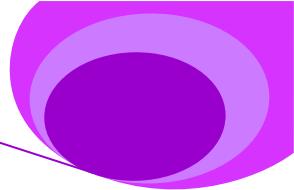




Language Learning for Health

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



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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

Advisory Group/Reviewers	
OPH	OCDSB - ESL/LINC
Sue Boudreau, Developer, OCDSB	Marcela Tapia
Catherine Hodgins, Developer, OCDSB	Victoria Snyder
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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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?

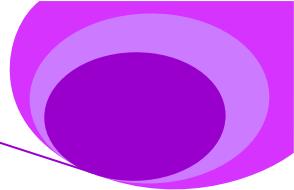
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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*.



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Everybody's Food Budget

CLB 4-5



Instructor Notes

Everybody's Food Budget – Instructor Notes – CLB 4-5

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:

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

Word Bank

Warm-up: supermarket, corner store, (weekly) menu, store flyers, unit price, convenience item, food budget, to stick to something, grocery store receipt

Note: *do not pre-teach the following words. Learning their meaning is part of the activity.*

Activity 1: menu plan, variety, stick to it, budget, reduce, food waste, to have on hand, organize, to limit, temptations, fast food, convenience food

* **Note:** *Instructor could review the meaning of the following words:*
Canada's Food Guide, throw out, leftover [food]

Activity 2: n/a

Activity 3: meat loaf, Sheppard's Pie, stir-fry

Activity 4: n/a

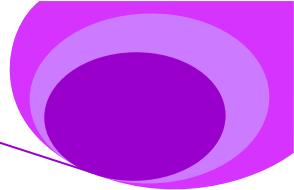
Activity 5: staples; explain any unknown food words as learners ask

Activity 6: to be laid out, to encourage, purchases, specials, aisle, promotions, basic items, featured items, highly visible areas, cashier, additional, popular, premium, consumer, to tend to, unit price

Activity 7: statistics, food waste, to spoil, leftovers, properly, realistically, buying in bulk, air tight containers, to label, stir-fry, casserole, omelet, milk shake, smoothie, stale bread, croutons, to top

Activity 8: n/a

Activity 9: 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.*

Warm-up: Find Someone Who...

- This activity is designed to find out what learners already think about or do around shopping for food.
- Questions are based on the best practices of how to save money and still eat healthy when going shopping for food.
- Hand out Warm-up, Worksheet.
- Learners take each statement and make it into a question.
- Learners ask questions of 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).

* *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.*

Activity 1 – Reading/Listening/Speaking/Writing: Vocabulary

Competencies: Comprehending Information/Sharing Information/Reproducing Information

- Make one copy of Activity 1, Worksheet 1 (2 pages) for each pair or small group of learners.
- Cut out the words and definitions into small cards, and mix them up.
- Put learners with a partner or in a small group.
- Learners try to match the word with its definition.
- Circulate and help as they are working.
- Review correct answers as a class.
- Make sure learners leave the cards matched on the desk.
- Hand out Activity 1, Worksheet 2 (2 pages).

- Question 1:
 - i. Learners work with their partner or small group to choose four words or word phrases.
 - ii. They write sentences that show the meaning of the word (NOT a definition) and are related to their personal experience.
 - iii. Answers could be written on flipchart paper and shared with the rest of the class, or just read orally.
- Question 2:
 - i. Dictate the paragraph on the importance of menu planning (transcript is below). It incorporates the words and word phrases the learners have been working with.

Transcript:

Menu planning is important. It helps you to eat a variety of food according to Canada's Food Guide. It helps you to stick to a budget, to reduce food waste, to use foods you have on hand and to organize what you eat. Planning a menu also helps to limit temptations to buy fast food and higher priced convenience food.

- Question 3:
 - i. Learners discuss the questions based on the paragraph.
 - ii. Answers can be debriefed with the whole class.

Activity 1, Worksheet 2

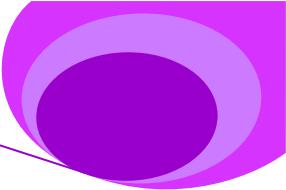
Answer key:

3. Question 1 possible answers (if learner responded “yes”):
 - helps you to eat a variety of food according to Canada's Food Guide
 - helps you to stick to a budget
 - helps to reduce food waste
 - helps to use foods you have on hand
 - helps to organize what you eat
 - helps to limit temptations to buy fast food and higher priced convenience food
- Questions 2-5 (personal answers)

Activity 2 – Canada's Food Guide

Note to Instructor:

- Menu planning is an important step in helping stick to a budget.
- Canada's Food Guide helps with menu planning.
- Using 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 is covered in depth in the Ottawa Public Health unit on Canada's Food Guide.
- If that unit has not yet been taught, it is suggested that at least Activities 2, 3, and 5, in part or in whole, from the Canada's Food Guide unit be done in preparation for Everybody's Food Budget Activity 3.



Activity 3 – Listening/Speaking/Reading/Writing: Planning a Menu

Competencies: Comprehending Information/Sharing Information

Activity 3, Worksheet 1

- Hand out Activity 3, Worksheet 1.
- Have learners work with a partner or small group.
- 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.
- Look at the menu and think about these questions:
 - i. Does this menu fit the profile of Amy's family?
 - ii. In what way?

Activity 3, Worksheet 1

Answer Key:

- i. Yes
- ii. – meals are simple
 - Amy cooks two big meals at the beginning of the week (meatloaf and chicken), then uses leftovers in four additional meals (beef sandwich, Shepherd's Pie, meat sauce for spaghetti, chicken stir-fry).
 - Nathan can heat the soup, macaroni and cheese, and tuna casserole at school.

Activity 3, Worksheets 2A and 2B

- Hand out Menu Planning activity sheet (Activity 3, 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 3, Worksheet 2B).
- Learners use the checklist to determine how well they planned their menu.

Activity 4 – 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. Some of them are listed here:

1. <http://soscuisine.com>
2. <http://eatrightontario.ca>
3. <http://save.ca>
4. <http://allrecipes.ca>

There are various activities you can do using these websites:

- i. If you have access to a classroom computer/computer lab, walk learners through the various websites and discuss how to use them.

- ii. Put learners in small groups; assign each group a different website to research; learners report back to class.
- iii. Learners can work individually to look at the websites (at school or for homework); learners decide which website is most helpful for them/their family and why; learners report findings to a small group.
- iv. Learners can choose a website and use it to plan a menu for the coming week; learners report back to class.

Background information on websites for instructor:**1. SOS Cuisine**

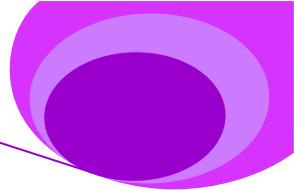
- It is a versatile and easy-to-use site.
- Learners can customize their profile and specify food needs, preferences (vegetarian, diabetic, etc.), how many people in household, and so on.
- Each week, the site sends a free menu adapted to the learner's specifications, a shopping list, and all the recipes needed to make the meals suggested in the 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.

3. Save

- It is not as user-friendly as the first two websites.
- There is a five-day recipe planner matched with the current week's best grocery deals, which can be sent to your email inbox if you sign up.
- It lists the week's top grocery deals by store.
- There is a link to weekly deals and flyers, and the ability to choose certain stores and categories (e.g., grocery, pharmacy, shoes, home decor, health/fitness, etc.).



4. All Recipes

- It is not as user-friendly as the first two websites.
- There is a menu planner with a “drag-and-drop” recipe feature, after which a shopping list preview updates automatically.
- There are recipes only.
- There is a shopping list tab and a recipe box tab (must become a member to access, but this membership is free).
- There is an additional charge for more detailed planning.

Activity 5 – Listening/Speaking/Reading/Writing: Making a Shopping List

Competencies: Comprehending Information/Sharing Information

Activity 5A

- Before the lesson, put seven pieces of flipchart paper on the walls around the room.
- Put one of these titles at the top of each one: Baking/Cooking, Vegetables/Fruit, Grain Products, Meat and Alternatives, Milk and Alternatives, Spices/Condiments, Oils and Fats, and Other
- 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).
- Divide the class into groups of seven.
- Give each group a marker; have them stand in front of one of the flipchart papers.
- Groups have two minutes to work together to list as many foods as they can think of that they have (or should have) at home in that category.
- After two minutes, each group moves to the next flipchart paper and repeats the process.
- They cannot write down any foods already listed.
- When all groups have had a chance to put their ideas on the seven flipchart papers, they return to their seats.
- Review answers as a class, adding or correcting any misplaced words.

Answer Key

Note: This is a basic list. It can be adapted depending on learners' cooking habits, likes and dislikes.

Baking/Cooking	flour baking powder	brown sugar cornstarch	white sugar cocoa
Milk and Alternatives	skim milk powder		
Vegetables/Fruit	onions frozen vegetables tomato sauce potatoes	canned tomatoes tomato paste carrots dried fruit	canned corn canned fruit
Grain Products	rice pasta	natural bran	rolled oats
Meat and Alternatives	peanut butter canned salmon	dried or canned peas, beans, lentils	canned tuna

Spices/Condiments	salt ketchup salad dressing	pepper vinegar favourite spices	soya sauce dry mustard mayonnaise
Oils and Fats	soft margarine	cooking oil	
Other	tea	coffee	chicken, beef or vegetable bouillon cubes

Activity 5B

- 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.).
- Put learners in seven small groups.
- Give each group a menu from Activity 5, Worksheets 1A to 7B for one of the days of the week:
 - Sunday: Worksheets 1A and 1B
 - Monday: Worksheets 2A, 2B and 2C
 - Tuesday: Worksheets 3A and 3B
 - Wednesday: Worksheets 4A and 4B
 - Thursday: Worksheets 5A and 5B
 - Friday: Worksheets 6A and 6B
 - Saturday: Worksheets 7A and 7B.
- Explain that there is a list of staples and other food already at home on the worksheet.
- Learners make a shopping list for their day of the week.
- Each group presents their menu for the day and the food they need to buy.
- After all groups have presented, hand out Activity 5B, Worksheets 8A and 8B (Menu for a Week).
- Discuss and answer questions as needed.

Answer key

Note: There will be some duplication in these lists because each group is working with only one menu and can't see the food required for the previous days.

Sunday	whole grain bread vanilla pudding mix	tinned vegetable soup fresh fruit (must include oranges and apples)	beef pot roast
Monday	apple juice garlic tomatoes fresh fruit (must include oranges and apples)	cabbage red kidney beans cheese	celery seed lettuce [possibly corn, celery, potato]
Tuesday	oranges zucchini	whole grain bread tomato soup	celery cheese
Wednesday	orange juice green beans roasting chicken	raisins yogurt cream style corn	whole grain bread applesauce

Thursday	fresh fruit lettuce fresh fruit celery	whole grain bread apple juice tomato zucchini	cheddar cheese oatmeal cookies green peppers mushrooms
Friday	apple juice lettuce celery	cheddar cheese meat and tomato pasta sauce canned pineapple	tinned peas tomatoes
Saturday	orange juice lettuce frozen yogurt	green pepper celery sunflower seeds	canned peaches tomatoes

Activity 6 – Listening / Writing: Saving Money in a Food Store**Competencies: Comprehending Information/Sharing Information****Activity 6A**

- Read the grocery store layout transcript once (transcript is below).
- Hand out Activity 6A, Worksheet 1 and allow learners a few minutes to look at the layout of the food store and think about the information they just heard.
- Read the transcript two more times.
- Have learners write beside the bullet points information they hear in the text or see on the worksheet.

Transcript:

Grocery stores are carefully laid out to encourage purchases. "Specials" can be found at the end of aisles, usually with brightly coloured signs. Seasonal promotions can also be found here. Beware of "featured items" or "sales" in highly visible areas. Higher-priced convenience items are most often found at the end of the aisle, in the inside aisles, and at the cashier. Only go into the inside aisles for basics, such as rice, noodles, peanut butter, oils, flour and spices.

Always shop around the outside aisles first. Most stores are laid out with the Canada's Food Guide basic items, such as meat, dairy, bread, vegetables and fruit around the outside of the store. In most aisles you will find additional ways to be a smart shopper. Popular food companies pay a premium place their products at the consumer's eye level.

These foods often cost more. Save by checking prices of food placed above or below eye level on grocery shelves. This food tends to cost less. Compare prices between store and popular brands; store brands are usually cheaper. Check the unit price of items. This is found on the shelf below the product. Unit pricing shows you the cost of an item per kilogram, litre or other unit of weight or volume; it helps you compare prices of similar items of different sizes and brands.

Activity 6A, Worksheet 1**Answer Key:**

End of Aisles/Inside Aisles (CLB 4: any 3 of these; CLB 5: any 5 of these)

- specials
- brightly coloured signs
- seasonal promotions
- featured items
- sales
- highly visible areas
- higher-priced convenience items
- \$ higher (written on picture)
- inside aisles for basics only (rice, noodles, peanut butter, oils, flour, spices)

Outside Aisles (CLB 4: any 4 of these; CLB 5: any 6 of these)

- shop around outside aisles first
- Canada's Food Guide basic items
- meats
- dairy
- bread
- vegetables
- fruit
- \$ lower (written on picture)

Most Aisles (CLB 4: any 2 of these; CLB 5: any 2 of these)

- check prices of food placed above or below eye level on grocery shelves
- compare prices between store and popular brands
- check unit price of items

Activity 6B

- Learners write a paragraph to describe how they shop for food.
- They should include answers to the following questions (also written on the [Activity 6B, Worksheet 1](#)):
 - i. Do you usually shop around the outside aisles of the store first?
 - ii. Where do you look for sales?
 - iii. Were you aware that grocery stores are organized to encourage purchases?
 - iv. How often do you buy food that is on shelves above or below eye level?
 - v. Do you compare prices between store and popular brands?
 - vi. Do you check the unit price of items to make sure you are getting the best buy?
 - vii. How often do you buy convenience items while you are waiting to pay at the cashier?
 - viii. What, if anything, will you do differently the next time you shop for food in order to save money?

Follow-up:

- Instructors may choose to follow-up this activity by giving more information or doing their own additional activities on:
 - store brands vs. name brands
 - comparing unit pricing

- checking grocery store receipt for mistakes and explaining the Scanner Price Accuracy Voluntary Code
- Harmonized Sales Tax (HST) on food

Activity 7 – Reading/Listening/Speaking: Reducing Food Waste: A Jigsaw Activity

Competencies: Comprehending Information/Sharing Information

- Divide learners into groups of four.
- Make one photocopy of Activity 7, Worksheet 1 for every group of four learners and cut along the dotted lines.
- Give each group a different reading on how to reduce food waste.
- Learners read their paragraph with their group, clarifying vocabulary and concepts.
- Learners practice telling the basic information in the paragraph to each other; they must understand it well enough to talk about it with learners who haven't heard it before.
- Instructor re-organizes learners into new groups.
- New groups will have one learner from each of the original groups.
- Each learner now presents their information to the other three; remind learners that they are not to read the paragraph word-for-word, but rather to talk about the ideas.
- Learners then work together with their new group to answer questions on all four paragraphs (Activity 7, Worksheet 2). Short or long answers may be given.

Activity 7, Worksheet 2

Answer key:

1. over 50%
2. 1. buy too much and it spoils
2. buy too much because they forget their children won't be home for supper
3. cook too much
4. have leftovers but don't store them properly so they go bad
3. 1. think about how many people will be home to eat during the week
2. plan menus for the week and buy only what is on them
3. check fridge so don't buy food they already have
4. buy only what they realistically need and will use
4. no – only if you can use the food before it spoils
5. reducing food waste
6. within 2 hours of cooking
7. the name of the food and the date it was prepared
8. refrigerated leftovers within 2 to 3 days of cooking; frozen leftovers within 2 months
9. add it to a stir-fry, casserole, omelet, spaghetti sauce, soup or salad
10. add to the same dishes as in #9 and also to desserts
11. added to yogurt or blended into favourite milk shake or smoothie
12. cook extra food at one meal and use the extra food to make a second meal

Activity 8 – Speaking/Listening/Writing: Make a Poster Presentation on Favourite Leftovers

Competencies: Sharing Information/Comprehending Information

- Learners create a poster presentation on a favourite leftover.
- Each day, six or eight learners present their posters concurrently with the other learners.
- Learners from the presenters' class walk around and listen to the presentations.
- Learners from other classes can also be invited to join and listen.
- Hand out Activity 8, Worksheet 1.
- Read with learners.

Activity 9 – Listening/Speaking: “Everybody’s Food Budget” Board Game

Competencies: Comprehending Information/Sharing Information

- Hand out Activity 9, Worksheet 1.
- Board game reinforces topics covered in the unit (good planning, smart shopping, preventing waste, leftovers, etc.).
- Learners play with a partner or in small groups.
- Give each partner or group one dice. Learners roll the dice and move their marker around the game board.
- Information on some squares reminds learners of helpful actions to take (and allows them to move ahead), 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 – Writing/Speaking: Poster Presentation

Competency: Sharing Information

- Hand out Assessment 1 to CLB 4 learners and Assessment 2 to CLB 5.
- Learners do a poster presentation on a recipe for using leftovers.
- After learners have presented to small groups of students two to four times, assess their presentation using either the CLB 4 or CLB 5 rubric.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Speaking section.
- The written information on the poster can be used for a writing assessment and placed in the Language Companion in the My Portfolio Writing section.

Assessments 3 and 4 – Writing/Speaking: A Leftover Story

Competencies: Reproducing Information/Sharing Information

- Learners prepare a story about their favourite leftover recipe.

- Assessment 3 is for CLB 4 and Assessment 4 is for CLB 5.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Note: *Learners leftover recipes can be collected and compiled into a “Leftovers Recipe Book.” If learners bring in the leftover dish for classmates to sample, take pictures and include these too. Instructors with access to a computer lab could have learners type their “leftover stories”.*

Learner Self-Reflection

- Write the following questions on the blackboard:
 1. What new things did you learn about food budgeting in this unit?
 2. What new things did you learn about being a smart shopper?
 3. Do you think this will influence how you prepare for food shopping and how you will shop? How? Why or why not?
- Ask learners to write their answers in paragraph format.
- Learner Self-Reflection task can be put in the Language Companion of the My Notes section and reviewed at a later date to check up on healthy lifestyle changes.

Resources:

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

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

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

<http://ottawa.ca/health>

<http://soscuisine.com>

<http://save.ca>

<http://befoodsafe.ca>

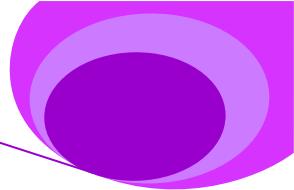
<http://eatrightontario.ca>

<http://allrecipes.com>

Scanner Price Accuracy Voluntary Code: <http://www.competitionbureau.gc.ca/eic/site/cb-bc.nsf/eng/01262.html>

Harmonized Sales Tax Info sheet: <http://www.cra-arc.gc.ca/E/pub/gi/gi-064/gi-064-e.pdf>

Worksheets



Everybody's Food Budget – Warm-up, Worksheet – CLB 4-5

FIND SOMEONE WHO...

Write the name
of someone who
answers yes

1. goes grocery shopping. _____
2. buys their food at a supermarket. _____
3. buys their food at a corner store. _____
4. plans menus for the week. _____
5. decides what food to buy when they get to the store. _____
6. looks at store flyers. _____
7. buys food they want even if it's not on their list. _____
8. checks their fridge and cupboards to see what they need before they go food shopping. _____
9. takes young children food shopping with them. _____
10. compares unit prices. _____
11. often buys "convenience items." _____
12. has a food budget and sticks to it. _____
13. sometimes goes food shopping when they are hungry. _____
14. checks their grocery store receipt before leaving the store. _____

Everybody's Food Budget – Activity 1, Worksheet 1 (page 1 of 2) – CLB 4-5

1.	menu planning	deciding what you will be eating for each meal and snack for a period of time
2.	a variety	a selection; a mixture
3.	to stick to something	to continue to do something and not stop
4.	a food budget	a plan you make so you know how much money you can spend on food each week
5.	to reduce	to make something become less
6.	food waste	food you don't eat and throw away

Everybody's Food Budget – Activity 1, Worksheet 1 (page 2 of 2) – CLB 4-5

7.	to have on hand
	to have something near you and ready to use
8.	to organize
	to put in a useful order
9.	to limit
	to restrict; to keep you from doing more than you should
10.	temptations
	something you want to do but know you shouldn't do
11.	fast food
	inexpensive food prepared and served quickly
12.	convenience food
	pre-packaged food that can be prepared and served quickly

Everybody's Food Budget – Activity 1, Worksheet 2 (page 1 of 2) – CLB 4-5

1. You have matched 12 words or word phrases with their definitions. Choose 4 of these and, working with your partner or small group, write 4 sentences. The sentences must show the meaning of the word or word phrase in your own words, and be related to your experience.

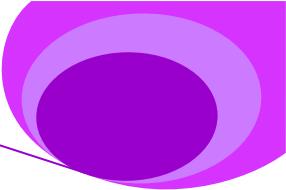
1.

2.

3.

4.

2. Your instructor will dictate a short paragraph about menu planning. Write it here.



Everybody's Food Budget – Activity 1, Worksheet 2 (page 2 of 2) – CLB 4-5

3. Discuss the following questions with your partner or in a small group:
 1. Do you think that menu planning is important? Why or why not? Do you plan menus for your family?
 2. How closely do you follow Canada's Food Guide?
 3. Why is it a good idea to have a food budget? Do you have a food budget? Why or why not? If you have one, do you stick to it?
 4. How often do you have to throw out leftover food? Why?
 5. What is your opinion about fast food and convenience food? How often do you buy these kinds of foods?

Everybody's Food Budget – Activity 3, Worksheet 1 – CLB 4-5

This is a sample menu for Amy. Amy is a 32-year-old single mom who has a 9-year-old boy named Nathan. Amy works from 8 a.m. to 4 p.m. and likes to cook simple meals. She has a small kitchen and limited storage space.

Microwave ovens are available at Nathan's school.

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

Everybody's Food Budget – Activity 3, Worksheet 2A – CLB 4-5**Menu Planning Activity**

Plan a menu for one day, including meals and snacks. Use Canada's Food Guide to help you prepare your menu.

Breakfast:

Lunch:

Dinner:

Snacks:

Remember to use *Canada's Food Guide*, and include at least 3 of the 4 groups at each meal.

Adapted from Heart and Stroke Foundation "Heart Smart Cooking"

Everybody's Food Budget – Activity 3, Worksheet 2B – CLB 4-5**Menu Planning Checklist**

How well did you plan your menu?

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

My menu includes:	YES	NO
1. a variety of foods from each of the four food groups		
2. fruit, vegetables and grains - These should make up about 2/3 of each meal.		
3. a variety of colour, flavour and texture		
4. at least one dark green and one orange vegetable each day		
5. lean meats, poultry, and fish as well as meat alternatives such as beans, lentils, nuts, and tofu		
6. low fat milk products, such as skim, 1% and 2% milk and 2% or less yogurt		
7. whole grain products, such as whole wheat bread, tortillas, pasta, and brown rice		
8. food choices that I enjoy and fit within my budget		

Adapted from Heart and Stroke Foundation "Heart Smart Cooking"

Everybody's Food Budget – Activity 5B, Worksheet 1A – CLB 4-5

Making a Shopping List: Sunday

SUNDAY

BREAKFAST	-fresh fruit -scrambled egg -whole grain toast -milk	How to Make a Pot Roast												
NOON MEAL	-vegetable soup -salmon sandwich -orange -milk	<p>1 Brown meat on all sides in a little hot oil in a big heavy pot.</p> <p>2 Season with salt and pepper and add a small amount, about a 1/4 cup (50 mL) of liquid (water or soup stock). Cover tightly and simmer in a 325°F (160°C) oven or on the stove-top until tender (about 1 hour/lb. or 2 hours/kg). Vegetables can be added for the last half hour.</p>												
EVENING MEAL	-beef roast -roast potatoes -carrots -whole grain bread -chocolate pudding	Vanilla Pudding Makes 6 servings <table> <tbody> <tr> <td>2 cups</td> <td>pudding mix</td> <td>500 mL</td> </tr> <tr> <td>3 cups</td> <td>water</td> <td>750 mL</td> </tr> <tr> <td>2 tbsp.</td> <td>margarine</td> <td>30 mL</td> </tr> <tr> <td>1 tsp.</td> <td>vanilla</td> <td>5 mL</td> </tr> </tbody> </table> <ol style="list-style-type: none"> 1. Add water to pudding mix in saucepan over low heat. 2. Stir and cook until thickened (10-15 minutes). 3. Stir in margarine. 4. Cool slightly and add vanilla. <p>Chocolate Pudding: Make same as vanilla pudding but add 1/4 cup (50 mL) cocoa and 1/4 cup (50 mL) sugar to pudding mix before adding water.</p>	2 cups	pudding mix	500 mL	3 cups	water	750 mL	2 tbsp.	margarine	30 mL	1 tsp.	vanilla	5 mL
2 cups	pudding mix	500 mL												
3 cups	water	750 mL												
2 tbsp.	margarine	30 mL												
1 tsp.	vanilla	5 mL												
SNACK	-whole grain toast -apple													

Everybody's Food Budget – Activity 5B, Worksheet 1B – CLB 4-5

Making a Shopping List: Sunday

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 2A – CLB 4-5**Making a Shopping List: Monday****MONDAY**

BREAKFAST	-apple juice -cold whole grain cereal with milk	Vegetarian Chili		
NOON MEAL	-beef sandwich -cole slaw -fresh fruit -milk	1 19 oz (540 mL) can red kidney beans 1		
EVENING MEAL	-vegetarian chili -whole grain bread or cooked rice -vanilla pudding	1 19 oz (540 mL) can chickpeas 1		
SNACK	-whole grain crackers -apple	1 28 oz (796 mL) can diced tomatoes 1		
		1/2 cup rice 125 mL		
		1 large onion, chopped 1		
		1 clove garlic, chopped 1		
		1 tbsp. oil 15 mL		
		2 tbsp. tomato paste 30 mL		
		1 stock cube 1		
		Chili powder to taste		
		Salt and pepper to taste.		
		1. Drain then rinse kidney beans and chickpeas.		
		2. Heat large saucepan on medium heat for about 30 seconds. Add oil, chopped garlic and onion. Fry until softened*.		
		3. Add all other ingredients except chilli powder and bring to boil.		
		4. Reduce heat and add chilli powder and salt and pepper and any other spices to taste. Simmer for about 1 hour, adding water if necessary.		
		Serve topped with grated cheese. Enjoy with a green salad and whole wheat bread for a complete meal.		
		*For Chilli con carne (chilli with meat) add ground beef when cooking the onions and garlic.		
		Other vegetables you could add are corn, chopped celery, pepper and/or chopped potato.		

Everybody's Food Budget – Activity 5B, Worksheet 2B – CLB 4-5**Making a Shopping List: Monday****Cole Slaw**

Makes 6 servings

1	medium cabbage, shredded	1
1 cup	grated carrot	250 mL
1	small onion, finely chopped	1
1 cup	vinegar	250 mL
3/4 cup	sugar	175 mL
1/2 cup	vegetable oil	125 mL
1 tsp.	celery seed	5 mL
1/2 tsp.	salt	2 mL

1. Prepare vegetables and mix together in a large bowl.
2. In saucepan, combine vinegar, sugar, salad oil, celery seed and salt.
3. Heat to boiling point, reduce heat and simmer 3 minutes.
4. Pour hot dressing over vegetables, stir well, cover and chill in refrigerator. (Dressing may be re-used).

Vanilla Pudding

Makes 6 servings

2 cups	pudding mix	500 mL
3 cups	water	750 mL
2 tbsp.	margarine	30 mL
1 tsp.	vanilla	5 mL

1. Add water to pudding mix in saucepan over low heat.
2. Stir and cook until thickened (10-15 minutes).
3. Stir in margarine.
4. Cool slightly and add vanilla.

Chocolate Pudding: Make same as vanilla pudding but add 1/4 cup (50 mL) cocoa and 1/4 cup (50 mL) sugar to pudding mix before adding water.

Everybody's Food Budget – Activity 5B, Worksheet 2C – CLB 4-5**Making a Shopping List: Monday**

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

* You have leftovers of beef pot roast from yesterday.

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 3A – CLB 4-5**Making a Shopping List: Tuesday****TUESDAY**

BREAKFAST	-orange -boiled egg -whole grain toast -milk	Couscous with Summer Vegetables Makes 8 servings		
NOON MEAL	-tomato soup -grilled cheese sandwich -milk	2 tbsp. vegetable oil 30 mL 3 stalks celery, chopped 3 3 carrots, chopped 3 2 zucchini, chopped 2 1 tbsp. dried basil salt and pepper to taste 1 1/2 cups couscous, uncooked 375 mL 2 cups vegetable stock 500 mL		
EVENING MEAL	-couscous with summer vegetables -fruit crisp	<ol style="list-style-type: none"> 1. Heat oil in a large pot over medium heat. 2. Add celery and carrots. Cook until softened but not browned, about 7 minutes. Stir often. 3. Add zucchini and cook until slightly softened, about 4 minutes. 4. Add basil, salt and pepper. 5. Add couscous to pot and gently stir to mix well. 6. Gently stir in vegetable stock. Bring to a boil. 7. Cover pot and remove from heat. Let couscous stand still until it is tender and all liquid is absorbed, about 5 minutes. 		
SNACK	-whole grain cereal and milk	Fruit Crisp Makes 6 servings		
		4 cups fresh, frozen or canned/drained fruit 1 L 3/4 cup quick-cooking rolled oats 175 mL 2 tbsp. water 30 mL 3 tbsp. all-purpose flour (white or whole wheat) 50 mL 3 tbsp. soft butter or margarine 50 mL 3-5 tbsp. brown sugar 50-75 mL		
		<ol style="list-style-type: none"> 1. Place fruit in a 1 1/2 quart (1.5 L) greased baking pan or casserole. Add water. 2. Combine flour, sugar, rolled oats and salt in another bowl. Add butter or margarine and mix until crumbly. 3. Sprinkle evenly over fruit. 4. Bake uncovered at 375°F (190°C) for approximately 30 minutes or until fruit is tender and topping is golden brown. 		

Everybody's Food Budget – Activity 5B, Worksheet 3B – CLB 4-5

Making a Shopping List: Tuesday

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 4A – CLB 4-5**Making a Shopping List: Wednesday****WEDNESDAY**

BREAKFAST	-orange juice -hot oatmeal made with milk and topped with raisins	How to Roast a Chicken 1 Remove neck and giblets from inside. 2 Place 2 or 3 garlic cloves and 1 large onion, chopped, in cavity of a 3 pound chicken. 3 Cook at 350°F (180°C) for about 1-1/2 hours (20-25 minutes per pound). 4 Baste occasionally with vegetable or olive oil. Chicken is done when bones separate easily from joints.
NOON MEAL	-corn chowder -whole grain bread -carrot sticks -milk	
EVENING MEAL	-roast chicken -baked potatoes -green beans -whole grain bread -yogurt	Corn Chowder Makes 6 servings 1 tbsp. vegetable oil or margarine 15 mL 3/4 cup onion, chopped 175 mL 1 1/2 cups potatoes, chopped 375 mL 1 cup water 250 mL 1 1/2 cups milk 375 mL 1 tbsp. flour 15 mL 2 tsp. dried basil 10 mL 1 19 oz can (540 mL) cream style corn 1 salt and pepper to taste
SNACK	-whole grain crackers -applesauce	<ol style="list-style-type: none"> 1. Melt margarine in a heavy pot over medium heat. Add onions. Cook until soft, about 5 minutes. 2. Add potatoes and water. Bring to a boil. 3. Turn heat to low. Cover and simmer until potatoes are almost soft, about 15 minutes. 4. Mix together milk, flour, and Italian herbs in a bowl. 5. Add milk mixture to potatoes. 6. Turn heat to medium-low. Cook until thick and smooth. Stir constantly. 7. Add corn and heat for 5 more minutes. 8. Add salt and pepper to taste.

Everybody's Food Budget – Activity 5B, Worksheet 4B – CLB 4-5

Making a Shopping List: Wednesday

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 5A – CLB 4-5**Making a Shopping List: Thursday****THURSDAY**

BREAKFAST	-fresh fruit -peanut butter on whole grain toast -milk	<p>Quick Macaroni and Cheese</p> <p>Makes 4 servings</p> <table> <tbody> <tr><td>1 cup</td><td>dry macaroni</td><td>250 mL</td></tr> <tr><td>4 cups</td><td>boiling water</td><td>1 L</td></tr> <tr><td>1/8 tsp.</td><td>salt</td><td>1/2 mL</td></tr> <tr><td>2 tbsp.</td><td>flour</td><td>30 mL</td></tr> <tr><td>1/4 tsp.</td><td>dry mustard</td><td>1 mL</td></tr> <tr><td>1/8 tsp.</td><td>pepper</td><td>1/2 mL</td></tr> <tr><td>1 cup</td><td>milk</td><td>250 mL</td></tr> <tr><td>1 tbsp.</td><td>onion, finely chopped</td><td>15 mL</td></tr> <tr><td>1 cup</td><td>cheddar cheese, grated</td><td>250 mL</td></tr> </tbody> </table> <ol style="list-style-type: none"> 1. Cook macaroni in boiling, salted water until tender. 2. Mix flour, mustard and pepper with 1/2 cup (125 mL) of the milk until smooth. With the remaining milk, mix together the onion and cheese. Stir into macaroni. 3. Cook over low heat, stirring to prevent sticking until sauce thickens, about 10 minutes. 	1 cup	dry macaroni	250 mL	4 cups	boiling water	1 L	1/8 tsp.	salt	1/2 mL	2 tbsp.	flour	30 mL	1/4 tsp.	dry mustard	1 mL	1/8 tsp.	pepper	1/2 mL	1 cup	milk	250 mL	1 tbsp.	onion, finely chopped	15 mL	1 cup	cheddar cheese, grated	250 mL
1 cup	dry macaroni	250 mL																											
4 cups	boiling water	1 L																											
1/8 tsp.	salt	1/2 mL																											
2 tbsp.	flour	30 mL																											
1/4 tsp.	dry mustard	1 mL																											
1/8 tsp.	pepper	1/2 mL																											
1 cup	milk	250 mL																											
1 tbsp.	onion, finely chopped	15 mL																											
1 cup	cheddar cheese, grated	250 mL																											
NOON MEAL	-quick macaroni and cheese -lettuce and tomato -apple juice	<p>How to Stir-Fry</p> <ol style="list-style-type: none"> 1 Cut cooked meat or tofu (2 cups or 500 mL) into bite-size pieces. Prepare an equal amount of cut-up vegetables (carrots, celery, zucchini, green peppers, onions, mushrooms, etc.)* Mix together 2 tbsp. (30 mL) cornstarch and 1 ½ tbsp. (20 mL) soy sauce. Set aside. 2 In a hot frying pan or wok, heat 1-2 tbsp. (15-30 mL) vegetable oil. Add vegetables and cook until tender crisp, stirring constantly. For more flavor add 1 tsp. (5 mL) fresh ginger, minced and 1 clove garlic minced. 3 Add 1 cup (250 mL) beef, chicken or vegetable bouillon or water to the vegetables. Stir in cornstarch and soy sauce mixture. Stir until thickened. 4 Add cooked meat or tofu. Heat thoroughly. Serve with rice, noodles, or pasta. 																											
EVENING MEAL	-stir fried chicken and vegetables -rice -oatmeal cookies -fresh fruit																												
SNACK	-whole grain cereal and milk	<p>* Double the amount of vegetables (4 cups or 1 L) for vegetable only stir-fry.</p>																											

Everybody's Food Budget – Activity 5B, Worksheet 5B – CLB 4-5

Making a Shopping List: Thursday

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 6A – CLB 4-5**Making a Shopping List: Friday****FRIDAY**

BREAKFAST	-apple juice -whole grain toast -cheddar cheese	Tuna Casserole Makes 5-6 servings		
NOON MEAL	-tuna casserole -carrot sticks -banana -milk	2	6 oz. (170 g) can tuna	2
		2 1/2 cups	rice, cooked	600 mL
		1 or 2	14 oz. (398 g) can peas, drained	1 or 2
EVENING MEAL	-spaghetti with meat and tomato sauce -tossed salad -canned pineapple	4 tsp.	margarine	20 mL
		1 cup	onion, chopped	250 mL
		7 tsp.	flour	35 mL
		1 1/4 cup	milk	300 mL
		1 tsp.	Worcestershire Sauce	5 mL
		1/2 tsp.	pepper	2 mL
SNACK	-cheese -whole grain crackers	1 cup	cheddar cheese, grated	250 mL
		1. Drain and flake tuna. 2. Place cooked rice in bottom of a well-greased baking dish. 3. Add peas and tuna. 4. Fry onion in margarine until soft; add flour. 5. Add seasonings to milk and add to flour mixture. 6. Stir until thick. Pour over ingredients in baking dish. 7. Top with cheese. Bake in 375°F (190°C) oven for 25 minutes.		

Everybody's Food Budget – Activity 5B, Worksheet 6B – CLB 4-5**Making a Shopping List: Friday**

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 7A – CLB 4-5**Making a Shopping List: Saturday****SATURDAY**

BREAKFAST	-orange juice -cold whole grain cereal with milk	How to Make an Omelet
NOON MEAL	-vegetable omelet with whole grain bread -canned peaches -milk	<p>1 In a bowl, beat together 2 eggs and 2 tbsp. (30 mL) milk. Add a dash of salt and pepper.</p> <p>2 Heat 1 tsp. (5 mL) vegetable oil in frying pan on medium high heat.</p> <p>3 Pour in egg mixture. Cook at low heat.</p> <p>4 During cooking, lift edges and tip pan so that uncooked mixture flows underneath. Do not stir. Cook until omelet is set.</p> <p>5 Sprinkle half of the omelet with leftover cooked vegetables, tomato slices, pieces of onion, green pepper, or grated cheese. Fold the other half of the omelet over the other side.</p>
EVENING MEAL	-take-out pizza -tossed salad -frozen yogurt	
SNACK	-apple -sunflower seeds	

Everybody's Food Budget – Activity 5B, Worksheet 7B – CLB 4-5

Making a Shopping List: Saturday

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List

Everybody's Food Budget – Activity 5B, Worksheet 8A – CLB 4-5

Sample Menu for a Week

Here is the complete menu for the week along with your compiled shopping list. Remember that you already had the staples listed below at home so there was no need to buy them again.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
BREAKFAST	-fresh fruit -scrambled egg -whole grain toast -milk	-apple juice -cold whole grain cereal with milk	-orange -boiled egg -whole grain toast -milk	-orange juice -hot oatmeal made with milk and topped with raisins	-fresh fruit -peanut butter on whole grain toast -milk	-apple juice -whole grain toast -cheddar cheese	-orange juice -cold whole grain cereal with milk
NOON MEAL	-vegetable soup -salmon sandwich -orange -milk	-beef sandwich -coleslaw -fresh fruit -milk	-tomato soup -grilled cheese sandwich -milk	-corn chowder -whole grain bread -carrot sticks -milk	-quick macaroni and cheese -lettuce and tomato -apple juice	-tuna casserole -carrot sticks -banana -milk	-vegetable omelet -whole grain bread -canned peaches -milk
EVENING MEAL	-beef pot roast -roast potatoes -carrots -whole grain bread -chocolate pudding	-vegetarian chili -whole grain bread or cooked rice -vanilla pudding	-couscous with summer vegetables -fruit crisp	-roast chicken -baked potatoes -green beans -whole grain bread -yogurt	-stir fried chicken and vegetables -rice -oatmeal cookies -fresh fruit	-spaghetti with meat and tomato sauce -tossed salad -canned pineapple	-take-out pizza -tossed salad -frozen yogurt
SNACK	-whole grain toast -apple	-whole grain crackers -apple	-whole grain cereal and milk	-whole grain crackers -applesauce	-whole grain cereal and milk	-cheese -whole grain crackers	-apple -sunflower seeds

From: *Everybody's Food Budget Book* produced by Public Health Dietitians; Ottawa Public Health. Revised 2007

MENU PLANNING HINTS USED:

- Leftovers from Sunday's beef pot roast are used to make sandwiches for Monday noon.
- Baked beans, pea soup, eggs and peanut butter are used to keep meat costs down.
- Leftover chicken from Wednesday evening makes a delicious stir-fry dish on Thursday.
- Some seasonal fresh fruits and vegetables are a bargain at certain times of the year. At other times, frozen or canned are cheaper.
- This menu would be good for the week when a store flyer advertises roast chickens and ground beef "on sale."

Everybody's Food Budget – Activity 5B, Worksheet 8B – CLB 4-5

Staples on Hand			
vegetable oil	salt	pepper	white sugar
brown sugar	flour	corn starch	macaroni
spaghetti	tomato paste	canned diced tomatoes	canned chick peas
canned salmon	canned tuna	canned fruit	peanut butter
rice	couscous	ketchup	vinegar
cocoa	dry mustard	fresh ginger	basil
chili powder	Worcestershire sauce	soy sauce	vanilla
chicken bouillon cubes	vegetable stock cubes	rolled oats	oatmeal

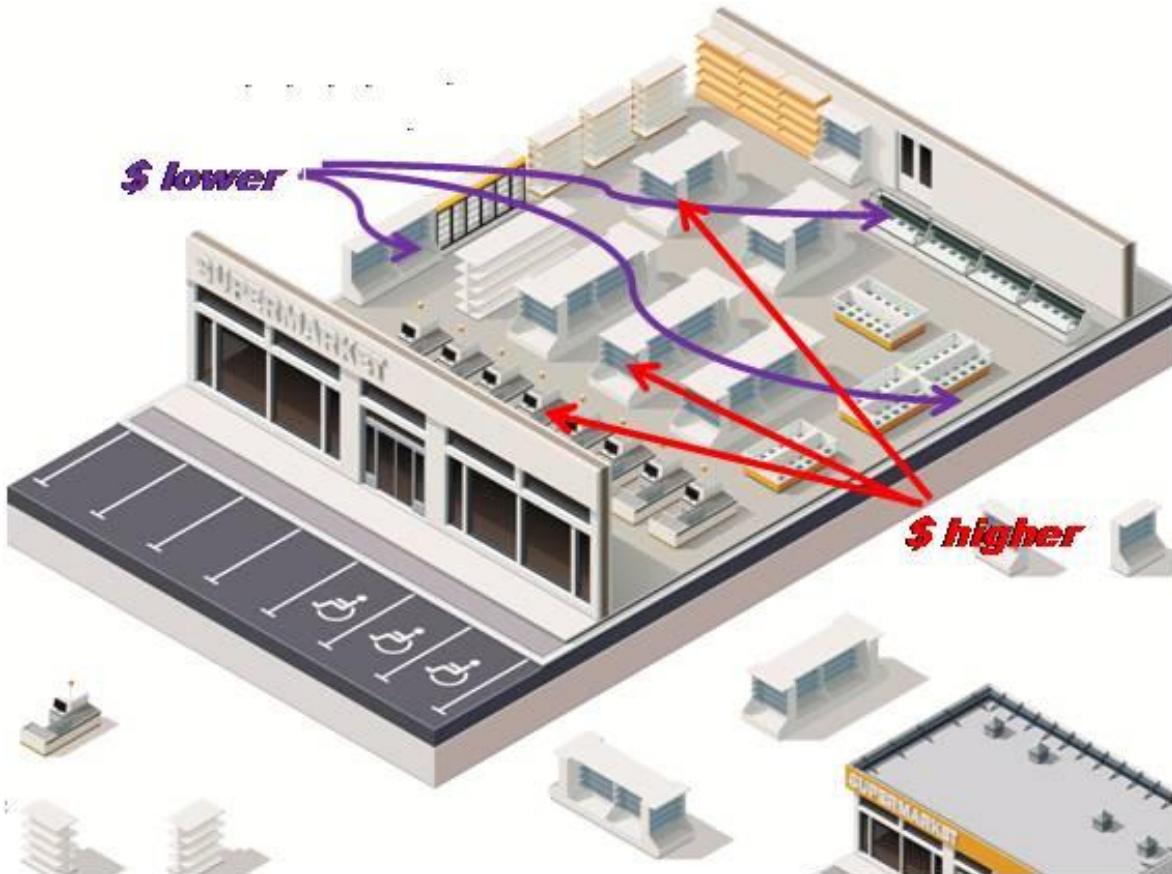
Food on hand			
eggs	milk	potatoes	carrots
onions	butter	margarine	whole grain cereal
whole grain crackers			

Shopping List			
whole grain bread	canned vegetable soup	beef pot roast	vanilla pudding mix
fresh fruit – must include oranges and apples		apple juice	cabbage
celery seed	garlic	red kidney beans	lettuce
tomatoes	cheese	celery	zucchini
tomato soup	orange juice	raisins	green beans
yogurt	applesauce	roasting chicken	cream style corn
oatmeal cookies	green peppers	bananas	canned peas
canned fruit	frozen yogurt	sunflower seeds	

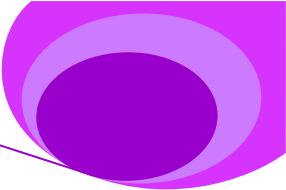
Everybody's Food Budget – Activity 6A, Worksheet 1 – CLB 4-5

Listen to the instructor read the text.

Write beside the bullets information you hear in the text or see on the worksheet.



<u>Outside Aisles</u>	<u>Most Aisles</u>	<u>End of Aisles/ Inside Aisles</u>
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•



Everybody's Food Budget – Activity 6B, Worksheet 1 – CLB 4-5

A. Write a paragraph to describe how you shop for food; you can continue on the back of the worksheet. Include answers to the following questions but remember to answer in paragraph format:

- Do you usually shop around the outside aisles of the store first?
 - Where do you look for sales?
 - Were you aware that grocery stores are organized to encourage purchases?
 - How often do you look for food that is on shelves above or below eye level?
 - Do you compare prices between store and popular brands?
 - Do you check the unit price of items to make sure you are getting the best buy?
 - How often do you buy convenience items while you are waiting to pay at the cashier?
 - What, if anything, will you do differently the next time you shop for food in order to save money?
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Everybody's Food Budget – Activity 7, Worksheet 1 – CLB 4-5

Reducing Food Waste

Learner A:

Statistics say that over 50% of the food we buy gets thrown out! Wasted food is wasted money. Sometimes people buy too much food and it spoils. Sometimes they buy too much food because they forget that their children will not be home for supper. Sometimes they cook too much food and throw it out. Sometimes they have leftovers but don't store them properly so they go bad.



Learner B:

Before you go food shopping, think about how many people will be home to eat during the week. What are your activities for the week? What are your children's activities? Plan menus for the week and buy only what is on them. Check your fridge and cupboards so that you don't buy food you already have. Buy only what you realistically need and will use. Buying in bulk only saves money if you can use the food before it spoils.



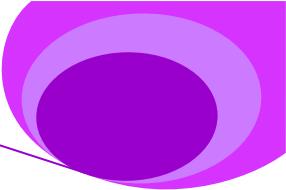
Learner C:

One way to reduce food waste is to prevent spoiling. You can keep food safe in many ways. Place food in the refrigerator or freezer within 2 hours of cooking. Use plastic bags or airtight containers. Label the bag or container with the name of the food and the date it was prepared. Use refrigerated leftovers within 2 to 3 days of cooking, and frozen leftovers within 2 months.



Learner D:

Throwing out food that is not eaten is food and money wasted, so **Cook Once and Eat Twice!** You can add leftover meat to a stir-fry, casserole, omelet, spaghetti sauce, soup or salad. Leftover fresh, frozen or canned vegetables can also be added to these dishes; they can even be added to desserts! Add fruit to yogurt or blend into your favourite milk shake or smoothie. Stale bread can be used for grilled cheese sandwiches, French toast or for croutons to top salads and soups.



Everybody's Food Budget – Activity 7, Worksheet 2 – CLB 4-5

Using the information on Activity 7, Worksheet 1, work with your group to answer the questions below.

1. How much of the food we buy gets thrown out?

2. Give 4 reasons why people throw out food.

3. What 4 things should you do before you go food shopping?

4. Does buying in bulk always save money?

5. If you prevent food spoiling, what else are you also doing?

6. When should you put leftover food in the fridge or freezer?

7. What should you put on the bag or container of leftover food before putting it in the fridge or freezer?

8. How soon should you use leftovers?

9. What can you do with leftover meat?

10. How can you use leftover vegetables?

11. Leftover fruit can be used for what?

12. Explain the meaning of "Cook once and eat twice."

Everybody's Food Budget – Activity 8, Worksheet 1 – CLB 4-5

Leftovers are food that remains uneaten at the end of a meal. Often, people plan to have leftovers so that they don't have to cook every meal from scratch during the week when they are busy.

1. You are going to do a poster presentation on your favourite leftover. Your poster presentation will include the following information in writing:

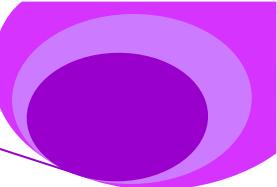
- The name of your “leftovers” recipe
- Ingredients for the “leftovers” recipe
- Cooking instructions for the “leftovers” recipe
- A picture or drawing of the new dish

You can write the ingredients and instructions in a list.

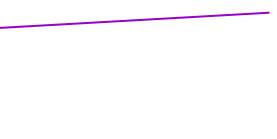
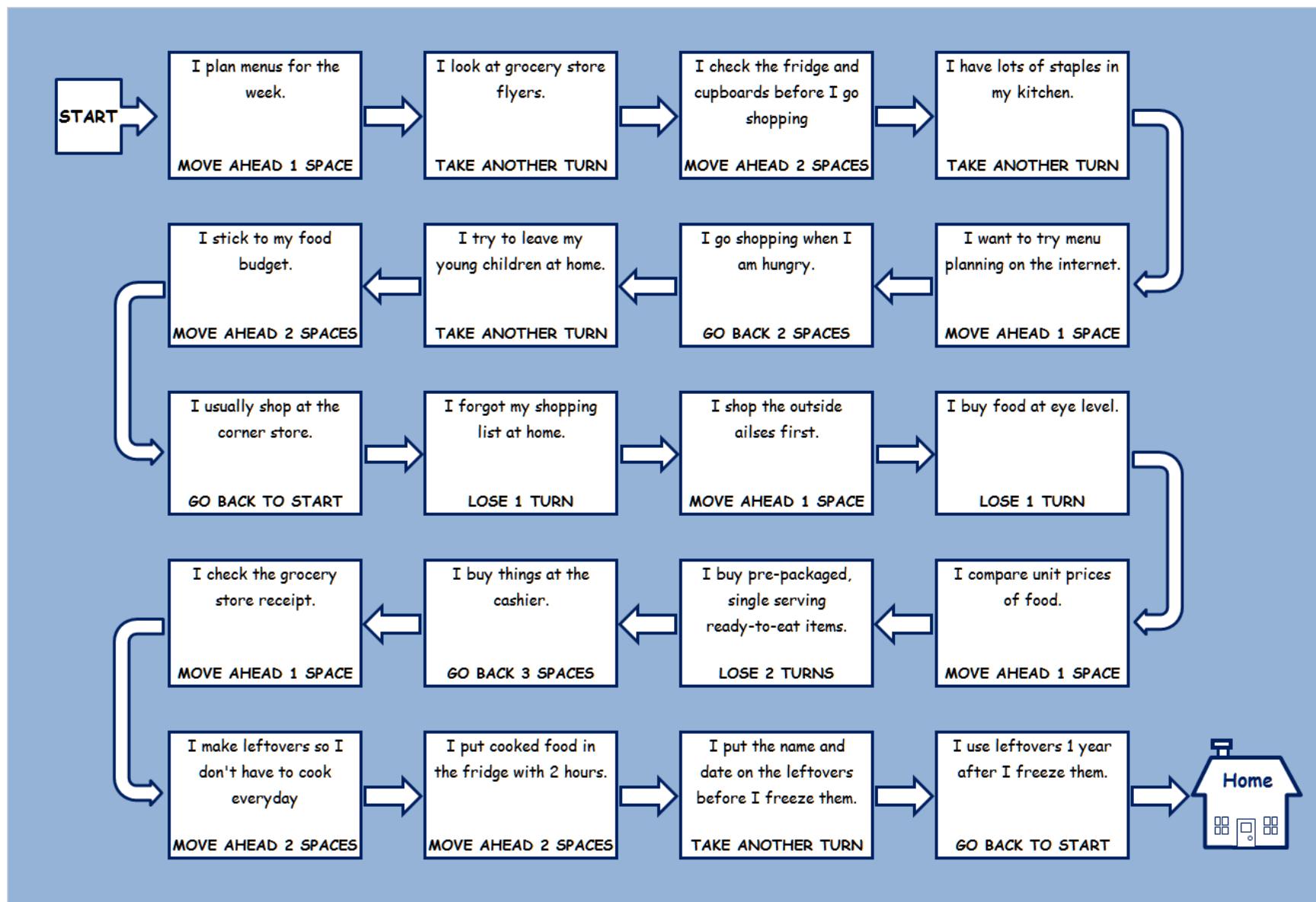
2. When you tell your classmates about your favourite leftover, you must also say:
 - What the original cooked food was
 - Why you like this recipe

If possible, bring in the prepared leftover food for your classmates to try! ☺

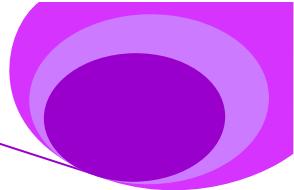
You will be assessed on this activity for your Language Companion.



Everybody's Food Budget – Activity 9, Worksheet 1 – CLB 4-5



Assessments



Everybody's Food Budget – Assessment 1: Poster Presentation – CLB 4

Speaking

Competency: Sharing Information

Name: _____ Date: _____

Performance Indicators	Achievement
	Yes (1 point each)
Gives name of “leftover”	
Describes original cooked food	
Gives ingredients for new recipe	
Gives cooking instructions for new recipe	
Says why they like this recipe	

	Rarely 1 point	Sometimes 2 points	Usually 3 points
Makes eye contact			
Speaks clearly			
Uses appropriate vocabulary			
Speaks in short sentences and some longer compound sentences			
Clear evidence of connected discourse			

Comments:

Total: _____/20

15/20 = Task achieved: Yes No

Everybody's Food Budget – Assessment 2: Poster Presentation – CLB 5**Speaking**

Competency: Sharing Information

Name: _____ Date: _____

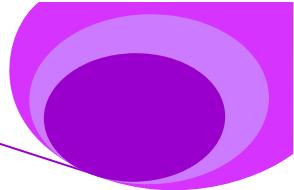
Performance Indicators	Achievement
	Yes (1 point each)
Gives name of "leftover"	
Describes original cooked food	
Gives ingredients for new recipe	
Gives cooking instructions for new recipe	
Says why they like this recipe	

	Rarely 1 point	Sometimes 2 points	Usually 3 points
Makes eye contact			
Speaks clearly			
Uses appropriate vocabulary			
Clear evidence of connected discourse			
Good control of simple, and initial control of more complex structures			
Sequences events in a logical order			

Comments:

Total: _____ /23

18/23 = Task achieved: Yes No



Everybody's Food Budget – Assessment 3: A Leftover Story – CLB 4

Writing

Competency: Reproducing Information

Name: _____ Date: _____

Performance Indicators	Achievement	
	No 1 point	Yes 2 points
Writes name of “leftover recipe”		

	None 1 point	Some 2 points	All 3 points
Lists ingredients for “leftover recipe”			
Lists cooking instructions for “leftover recipe”			

	No 1 point	Sometimes 2 points	Yes 3 points
Adequate control of spelling and capitalization			
Printing is fairly easy to read			
No major omissions			
Only occasional copying mistakes			

Total: _____ /20

15/20 = Task achieved: Yes No

Everybody's Food Budget - Assessment 4: A Leftover Story - CLB 5**Writing**

Competency: Reproducing Information

Name: _____ Date: _____

Performance Indicators	Achievement	
	No 1 point	Yes 2 points
Writes name of "leftover recipe"		

	None 1 point	Some 2 points	All 3 points
Lists ingredients for "leftover recipe"			
Lists cooking instructions for "leftover recipe"			

	No 1 point	Sometimes 2 points	Yes 3 points
Adequate control of spelling, punctuation, capitalization			
Good control of simple structures			
Adequate range of vocabulary			
Adequate use of connective words and phrases			

Total: _____/20

15/20 = Task achieved: Yes No

