca>

**You can do various activities using these websites, depending on the computer skills of your learners:**

- i. If you have access to a classroom computer/computer lab, walk learners through the websites and show them how to use them.
- ii. Learners could work in pairs to explore the websites and decide which website is most helpful for them/their family. Why did they choose that website?
- iii. Learners could do it at home and report back to the class.
- iv. If learners have strong computer skills, they could choose a website and use it to plan a menu for the coming week, and then bring the menu (and shopping list) to class.

#### **Background information on websites for instructor:**

##### **1. SOS Cuisine**

- It is a versatile and easy-to-use site.
- Learners can customize their profile and specify food needs, preferences (vegetarian, diabetic, etc.), how many people in household, and so on.
- Each week, the site sends a free menu adapted to learner's specifications, a shopping list, and all the recipes needed to make the meals suggested in menu.
- There is a section where learners can see where to shop for the best deals at the nearest grocery store.
- There is a step-by-step action plan to save time.
- There is a chart of what fruits and vegetables are in season.
- There is a database of over 1600 recipes.

##### **2. EatRight Ontario**

- It is easy to use.
- Learners can get a personalized menu-planning package to suit their goals (healthy weight, stretch food dollars, vegetarian, etc.).
- There is a weekly menu plan.
- There are seasonal recipes and shopping lists.
- There is a Diabetes Menu Plan with seven days of meals and snacks to help prevent or manage diabetes.
- There are menu-planning tips.
- There is additional information on budgeting, seniors' nutrition, and so on.
- There are videos on healthy eating, kitchen tips, food handling, nutrition labelling, and more.
- There is an email and phone number for direct contact with a Registered Dietitian.

## Activity 4 – Listening/Speaking/Reading/Writing: Making a Shopping List

Competency: Comprehending Information/Sharing Information/Reproducing Information

### Activity 4A

- Ask learners if they know what the word “staples” means (i.e., dietary items/ingredients that keep well and that are the basis for making many common recipes).
- Brainstorm a list of staples:
  - CLB 2 learners work as a whole class; instructor writes names of staples on blackboard or flipchart paper.
  - CLB 3 learners work with a partner or in a small group; learners write names of staples on flipchart paper and present to the class.
- Learners then copy for review and possible dictation.

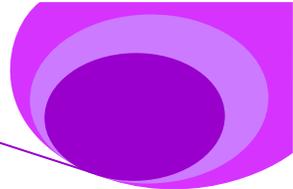
### Answer Key

**Note:** *This is a basic list. It can be adapted depending on the cooking habits, likes and dislikes of the learner.*

<b>Baking/Cooking</b>	flour baking powder brown sugar	cornstarch white sugar	baking soda cocoa
<b>Milk and Alternatives</b>	skim milk powder		
<b>Vegetables/Fruit</b>	onions frozen vegetables tomato paste potatoes	canned tomatoes tomato sauce carrots dried fruit	canned corn canned fruit
<b>Grain Products</b>	rice pasta	natural bran	rolled oats
<b>Meat and Alternatives</b>	peanut butter canned salmon	dried or canned peas, beans, lentils	canned tuna
<b>Spices/Condiments</b>	salt ketchup salad dressing	pepper vinegar favourite spices	soya sauce dry mustard mayonnaise
<b>Oils and Fats</b>	soft margarine	cooking oil	
<b>Other</b>	tea	coffee	chicken, beef or vegetable bouillon cubes

### Activity 4B

- Learners go back to Activity 2, Worksheet 1A (“Sample Menu for Amy”).
- Learners work with a partner or in a small group to identify the staples on Amy’s menu.
- CLB 2 learners look at one day only; CLB 3 learners could look at two or three days.
- Discuss answers as a whole class and write on blackboard or flipchart paper.
- Learners copy staples into chart under the menu.



Activity 2, Worksheet 1A (staples)

**Answer Key:**

canned salmon	potatoes	carrots	peanut butter
oatmeal (rolled oats)	spaghetti	canned tomato sauce	canned pineapple
macaroni	rice	canned tuna	canned peaches

**Activity 4C**

- Ask learners if they make a shopping list before they go food shopping. Why/why not?
- Remind them that this is a good way to save money (they only buy food they need; they don't forget to buy something, etc.).
- Learners work with a partner or in small groups to make a shopping list for Amy's menu for the week (Activity 2, Worksheet 1B).
- Discuss and explain as needed.

Activity 2, Worksheet 1B

**Answer Key: (in order by day)**

**Sunday**

fresh fruit in season  
eggs  
whole grain bread  
milk  
vegetable soup  
ground beef  
chocolate pudding  
muffin

**Monday**

apple juice  
whole grain cereal  
lettuce  
vegetables (for tossed salad)  
roast chicken

broccoli

yogurt  
whole grain crackers  
whole wheat pita bread  
hummus

**Tuesday**

grapefruit  
cheddar cheese  
tomato soup  
bananas  
green beans  
apples  
celery

**Wednesday**

orange juice

split pea soup  
canned pineapple  
unsalted pretzels

**Thursday**

applesauce  
oatmeal cookies  
oranges

**Friday**

whole wheat tortillas  
lentil cookies  
rice cakes

**Saturday**

canned peaches  
frozen yogurt  
popcorn  
fruit juice

**Activity 4D (optional)**

- To review food shopping, learners could rewrite the above list, placing food in the food store department where it can be found.
- Foods other than those found in the Produce, Bakery, Meat, Dairy and Frozen Food Departments can be put under the heading "Other."



**Answer Key**

**Note:** Some foods can be placed under a department or under Other, depending on whether they are fresh, frozen, bottled or prepackaged.

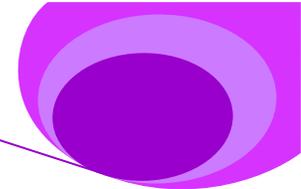
Produce	Bakery	Meat	Dairy	Frozen Food	Other
– fresh fruit	– whole grain	– ground	– eggs	– orange juice	– vegetable soup
– lettuce	bread	beef	– milk	– frozen yogurt	– chocolate pudding
– vegetables	– muffin	– roast	– yogurt		– apple juice
– broccoli	– whole wheat	chicken	– cheddar		– whole grain cereal
– grapefruit	pita bread		cheese		– whole grain crackers
– bananas	– whole wheat				– hummus
– green	tortillas				– tomato soup
beans	– lentil cookies				– orange juice (bottled)
– apples					– split pea soup
– celery					– canned pineapple
– oranges					– unsalted pretzels
					– applesauce
					– oatmeal cookies
					– rice cakes
					– canned peaches
					– popcorn
					– fruit juice

**Activity 5 – Listening: Layout of a Food Store****Competency: Comprehending Information****Activity 5A**

- Review any new or potentially difficult vocabulary.
- Hand out Activity 5, Worksheet 1 (2 pages).
- Explain that this is a picture of the inside of a food store. Point out the lines and arrows.
- Explain that learners are going to listen to a short text about the inside of a food store and where different foods are found (transcript is below).
- Read text once slowly.
- Allow learners a few minutes to look at the layout of the food store and think about the information they just heard.
- Read text two or three more times, slowly.
- Learners write down three things they hear in the text or see on the worksheet.

**Transcript:**

*Always shop the outside aisles first. The Canada's Food Guide foods are in the outside aisles. The produce department is on an outside aisle; you can buy vegetables and fruit here. The bakery, meat and dairy departments are also on outside aisles. Only shop the inside aisles for staples such as rice, noodles, peanut butter, oil, spices or flour. Be careful of "specials" or "sales" with brightly coloured signs. They are often at the end of aisles. They can be more expensive. Higher priced items are usually at the end of the aisle, in the inside aisles, and at the cashier.*



Activity 5, Worksheet 1

**Answer Key:**

**Outside aisles (3 of these)**

- shop first
- Canada’s Food Guide foods
- produce department
- vegetables and fruit
- meat department
- bakery department
- dairy department
- \$ lower (written on picture)

**Inside aisles/End of aisles (3 of these)**

- inside aisles for staples: rice, noodles, peanut butter, oil, spices, flour
- specials
- sales
- brightly coloured signs
- more expensive
- higher priced items
- \$ higher (written on picture)

**Activity 5B (optional)**

- Learners could use the shopping list from Activity 4 and rewrite it, placing items under “Outside Aisles” or “Inside Aisles” headings.

**Answer Key:**

Outside Aisles		Inside Aisles	
fresh fruit	eggs	vegetable soup	chocolate pudding
whole grain bread	milk	apple juice	whole grain cereal
ground beef	muffin	whole grain crackers	tomato soup
lettuce	vegetables	orange juice (bottle)	split pea soup
roasted chicken	broccoli	canned pineapple	unsalted pretzels
yogurt	whole wheat pita bread	applesauce	oatmeal cookies
hummus	grapefruit	rice cakes	canned peaches
cheddar cheese	bananas	popcorn	fruit juice
green beans	apples		
celery	orange juice (frozen)		
oranges	whole wheat tortillas		
lentil cookies	frozen yogurt		

**Activity 6 – Reading: Tips for Saving Money**

**Competency: Comprehending Instructions/Numeracy**

**Background Information for Instructor:**

1.	<ul style="list-style-type: none"> <li>• Young children can make shopping more expensive.                             <ul style="list-style-type: none"> <li>○ They may pressure parents to buy unnecessary/unwanted items.</li> <li>○ They may be too distracting and not allow parent to make informed decisions (e.g., no time to check labels, compare prices, etc.)</li> </ul> </li> <li>• Shopping alone tends to be more efficient; parent can finish more quickly.</li> </ul> <p><b>Note: Some learners may not be able to leave young children at home or may prefer to take them food shopping.</b></p>
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2.	<ul style="list-style-type: none"> <li>• Unit pricing shows the cost of an item per kilogram, litre, milligram, etc.</li> <li>• It helps compare prices of similar items of different brands and sizes.</li> <li>• Most stores show the per-unit price on the shelf below the product next to the price of the product.</li> </ul> <p><b>* Note: Instructor may choose to give learners practice on unit pricing using their own activities.</b></p>
3.	<ul style="list-style-type: none"> <li>• Food in separate packages is usually cheaper because it is not usually taxed (e.g., a box of crackers, a package of cheese).</li> </ul>  <ul style="list-style-type: none"> <li>• Pre-packaged, single serving, ready-to-eat items are often subject to Harmonized Sales Tax (HST) and therefore cost more.</li> </ul> 
4.	<ul style="list-style-type: none"> <li>• Popular food companies pay a premium to place their products at the consumer's eye level.</li> <li>• Consumer may pay more for these foods.</li> <li>• Save money by checking prices of food placed higher than or below eye level on grocery shelves, as these foods tend to cost less.</li> </ul>
5.	<ul style="list-style-type: none"> <li>• Check grocery store receipt before leaving store; mistakes are frequent.</li> <li>• If there is a difference between the price on receipt and the price in store, you should ask to have the price checked.</li> <li>• Scanner Price Accuracy Voluntary Code is a voluntary code that most major retailers in Canada follow; it guarantees accurate prices at the checkout scanner.</li> <li>• If the item scanned has a wrong price, the consumer will get it for free or get \$10 off the item if it costs more than \$10.</li> <li>• Participating stores should have a sticker near the checkout register and entrance doors to show they are adhering to the Price Accuracy Voluntary Code.</li> </ul>

### Activity 6A

- Explain that there are different things learners can do to save money when they are food shopping.
- Some of the tips on [Activity 6A, Worksheet 1](#) are a review of topics covered in the Ottawa Public Health **Let's Go Shopping** lesson plan.
- For question 1, have learners read the sentences in the box and copy them under the correct picture.
- Before completing question 2, ask learners to think about the order in which they would do these activities.
- Learners then order the sentences/pictures by writing 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc. on the line beside the picture.

- Learners read sentences to a partner in order.

Activity 6A, Worksheet 1

**Answer Key:**

Question 1

- Don't take young children food shopping.
- Eat before you go food shopping.
- Shop around the outside aisles first.
- Make a shopping list.
- Compare unit prices of food.
- Check your cupboards, fridge and freezer.
- Buy food in separate packages.
- Check prices of food above or below eye level.
- Check store flyers.
- Check your grocery store receipt.
- Plan your menu for the week.
- Know your food budget.

Question 2

**Note: This is a suggested order. For example, e, g, and h could be in a different order.**

- 7<sup>th</sup> (Don't take young children food shopping.)
- 6<sup>th</sup> (Eat before you go food shopping.)
- 8<sup>th</sup> (Shop around the outside aisles first.)
- 5<sup>th</sup> (Check store flyers.)
- 11<sup>th</sup> (Compare unit prices of food.)
- 3<sup>rd</sup> (Check your cupboards, fridge and freezer.)
- 10<sup>th</sup> (Buy food in separate packages.)
- 9<sup>th</sup> (Check prices of food above or below eye level.)
- 4<sup>th</sup> (Make a shopping list.)
- 12<sup>th</sup> (Check your grocery store receipt.)
- 1<sup>st</sup> (Know your food budget.)
- 2<sup>nd</sup> (Plan your menu for the week.)

**Activity 6B**

- Hand out Activity 6B, Worksheet 1.
- Match the tips from Activity 6B, Worksheet 1 with their opposite.

**Note: Numbers 1 to 6 and a to f on page 25 match with each other; and numbers 7 to 12 and g to l on page 26 match with each other.**

## Activity 7 – Listening/Speaking/Writing: Storing Food Correctly

### Competency: Comprehending Information/Sharing Information

- Explain that it is important to keep fresh and leftover food correctly. If food is not kept in the right place and for the right amount of time, it will have to be thrown out, which is a waste of food and money.
- Learners work with a partner to do an Information Gap activity on where and for how long to keep some common food items.
- Hand out Activity 7, Worksheet 1A to half the class.
- Hand out Activity 7, Worksheet 1B to the other half of the class.
- Partner learners with a classmate who has a different worksheet.
- Learners work together to fill in their “cupboard,” “freezer” and “refrigerator”.
- To correct, reproduce one of the worksheets on an overhead transparency, flipchart paper or blackboard; learners take turns going up to complete it.
- If desired, distribute the Food Storage Guide from Eat Right Ontario:  
<http://www.eatrightontario.ca/en/Articles/Food-safety/Food-Handlers-Storage-Guide.aspx>

Now that learners know where to store food, they need to know how to store it and for how long.

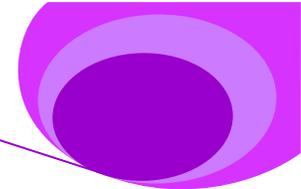
- Ask learners what they put leftover food in to store it.
- Discuss how long they keep leftover food and where they keep it.
- Divide learners into groups of three or four.
- Give each group a set of word cards (Activity 7 Word Cards 1-5).
- Learners put word cards in order to make good English sentences.
- To make the activity more fun, give a prize to the group that finishes first with each set of words.
- Do one sentence at a time, then correct.
- In order for learners to have this important information to keep, either:
  - i. have the group that correctly finishes each sentence write it on the blackboard or flipchart paper for everyone to copy after all seven sentences are done, or
  - ii. give the seven sentences on a handout to each learner.

**Note: For durability, laminate cards and/or print on heavier card stock**

### Activity 7, Word Cards 1-5

#### Answer key:

1. You can put leftover food in plastic bags.
2. You can put leftover food in air-tight containers.
3. Write the name of the food on the container.
4. Write the date you cooked the food on the container.
5. Put food in the fridge or freezer within 2 hours of cooking.
6. Use refrigerated leftovers within 2 to 3 days of cooking.
7. Use frozen leftovers within 2 months of cooking.



## Activity 8 – Listening/Speaking: “Everybody’s Food Budget” Board Game

### Competencies: Comprehending Information/Sharing Information

- Hand out Activity 8 Board Game.
- Board game reinforces topics covered in the unit (good planning, smart shopping, preventing waste, leftovers, etc.).
- Learners play with a partner or small group.
- Give each partner or group one dice. Learners roll the dice and move their marker around the board game.
- Information on some squares reminds learners of helpful actions to take (and allows them to move ahead or take another turn), and actions that are detrimental to good food budgeting (in which case they move back or lose a turn).

**Note:** For durability, laminate game board and/or print on heavier card stock

## Assessments 1 and 2 – Reading

### Competency: Comprehending Information

- Hand out Assessment 1 to CLB 2 learners and Assessment 2 to CLB 3 learners.
- Have learners identify which of the ideas studied in this unit can potentially help them to save money when shopping for food.
- Note that there may be individual differences in answers based on family circumstances (e.g., it may be customary to shop for food daily; some learners may not be able to leave young children at home or may prefer to take them food shopping).
- However, based on the Ottawa Public Health information used to create this unit, the following answers have been identified as helping learners to stick to a food budget and therefore save money:

1.	X	Buy what I want to buy because I like it and want it.
2.	✓	Check my cupboards, fridge and freezer.
3.	X	Take my young children food shopping with me.
4.	✓	Check the store flyers.
5.	✓	Plan menus for the week.
6.	X	Go shopping when I am hungry.
7.	X	Decide what I want to buy when I get to the store.
8.	✓	Buy food above or below eye level.
9.	✓	Check prices on different sizes to make sure I get the best buy.
10.	X	Buy ready-to-eat snacks because they are fast and easy.
11.	✓	Check my grocery store receipt.
12.	✓	Store food quickly and properly.

- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Reading section.

### **Learner Self-Reflection**

- Hand out the Learner Self-Reflection task and read together with the class.
- Learners circle Yes, No or Maybe.
- Self-Reflection task can be put in the Language Companion in the My Notes section and revisited at a later date.

### **Resources:**

Everybody's Food Budget Book, available from Ottawa Public Health at:

<http://ottawa.ca/sites/ottawa.ca/files/migrated/files/con041398.pdf>

<http://ottawa.ca/health>

<http://sosuisine.com>

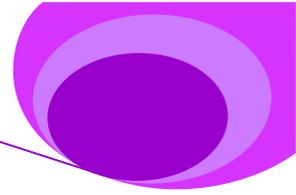
<http://save.ca>

<http://befoodsafe.ca>

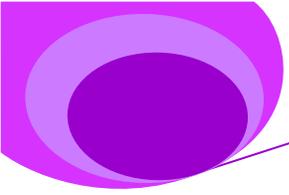
<http://eatrightontario.ca>

<http://allrecipes.com>

<http://www.hc-sc.gc.ca>



# Worksheets



**Everybody's Food Budget – Warm-up, Worksheet – CLB 2-3**

**FIND SOMEONE WHO...**

Do you...

Write the name  
of someone who  
answers yes

1. go food shopping?
2. buy your food at a grocery store?
3. decide what to buy when you arrive at the food store?
4. plan menus for the week?
5. buy food you want even if it's not on your list?
6. look at store flyers?
7. take young children food shopping with you?
8. check your fridge and cupboards to see what you need before you go food shopping?
9. go food shopping when you are hungry?
10. know how much money you can spend and only spend that much?

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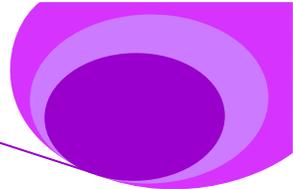
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## Everybody's Food Budget – Activity 2, Worksheet 1A – CLB 2-3

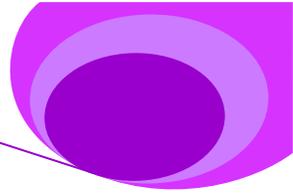
This is a sample menu for Amy. Amy is a 32-year-old single mom. She works from 8 a.m. to 4 p.m. and likes to cook simple meals. Amy has a 9-year-old boy; his name is Nathan.

### Sample Menu for Amy

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>Breakfast</b>	Fresh fruit in season Scrambled egg Whole grain toast Milk	Apple juice Cold whole grain cereal, with milk Toasts	1/2 grapefruit Whole grain toast Cheddar cheese	Orange juice Hot oatmeal made with milk Whole grain toast	Fresh fruit in season Peanut butter on whole wheat toast Milk	Orange Boiled egg Whole wheat toast Milk	Orange juice Cold whole grain cereal with milk Peanut butter on toast
<b>Lunch</b>	Vegetable soup Salmon sandwich Fruit Milk	Beef sandwich Tossed salad Fruit Milk	Tomato soup Hummus and whole wheat pital Banana Milk	Split pea soup Whole grain bread Carrot sticks Milk	Quick macaroni and cheese Tossed salad Apple juice	Surprise tuna casserole Carrot sticks Fruit Milk	Vegetable omelette Whole wheat bread Canned peaches Milk
<b>Dinner</b>	Meat loaf (2) Roast potatoes Carrots Whole grain bread Chocolate pudding	Roast chicken Baked potatoes Broccoli Whole wheat bread Yogurt	Sheppard's Pie Green beans Whole grain bread Apple crisp	Spaghetti with meat and tomato sauce Whole wheat bread Tossed salad Canned pineapple	Stir fried chicken and vegetables Rice Oatmeal cookies Fresh fruit in season	Black bean Burritos (whole wheat tortillas) Pears with vanilla pudding	Take-out pizza Tossed salad Frozen yogurt
<b>Snacks</b>	Toast OR muffin Fruit	Whole grain crackers or pita bread Hummus	Peanut butter with celery sticks	Crackers OR unsalted pretzels Applesauce	Cereal with milk or yogurt	Lentil cookies OR Rice cakes	Popcorn Fruit/fruit juice

### Staples



## Everybody's Food Budget – Activity 2, Worksheet 2A – CLB 2-3

### Menu Planning Activity

Plan a menu for one day, including meals and snacks. Use Canada's Food Guide to help you prepare your menu. Include at least 3 of the 4 groups at each meal.

Breakfast:

Lunch:

Dinner:

Snacks:

Adapted from Heart and Stroke Foundation "Heart Smart Cooking"

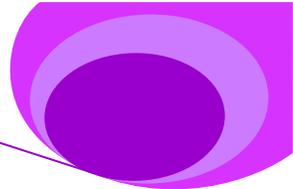
**Everybody's Food Budget – Activity 2, Worksheet 2B – CLB 2-3****Menu Planning Checklist**

How well did you plan your menu?

Put a checkmark (✓) in the "YES" or "NO" column.

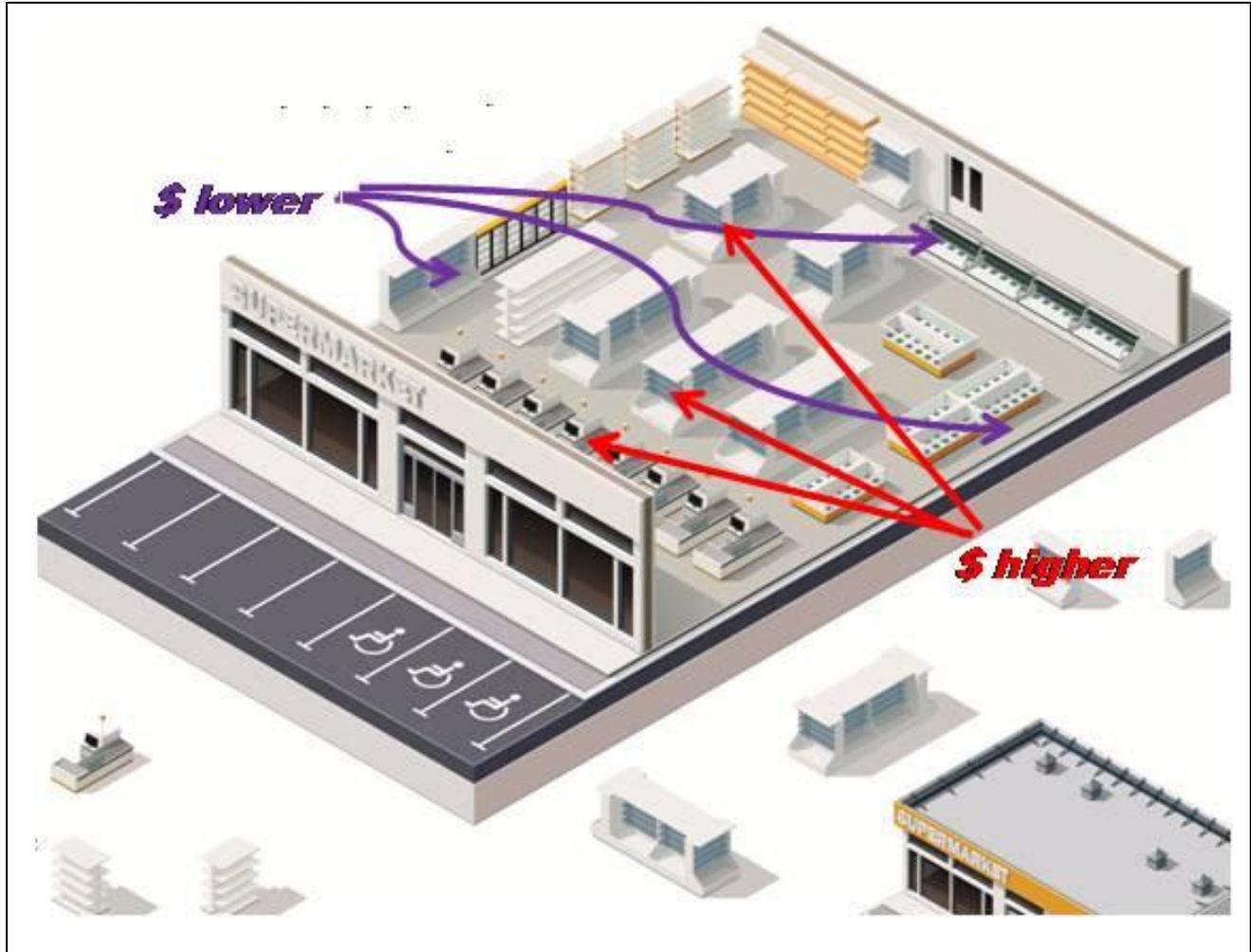
My menu has:	YES	NO
1. food from each of the four food groups		
2. fruit, vegetables and grains		
3. different colours, flavours and textures.		
4. at least one dark green vegetable and one orange vegetable each day		
5. lean meat, poultry, and fish meat alternatives (beans, lentils, nuts, and tofu)		
6. low fat milk products (skim milk, 1% milk or 2% milk; 0%, 1% or 2% yogurt)		
7. whole grain products, such as whole wheat bread, tortillas, pasta, and brown rice		
8. food that I enjoy and that is within my budget		

Adapted from Heart and Stroke Foundation "Heart Smart Cooking"



**Everybody's Food Budget – Activity 5, Worksheet 1 (page 1 of 2) – CLB 2-3**

A. Listen to your instructor read the text 2 more times. Write beside the bullets 3 things you hear your instructor read or that you see on the worksheet.

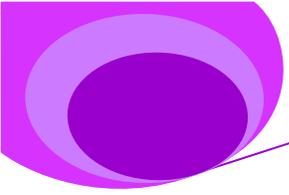


Outside Aisles

- 
- 
- 

Inside Aisles/End of Aisles

- 
- 
-



**Everybody's Food Budget – Activity 5, Worksheet 1 (page 2 of 2) – CLB 2-3**

B. Answer these questions in a short sentence.

1. What food store do you usually shop at?

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2. Where do you shop first: around the outside aisles or the inside aisles?

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3. Do you look for sales?

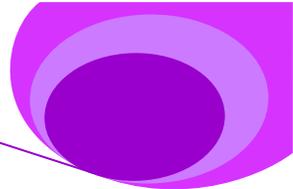
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4. Do you buy candy, gum or magazines while you are waiting to pay at the cashier?

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**Everybody's Food Budget – Activity 6A, Worksheet 1 (page 1 of 2) – CLB 2-3**

1. Look at the sentences in the box. Copy the sentence on the line under the correct picture.

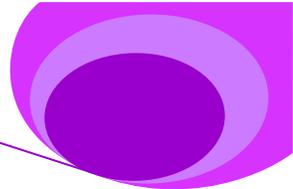
<p>Check store flyers.</p> <p>Know your food budget.</p> <p>Eat before you go shopping.</p> <p>Don't take young children food shopping.</p> <p>Make a grocery shopping list.</p> <p>Check prices of food above or below eye level.</p>	<p>Shop around the outside aisles first.</p> <p>Check your cupboards, fridge and freezer.</p> <p>Plan your menu for the week.</p> <p>Buy food in separate packages.</p> <p>Check your grocery store receipt.</p> <p>Compare unit prices of food.</p>
--	--

2. You are going food shopping. What will you do 1<sup>st</sup>? 2<sup>nd</sup>? 3<sup>rd</sup>? Write the ordinal numbers from 1<sup>st</sup> to 12<sup>th</sup> on the line beside the picture. Now read the sentences to your partner in order.

<p>a.</p>  <p>_____</p> <p>_____</p>	<p>b.</p>  <p>_____</p> <p>_____</p>
<p>c.</p>  <p>_____</p> <p>_____</p>	<p>d.</p>  <p>_____</p> <p>_____</p>

**Everybody's Food Budget – Activity 6A, Worksheet 1 (page 2 of 2) – CLB 2-3**

<p>e.</p>  <p>_____</p> <p>_____</p>	<p>f.</p>  <p>_____</p> <p>_____</p>
<p>g.</p>  <p>_____</p> <p>_____</p>	<p>h.</p>  <p>_____</p> <p>_____</p>
<p>i.</p>  <p>_____</p> <p>_____</p>	<p>j.</p>  <p>_____</p> <p>_____</p>
<p>k.</p>  <p>_____</p> <p>_____</p>	<p>l.</p>  <p>_____</p> <p>_____</p>



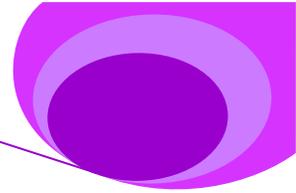
**Everybody's Food Budget – Activity 6B, Worksheet 1 (page 1 of 2) – CLB 2-3**

Now match the tips from Activity 6A, Worksheet 1 with their opposite.  
Write the letter beside the number.

<p>1. Leave young children at home.</p> 	<p>a. Don't check your cupboards, fridge or freezer.</p> 
<p>2. Eat before you go food shopping.</p> 	<p>b. Decide what you want to buy when you get to the store.</p> 
<p>3. Shop the outside aisles first.</p> 	<p>c. Buy any size. Don't look at the price.</p> 
<p>4. Make a shopping list.</p> 	<p>d. Take young children food shopping.</p> 
<p>5. Compare unit prices of food.</p> 	<p>e. Go shopping when you are hungry.</p> 
<p>6. Check your cupboards, fridge and freezer.</p> 	<p>f. Shop the inside aisles first.</p> 

**Everybody's Food Budget – Activity 6B, Worksheet 1 (page 2 of 2) – CLB 2-3**

<p>7. Buy food in separate packages.</p> 	<p>g. Buy what you want to buy because you like it and you want it. You don't care if you don't have the money.</p> 
<p>8. Check prices of food above or below eye level.</p> 	<p>h. Throw grocery store receipt in the garbage.</p> 
<p>9. Check store flyers.</p> 	<p>i. Do not plan a menu</p> 
<p>10. Check grocery store receipt.</p> 	<p>j. Buy single serving, ready-to-eat food.</p> 
<p>11. Plan a menu for the week.</p> 	<p>k. Only check prices of food at eye level.</p> 
<p>12. Know your food budget.</p> 	<p>l. Put store flyers in the garbage.</p> 



## Everybody's Food Budget – Activity 7, Worksheet 1A – CLB 2-3

It is important to keep fresh and leftover food in the correct place. Read the words and numbers in *italics* to your partner slowly; do **NOT** show your worksheet to your partner. Your partner will write the words and numbers on their worksheet. If your partner doesn't know how to spell a word, they will ask you to spell it. Do **NOT** let your partner copy from your worksheet. Then write the words and numbers your partner tells you on the correct lines on your worksheet.

- *bread* and \_\_\_\_\_
- \_\_\_\_\_ and *rice*
- *spices*

- *potatoes* and \_\_\_\_\_
- *canned vegetables* and \_\_\_\_\_

- *ketchup*  
(\_\_\_\_\_)
- \_\_\_\_\_ *oil*

CUPBOARD

- all food you buy frozen
- *fresh* meat, fish and poultry if you want to keep it more than 3 days
- \_\_\_\_\_ meat, poultry and casseroles if you want to keep it more than \_\_\_\_\_ days

FREEZER

- *milk*, yogurt, cheese
- \_\_\_\_\_ meat, fish and poultry if you will use it in \_\_\_\_\_ or \_\_\_\_\_ days
- *cooked* meat, poultry and casseroles if you will use it in 2 or 3 days
- *fresh* \_\_\_\_\_ and fruit
- *ketchup* (*opened*)
- \_\_\_\_\_, margarine
- *eggs*

REFRIGERATOR

**TIP**

Buy in bulk and save.

Separate bulk packages into smaller family-sized bags, then freeze.

Thaw only what you need.

## Everybody's Food Budget – Activity 7, Worksheet 1B – CLB 2-3

It is important to keep fresh and leftover food in the correct place. Listen to the words and numbers your partner tells you and write them on the correct lines on your worksheet. If you don't know how to spell a word, ask your partner to spell it. Do **NOT** copy from your partner's worksheet. Then read the words and numbers in *italics* to your partner slowly; do **NOT** show your worksheet to your partner. Your partner will write them on their worksheet.

- \_\_\_\_\_ and  
*cereal*
- *pasta* and \_\_\_\_\_
- spices

- \_\_\_\_\_ and  
*onions*
- canned \_\_\_\_\_  
and fruit

- \_\_\_\_\_  
(*unopened*)
- *vegetable* \_\_\_\_\_

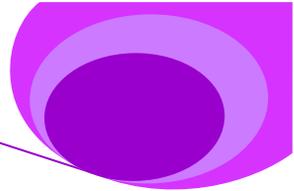
**TIP**  
Buy in bulk and save.  
Separate bulk packages into smaller family-sized bags, then freeze.  
Thaw only what you need.

**FREEZER**

- all food you buy frozen
- \_\_\_\_\_ meat, fish and poultry if you want to keep it more than \_\_\_ days
- *cooked* meat, poultry and casseroles if you want to keep it more than 3 days

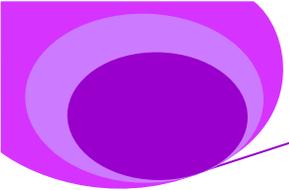
**REFRIGERATOR**

- \_\_\_\_\_, yogurt, cheese
- *fresh* meat, fish and poultry if you will use it in 2 or 3 days
- \_\_\_\_\_ meat, poultry and casseroles if you will use it in \_\_\_\_\_ or \_\_\_\_\_ days
- fresh vegetables and fruit
- ketchup (\_\_\_\_\_)
- *butter*, margarine
- \_\_\_\_\_



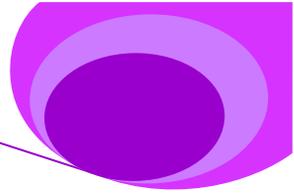
Everybody's Food Budget – Activity 7, Word Cards (page 1 of 4) – CLB 2-3

<b>You can put</b>	<b>leftover food</b>	<b>in</b>
<b>plastic bags.</b>	<b>You</b>	<b>can put</b>
<b>leftover</b>	<b>food</b>	<b>in</b>



Everybody's Food Budget – Activity 7, Word Cards (page 2 of 4) – CLB 2-3

<b>air-tight</b>	<b>containers.</b>	<b>Write</b>
<b>the name</b>	<b>of the food</b>	<b>on</b>
<b>the container.</b>	<b>Write</b>	<b>the date</b>

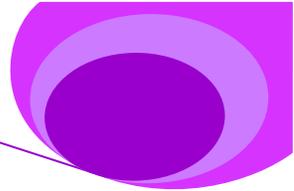


Everybody's Food Budget – Activity 7, Word Cards (page 3 of 4) – CLB 2-3

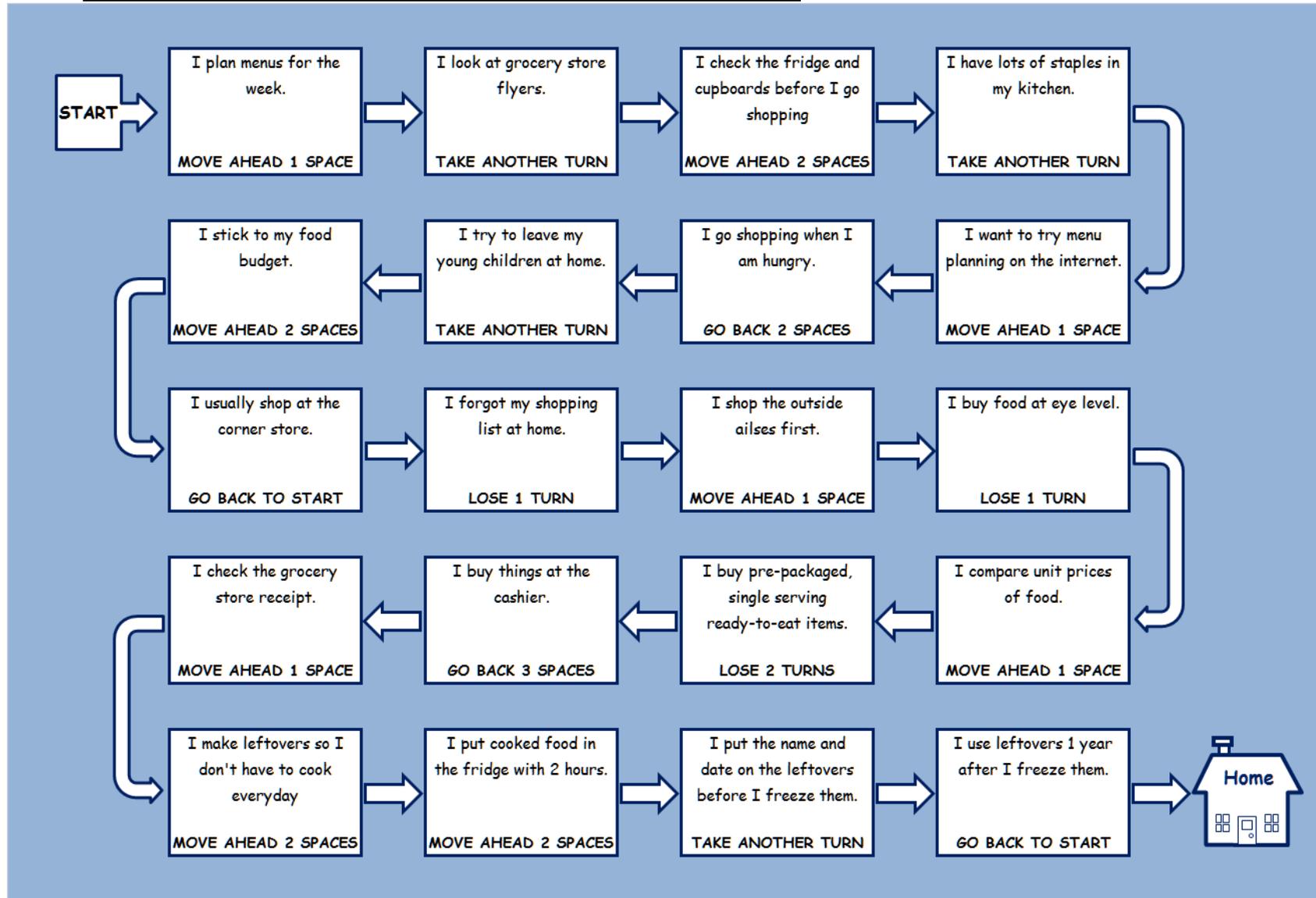
<b>you cooked</b>	<b>the food</b>	<b>on</b>
<b>the container.</b>	<b>Put food</b>	<b>in</b>
<b>the fridge</b>	<b>or freezer</b>	<b>within</b>
<b>2 hours</b>	<b>after cooking.</b>	<b>Use</b>

Everybody's Food Budget – Activity 7, Word Cards (page 4 of 4) – CLB 2-3

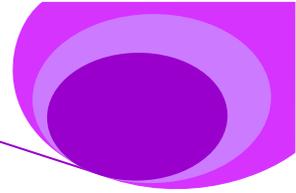
<b>refrigerated leftovers</b>	<b>within</b>	<b>2 to 3 days</b>
<b>after cooking.</b>	<b>Use</b>	<b>frozen leftovers</b>
<b>within</b>	<b>2 months</b>	<b>after cooking.</b>



**Everybody's Food Budget – Activity 8 Board Game – CLB 2-3**



# **Assessments & Learner Self-Reflection**



## Everybody's Food Budget – Assessment 1 – CLB 2

### Reading

Competency: Comprehending Information

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

You are going food shopping. You want to save money. Put a check mark ( **✓** ) on the line beside the picture if you think it can save you money. Put an ( **x** ) beside the picture if it will **not** save you money.

<p>1.</p> <p>_____</p>  <p>I don't have money but I buy what I want.</p>	<p>2.</p> <p>_____</p>  <p>I check my cupboards, fridge and freezer.</p>	<p>3.</p> <p>_____</p>  <p>I take my young children.</p>
<p>4.</p> <p>_____</p>  <p>I check store flyers.</p>	<p>5.</p> <p>_____</p>  <p>I plan menus.</p>	<p>6.</p> <p>_____</p>  <p>I go shopping when I am hungry.</p>
<p>7.</p> <p>_____</p>  <p>I decide what to buy at the store.</p>	<p>8.</p> <p>_____</p>  <p>I buy food above below eye level.</p> <p style="text-align: center;">or</p>	<p>9.</p> <p>_____</p>  <p>I check prices on different sizes.</p>
<p>10.</p> <p>_____</p>  <p>I buy ready-to-eat snacks.</p>	<p>11.</p> <p>_____</p>  <p>I check my receipt.</p>	<p>12.</p> <p>_____</p>  <p>I put food away quickly.</p>

1 mark for each correct answer

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

9/12 = Task achieved:    Yes    No

**Everybody's Food Budget – Assessment 2 – CLB 3**

**Reading**

Competency: Comprehending Information

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

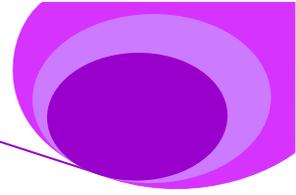
You are going food shopping. You want to save money. Put a check mark ( ✓ ) on the line beside the picture if it can save you money. Put an ( ✗ ) beside the picture if it will **not** save you money.

<p>1.</p> <p>_____</p>  <p>I buy what I want to buy because I like it and want it. I don't care if I don't have the money.</p>	<p>2.</p> <p>_____</p>  <p>I check my cupboards, fridge and freezer.</p>	<p>3.</p> <p>_____</p>  <p>I take my young children food shopping.</p>
<p>4.</p> <p>_____</p>  <p>I check grocery store flyers.</p>	<p>5.</p> <p>_____</p>  <p>I plan menus for the week.</p>	<p>6.</p> <p>_____</p>  <p>I go shopping when I am hungry.</p>
<p>7.</p> <p>_____</p>  <p>I decide what I want to buy when I get to the store.</p>	<p>8.</p> <p>_____</p>  <p>I buy food above or below eye level.</p>	<p>9.</p> <p>_____</p>  <p>I check prices on different sizes to get the best buy.</p>
<p>10.</p> <p>_____</p>  <p>I buy ready-to-eat snacks because they are fast and easy.</p>	<p>11.</p> <p>_____</p>  <p>I check my grocery store receipt.</p>	<p>12.</p> <p>_____</p>  <p>I store food quickly and properly.</p>

1 mark for each correct answer

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

9/12 = Task achieved: Yes No



### Everybody's Food Budget – Learner Self-Reflection – CLB 2-3

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

Think about what you have learned in this unit.

Read the sentences below and circle Yes, No or Maybe.

- |     |   |     |    |       |
|-----|---|-----|----|-------|
| 1.  | I have learned how to save money when I shop for food.                        | Yes | No | Maybe |
| 2.  | Before I go shopping, I will plan a menu for the week.                        | Yes | No | Maybe |
| 3.  | Before I make a shopping list, I will check store flyers.                     | Yes | No | Maybe |
| 4.  | Before I make a shopping list, I will check my cupboards, fridge and freezer. | Yes | No | Maybe |
| 5.  | Before I go shopping, I will eat a snack.                                     | Yes | No | Maybe |
| 6.  | I have learned about the outside aisles and inside aisles of a grocery store. | Yes | No | Maybe |
| 7.  | I will compare prices of food.  | Yes | No | Maybe |
| 8.  | I will look at food on shelves that are above and below my eye level.         | Yes | No | Maybe |
| 9.  | I have learned different ways to use leftovers.                               | Yes | No | Maybe |
| 10. | I have learned how to store food correctly.                                   | Yes | No | Maybe |

