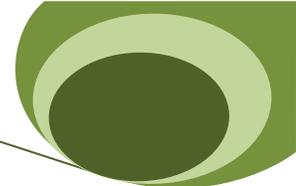
An abstract graphic composed of several overlapping, semi-transparent green polygons of various shades, creating a layered, architectural effect. The shapes are arranged in a way that suggests depth and movement, with some appearing to recede into the background while others come forward.

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

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- 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?

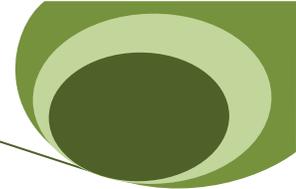
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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?

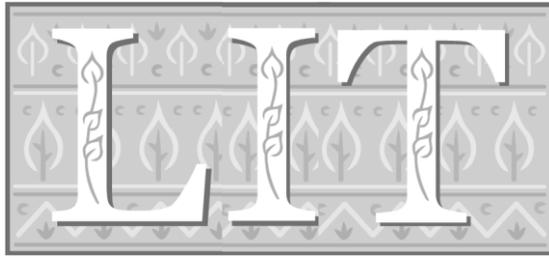
These lesson plans have been designed for anyone who teaches ESL/LINC, and who would like to incorporate important public health content into their language teaching. As mentioned in the Instructor Notes of each lesson plan, they have been designed in a way that they can be adapted to the individual 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?

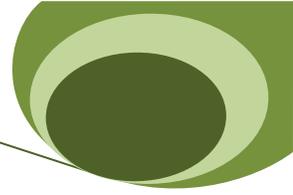
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.



Canada's Food Guide

ESL Literacy and CLB 1





Instructor Notes

Canada's Food Guide – Instructor Notes – ESL Literacy and CLB 1

Core Contents:

Learn how Canada's Food Guide can be a tool to promote healthy eating as it describes how much and what type of food people need.

Learning Objectives:

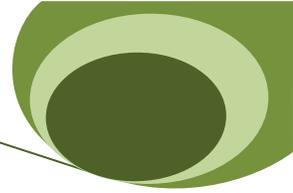
- learn the names of common foods
- categorize food into the four food groups
- learn about serving sizes of different foods
- use a chart to find information—words and numbers
- become aware of healthy eating habits for themselves and their families

Notes about Canada's Food Guide:

- Canada's Food Guide is available in English and French and has been translated into 10 other languages. It is available to order or download through the Health Canada website.
- It is important for learners to know that Canada's Food Guide was developed for "healthy" people. People with diabetes, heart disease, etc. can still use Canada's Food Guide, but they may need to eat more of one food group and less of another, depending on their health requirements.
- As the class discusses this topic, it is also important for the instructor to stress that all foods (except for candies and other sweets) can fit into Canada's Food Guide, no matter which country they come from.

Materials Needed:

- large pictures of common foods in Canada and from other countries
- flipchart paper
- markers, scissors
- masking tape
- measuring cups
- measuring spoons
- kitchen scale (if possible)
- plastic food models (if possible) **Plastic food models can be ordered through: Spectrum Nasco at www.healthcare.spectrum-nasco.ca*
- copies of Canada's Food Guide
- copies of "Colour your plate with a rainbow" fact sheet, available from Ottawa Public Health
- flyers to cut out pictures
- glue sticks or tape to put pictures on paper plates
- paper plates (large and small) and paper cups
- picture dictionaries



Word Bank

Prior Knowledge: eat, drink, like, favourite, healthy, unhealthy

Warm-up: n/a

Activity 1: match, draw, circle, apple, bread, chicken, milk, cheese, banana, tomato, potato, rice, carrot, eggs, nuts

Activity 2: n/a

Activity 3: Canada's Food Guide, food groups, fruits, vegetables, grain products, milk, meat and alternatives

Activity 4: serving size, cup, mL, g, tbsp, oz, fresh, frozen, canned, cooked, $\frac{1}{2}$ (half), $\frac{1}{4}$ (quarter), slice, hands, portion, fist, palm, both, thumb

Activity 5: How many servings?, should, sex, age, children, girls, boys, teens, adults, females, males

Activity 6: need, thirsty, will eat, ate, will drink, drank

Activity 7: plate, cup

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.**

- Discuss, with the whole class, food they like and food they eat every day. For example: What foods do you like? What food is your favourite? What foods have you eaten so far today? What new foods did you eat when you first arrived in Canada?
- Instructor may want to share what he/she has eaten and discuss if this is a good amount. Do you think that food was healthy or unhealthy? Why or why not?
- Use open-ended questions to talk about foods in general that are healthy and foods that are unhealthy. For example:
 - What foods do you eat now that you didn't eat when you lived in your country?
 - What foods are healthy for us? What foods are not so healthy? Why?
 - How much food should we eat to be healthy?
 - How much should we drink every day? What do you drink every day? Which drinks are healthy?
- Use flipchart paper to write new words that learners may want to copy and use for review.

Warm-up

- Talk together as a class using the large food pictures (some from each food group and some foods that would be common in different countries). Talk about the names of the foods, colours, and what food groups they belong to.
- Write the names of the four food groups on the blackboard to refer to them during the discussion.
- Some sample questions could include:
 - Do you have this fruit/vegetable in your country?
 - What is the name in English?

- Do you eat/like this food?
- Where does it fit in Canada's Food Guide?
- Cut up and hand out the pictures from Warm-up Picture Cards (2 pages) to learners as you talk and review by asking questions to the class. Some sample questions could be:
 - Who has a picture of an apple?
 - Who has a picture of a vegetable?
- The learners who have the correct picture(s) hold them up to show the class and repeat the name together. Other examples of questions might be:
 - Who has a word that begins with the letter C?
 - Who has a picture of a fruit that ends with the letter A?
 - Who has a picture of a food that fits in the Milk and Alternatives food group?

** 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: Matching Food Pictures and Words

Competencies: Getting Things Done/Comprehending Information

- Use Activity 1, Worksheets 1, 2 or 3, (depending on the language level) to review vocabulary.
- Learners match, circle or write the correct word beside the pictures.

Activity 2 – Reading: Categorizing Food Words into Food Groups

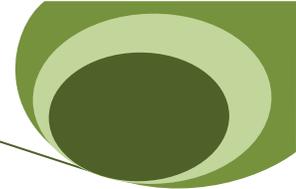
Competency: Getting Things Done

- Write the food group names on flipchart paper that is taped up around the room.
- Distribute pictures and/or word cards to learners, depending on class level.
- Learners walk around and tape their picture and/or word under the correct group.
- Discuss and correct as a class.
- Learners can copy the list for writing practice.

Activity 3 – Listening/Speaking: Talking About Food

Competency: Sharing Information

- Copy the questions from Activity 3, Worksheet 1 onto the blackboard or flipchart paper.
- Instructor reads aloud and asks individual learners questions to check comprehension.
- Learners can read together as a group, and a different learner answers each time.
- All learners can take turns asking the person on their right or left and go around the room, if the size of the group permits.
- Using class name cards, learners can pick a name and ask a question of the person whose name they chose. The person who answers picks the next name to ask another question.
- Questions can be asked out of sequence and learners can pick a number and name to vary the order and keep people interested.



- Learners can use a copy of the worksheet to practise with a partner.
- As a review, the questions can be written onto strips of paper to hand out to practise again in small groups.
- Learners can use [Activity 3, Worksheet 2](#) to write their answers.

Activity 4 – Listening/Reading: Measuring Food – What is a Serving?

Competency: Getting Things Done

- Bring measuring cups, measuring spoons, and a kitchen scale (if available) to class.
- Demonstrate the serving sizes described in Canada's Food Guide using the measuring cups and spoons.
- For example: instructor could bring some fresh fruits and vegetables, cut them up and measure them in the cup. Pour juice or milk into a cup to demonstrate a serving. Or bring some dry cereal or cooked rice to measure in a cup to illustrate.
- Each learner should have a copy of Canada's Food Guide to refer to while discussing serving sizes.
- If you have some real food or plastic food models to use for demonstration, the message will be clearer, but good pictures will be helpful to show as well.
- Focus on some of the common foods and serving sizes shown in Canada's Food Guide to illustrate.
- After a class discussion referring to the Food Guide, use [Activity 4, Worksheet 1](#) so learners can fill in and practise with a partner.
- Another way to demonstrate serving sizes is with hand gestures ([Activity 4, Worksheet 2](#)).
- Instructor demonstrates Canada's Food Guide serving sizes using fingers, palms and hands. Instructor may bring in a real potato and other foods for demonstration purposes.
- Learners get involved and model instructor.
- Learners fill in [Activity 4, Worksheet 2](#) alone or with a partner.
- Read together as a review.

Activity 4

Answer Key

Worksheet 1

- | | |
|--------|-----------|
| 1. 125 | 4. 4. 125 |
| 2. ½ | 5. 5. 250 |
| 3. 1 | 6. 75 |

Worksheet 2

- | | |
|-----------|----------|
| 1. fist | 4. palm |
| 2. fist | 5. thumb |
| 3. both/2 | |

Activity 5 – Reading/Speaking: Getting Information from Canada's Food Guide – How Many Servings?

Competency: Getting Things Done

- Show the complete Canada's Food Guide chart—look at each age section separately and answer questions orally.
- For example: Look at the chart for children ages 2-3. The green section is for Vegetables and Fruit. Look at the chart and see how many servings a 2- to 3-year-old needs to eat

every day. The answer is four. Now look at children who are 4-8 years old. How many servings do they need? They need five, and so on, across the first group.

- Learners can see the progression of servings needed for people as they grow.
- **Jigsaw activity.** Divide the class into four groups: Children, teens, adults 19-50 and adults 51+, and assign one age group to a group of three to four learners so they can work together, depending on class size.
- For example: learners who have Activity 5, Worksheet 1A would look at the section for children and fill in the chart on the worksheet together. Learners who have Activity 5, Worksheet 1B would look at the Teens section of the Canada's Food Guide to fill in their chart, and so on.
- Regroup learners in a jigsaw activity so there is one learner from each original group in the new groups—one learner with Worksheet 1A, one with Worksheet 1B, one with Worksheet 1C and one with Worksheet 1D—to answer questions related to all the sections.
- The newly formed groups answer the questions together on Activity 5, Worksheet 1E.
- Correct together as a class.

Activity 5, Worksheet 1E

Answer Key

- 1) 4 2) 6 3) 2 4) 2

Activity 6 – Reading the Food Guide: Canada's Food Guide and You

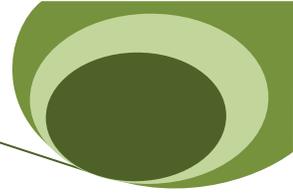
Competency: Getting Things Done

- Use Activity 6, Worksheet 1 to personalize the information learners have been practising in this unit.
- Learners do this with a partner, checking the Canada's Food Guide sections relevant to themselves.
- Point out the bottom right part of Canada's Food Guide where it shows a picture of a glass of water and talk about how this is the healthy choice when we need a drink.
- For literacy level students, this activity can be used orally one-on-one, and would need to be read together with the instructor since the reading level is too high.
- All learners should read the page together with the instructor to check the numbers, discuss the information, and clarify the material.

Activity 7 – Reading/Writing: Healthy Food on Your Plate

Competency: Getting Things Done

- Use the resource "Colour your plate with a rainbow" to talk about a healthy meal.
- As a group, read and talk about the fractions of the plate and review food group names and colours.
- Give each learner a paper plate and demonstrate how to divide it in four by drawing lines.
- Using foods from their country, have learners write what they would eat for a meal in the different sections.



- Alternately, they can draw food or tape/glue pictures cut out from magazines or flyers onto the plate.
- Learners use a paper cup and write the name of their drink on it.
- Follow up this activity with [Activity 7, Worksheet 1](#) to practise writing.

Assessment 1 – Speaking

Competency: Sharing Information

- [Assessment 1](#) is for CLB 1 learners.
- From Activity 7, have learners explain the food they have chosen on their plate in groups or to the class. If using this as an assessment for Portfolio-Based Language Assessment purposes, it is important the learner presents only to the instructor.
- They should use very controlled language that has been practised in class. For example:
 - “I will eat chicken, rice, carrots and salad. I will have an orange for dessert and I will drink milk.” OR “I ate chicken, rice and tomatoes. I drank water and tea.”
- As an additional part of the activity, learners can have a small plate for dessert.
- Learners present their plates orally and answer two questions about their eating habits.
- Possible questions to ask the learner are: Which food group does rice belong to? What food on your plate belongs to the Vegetables and Fruit group? Do you eat this meal at home sometimes?

Assessment 2 – Reading/Writing

Competency: Comprehending/Reproducing Information

- Hand out [Assessment 2](#) to ESL Literacy learners.
- Ask learners to write the correct word under each picture, then to write one food word in each of the food groups of Canada's Food Guide.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading or Writing section.

Assessment 3 – Reading/Writing

Competency: Comprehending/Sharing Information

- [Assessment 3](#) is for CLB 1 learners.
- Learners review Canada's Food Guide as a group.
- Answer the questions alone as an assessment.
- See marking information at the bottom of the page. This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading or Writing section.

Assessment 3

Answer Key:

- 4-year-old boy – 5 servings
- 18-year-old girl – 6 servings
- 30-year-old man – 2 servings

Learner Self-Reflection

- Distribute Learner Self-Reflection task and read together with the group.
- Learners can fill this in for themselves.
- Self-Reflection task can be put in the Language Companion in the My Notes section to be revisited at a later date so learners can check-in personally to see if they are eating in a healthier way.

Resources:

Canada's Food Guide, translated into 10 languages. Available to download or order at:

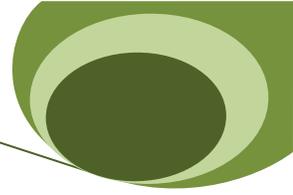
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

"Colour your plate with a rainbow" fact sheet available through Ottawa Public Health:

<http://ottawa.ca/en/residents/public-health/healthy-living/colour-your-plate-rainbow>

Eating Well with Canada's Food Guide: A resource for Educators and Communicators:

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/resource-ressource-eng.php>



Worksheets

Canada's Food Guide – Warm-up Picture Cards (page 1 of 2) – ESL Literacy and CLB 1

**Vegetables
and Fruit**



carrots

**Grain
Products**



bagels

**Milk and
Alternatives**



cheese

**Meat and
Alternatives**



chicken



lettuce



cooked pasta



milk



beef



cucumbers



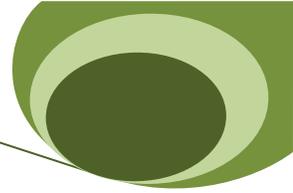
bread



powdered milk



fish



Canada's Food Guide – Warm-up Picture Cards (page 2 of 2) – ESL Literacy and CLB 1

Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
 <p>bananas</p>	 <p>cereal</p>	 <p>yogurt</p>	 <p>eggs</p>
 <p>apple</p>	 <p>flat bread</p>	 <p>ice cream</p>	 <p>nuts</p>
 <p>tomatoes</p>	 <p>bulgur</p>	 <p>kefir</p>	 <p>tofu</p>
 <p>orange juice</p>	 <p>couscous</p>	 <p>soy beverage</p>	 <p>shellfish</p>

Canada's Food Guide – Activity 1, Worksheet 1 – ESL Literacy and CLB 1

Draw a line to match the word with its picture.

1. apple



2. bread



3. chicken



4. milk



5. cheese



6. bananas



7. tomatoes



8. potatoes



9. rice



10. carrots

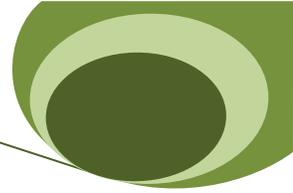


11. eggs



12. nuts





Canada's Food Guide – Activity 1, Worksheet 2 – ESL Literacy and CLB 1

Circle the correct word beside each picture.



banana

apple

potato



apple

chicken

bread



rice

eggs

milk



apple

bread

milk



carrots

apple

potatoes



apple

rice

eggs



potatoes

tomatoes

milk



bananas

chicken

carrots

Canada's Food Guide – Activity 1, Worksheet 3 – ESL Literacy and CLB 1

Look at the picture. Read the word. Circle the word that is the same.



eggs



chicken



bananas



apple



potatoes



cheese



tomatoes



bread



rice



milk

eggs

bread

bananas

bread

milk

chicken

bananas

bread

apple

chicken

apple

eggs

bread

potatoes

tomatoes

cheese

chicken

eggs

potatoes

tomatoes

milk

bananas

apple

bread

potatoes

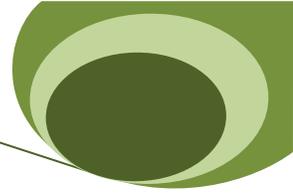
rice

chicken

milk

chicken

apple



Canada's Food Guide – Activity 3, Worksheet 1 – ESL Literacy and CLB 1

Speaking and Listening Questions
Canada's Food Guide



1.	What fruits do you like?
2.	What vegetables do you like?
3.	What meat and alternatives do you like?
4.	What fruits do you eat every day?
5.	What vegetables do you eat every day?
6.	What milk and alternatives do you eat or drink every day?

Canada's Food Guide – Activity 3, Worksheet 2 – ESL Literacy and CLB 1

Answering Questions about Food

Write your answer to each question.

1. What fruits do you like?

I like _____ and _____.

2. What vegetables do you like?

I like _____ and _____.

3. What meat and alternatives do you like?

I like _____.

4. What fruits do you eat every day?

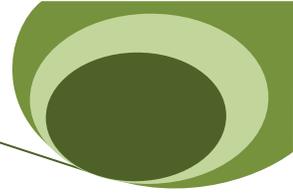
I eat _____ and _____.

5. What vegetables do you eat every day?

I eat _____ and _____.

6. What milk and alternatives do you eat or drink every day?

I eat _____. I drink _____.



Canada's Food Guide – Activity 4, Worksheet 1 – ESL Literacy and CLB 1

What is a Serving?



$\frac{1}{2}$ cup = 125 mL

$\frac{3}{4}$ cup = 175 mL

1 cup = 250 mL

Look at Canada's Food Guide pictures under: What is One Food Serving?
Fill in the numbers.

1. Fresh, frozen or canned vegetables
 - one serving is _____ mL or $\frac{1}{2}$ cup
2. Fresh, frozen or canned fruits
 - one serving is 1 whole fruit or 125 mL or _____ cup
3. Bread — one serving is _____ slice
4. Cooked rice, bulgur or quinoa
 - one serving is _____ mL or $\frac{1}{2}$ cup
5. Milk or powdered milk
 - one serving is _____ mL or 1 cup
6. Cooked fish, shellfish, poultry, lean meat
 - one serving is _____ g ($2 \frac{1}{2}$ oz.) / 125 mL ($\frac{1}{2}$ cup)

Canada's Food Guide – Activity 4, Worksheet 2 – ESL Literacy and CLB 1

Use Your Hands to Choose Your Servings

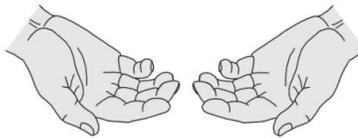
Our hands can help us decide how much food is a good serving.

Handy portion guide

Your hands can be very useful in estimating appropriate portions. When planning a meal, use the following portion sizes as a guide:



FRUITS*/GRAINS & STARCHES*:
Choose an amount the size of your fist for each of Grains & Starches, and Fruit.



VEGETABLES*:
Choose as much as you can hold in both hands.



MEAT & ALTERNATIVES*:
Choose an amount up to the size of the palm of your hand and the thickness of your little finger.



FATS*:
Limit fat to an amount the size of the tip of your thumb.

MILK & ALTERNATIVES*: Drink up to 250 mL (8 oz) of low-fat milk with a meal.

* Food group names taken from Beyond the Basics: Meal Planning for Healthy Eating, Diabetes Prevention and Management © Canadian Diabetes Association, 2005. Please refer to this resource for more details on meal planning.

Put one word in each sentence. Use the word bank to help.

Word Bank

fist both palm thumb

1. A serving of **fruit** is the size of my _____.



2. A serving of **grain products** is the size of my _____.

3. A serving of **vegetables** is what I can hold in _____ hands.

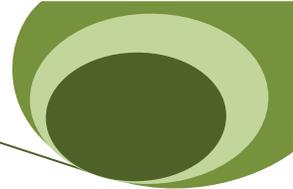


4. A serving of **meat** is the size of my _____.



5. A good amount of **fat** is the size of the tip of my _____.



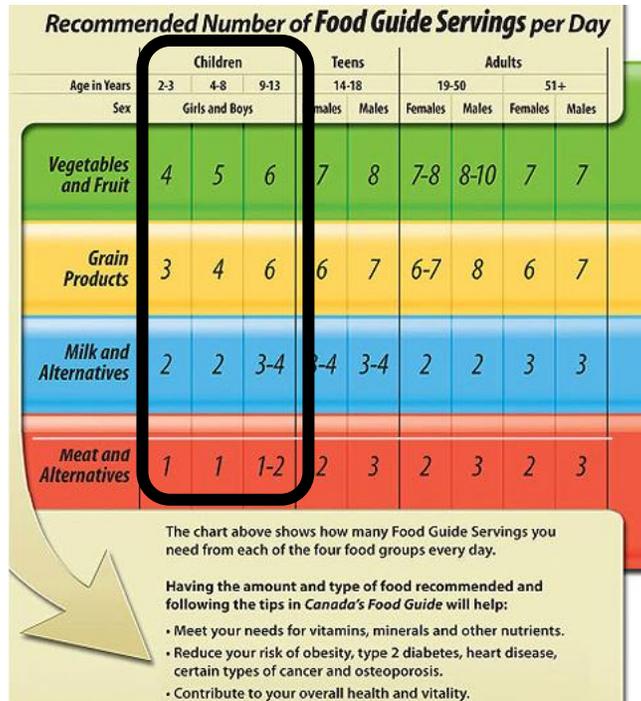


Canada's Food Guide – Activity 5, Worksheet 1A – ESL Literacy and CLB 1

How Many Servings?

Look at the chart and answer the questions.

Look **only** at the information for Children ages 2-3, 4-8, and 9-13 inside the black circle. Copy the numbers into the chart below.



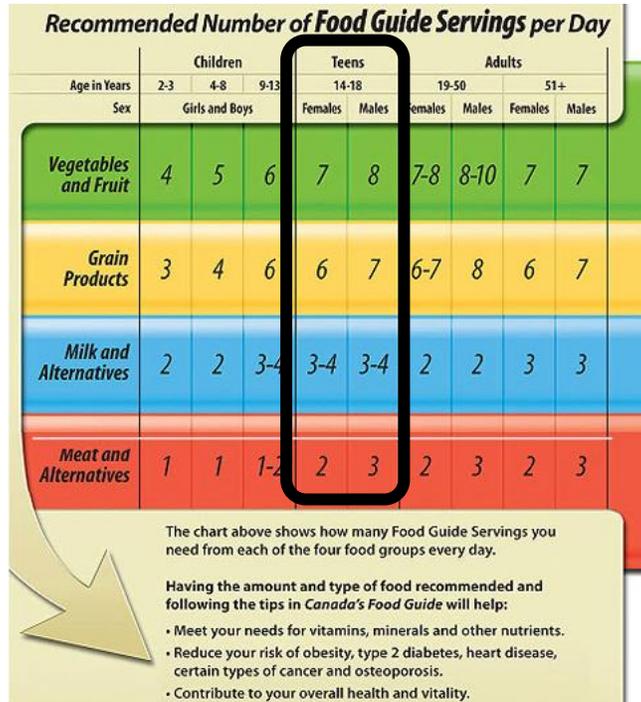
	Children		
Age in years	2-3	4-8	9-13
Sex	Girls and Boys		
Vegetables and Fruit	4		6
Grain Products		4	
Milk and Alternatives		2	3-4
Meat and Alternatives	1		

Canada's Food Guide – Activity 5, Worksheet 1B – ESL Literacy and CLB 1

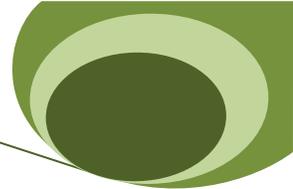
How Many Servings?

Look at the chart and answer the questions.

Look **only** at the information for Teens ages 14-18 inside the black circle. Copy the numbers into the chart below.



	Teens	
Age in years	14-18	
Sex	Females	Males
Vegetables and Fruit	7	
Grain Products		7
Milk and Alternatives	3-4	
Meat and Alternatives		



Canada's Food Guide – Activity 5, Worksheet 1C – ESL Literacy and CLB 1

How Many Servings?

Look at the chart and answer the questions.

Look **only** at the information for Adults ages 19-50 inside the black circle. Copy the numbers into the chart below.

Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Sex			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

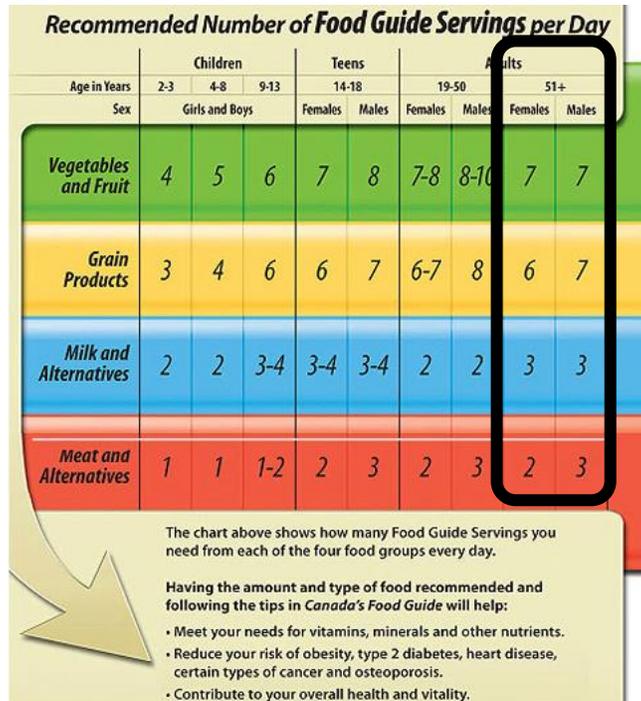
	Adults	
Age in years	19-50	
Sex	Females	Males
Vegetables and Fruit	7-8	
Grain Products		8
Milk and Alternatives	2	
Meat and Alternatives		

Canada's Food Guide – Activity 5, Worksheet 1D – ESL Literacy and CLB 1

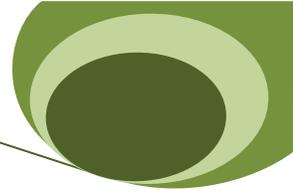
How Many Servings?

Look at the chart and answer the questions.

Look **only** at the information for Adults ages 51+ inside the black circle. Copy the numbers into the chart below.



	Adults	
Age in years	51+	
Sex	Females	Males
Vegetables and Fruit	7	
Grain Products		7
Milk and Alternatives	3	3
Meat and Alternatives		



Canada's Food Guide – Activity 5, Worksheet 1E – ESL Literacy and CLB 1

How Many Servings?

Join together with classmates from other groups.
Answer the questions together.

One classmate will have Worksheet 1A:

1. How many servings of Vegetables and Fruit should a 2-year-old child have every day? _____

One classmate will have Worksheet 1B:

2. How many servings of Grain Products should a 14-year-old female have every day? _____

One classmate will have Worksheet 1C:

3. How many servings of Milk and Alternatives should a 19-year-old male have every day? _____

One classmate will have Worksheet 1D:

4. How many servings of Meat and Alternatives should a 51-year-old female eat every day? _____



Canada's Food Guide – Activity 6, Worksheet 1 – ESL Literacy and CLB 1

Canada's Food Guide and You

Look at a copy of *Canada's Food Guide*.
Answer the questions:

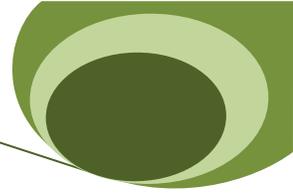
1. How old are you? _____
2. Are you male or female? _____

Find the section about you on your *Canada's Food Guide* and answer these questions:

3. I need _____ servings of Vegetables and Fruit every day.
4. I need _____ servings of Grain Products every day.
5. I need _____ servings of Milk and Alternatives every day.
6. I need _____ servings of Meat and Alternatives every day.
7. When I am thirsty, the best drink is _____.



When you finish, read this paper together with your teacher to check your work and practise your reading.



Canada's Food Guide – Activity 7, Worksheet 1 – ESL Literacy and CLB 1

Healthy Food on Your Plate

On my plate, I have:

In my cup, I have:



Speaking about your plate.

Talk about your food to a partner.

I will eat: _____

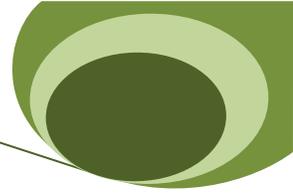
I will drink: _____

or

Yesterday, I ate: _____

Yesterday, I drank: _____

Assessments & Learner Self-Reflection



Canada's Food Guide – Assessment 1 – CLB 1

Speaking

Competency: Sharing Information

Name: _____ Date: _____

What we are listening for:	Very Good 3	OK 2	Not Yet 1
Say the names of food on the plate			
Use grammar we practised For example: I ate... or, I will eat.....			
Speak clearly			
Answer two questions about food			

Total: _____/12

10/12 = Benchmark achieved: Yes No

Comments:

Canada's Food Guide – Assessment 2 – ESL Literacy

Reading/Writing

Competency: Comprehending Information/Reproducing Information

Name: _____ Date: _____

Write the correct word under each picture.

Word Bank

bananas	apple	bread	carrots
milk	potatoes	tomatoes	chicken





Write one food word for each Food Group in Canada's Food Guide.

Vegetables and Fruit _____

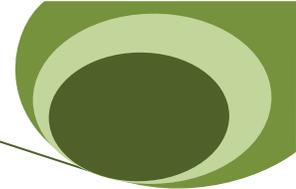
Grain Products _____

Milk and Alternatives _____

Meat and Alternatives _____

Total: _____/12

9/12 = Task achieved: Yes No



Canada's Food Guide – Assessment 3 – CLB 1

Reading/Writing

Competency: Comprehending/Sharing Information

Name: _____ Date: _____

Use Canada's Food Guide to answer the questions:

1. Write the names of the 4 Food Groups:

2. Using the Word Bank, write 2 food words under each Food Group.

Word Bank

bread	cheese	chicken	eggs
potato	milk	rice	apple

			
Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives

3. Read Canada's Food Guide to find the answers:

A 4-year-old boy should eat ____ servings of Vegetables and Fruit every day.

An 18-year-old girl should eat ____ servings of Grain Products every day.

A 30-year-old man should eat ____ servings of Milk and Alternatives every day.

Total: ____/15 12/15 = Task achieved: Yes No

Canada's Food Guide – Learner Self-Reflection – ESL Literacy and CLB 1

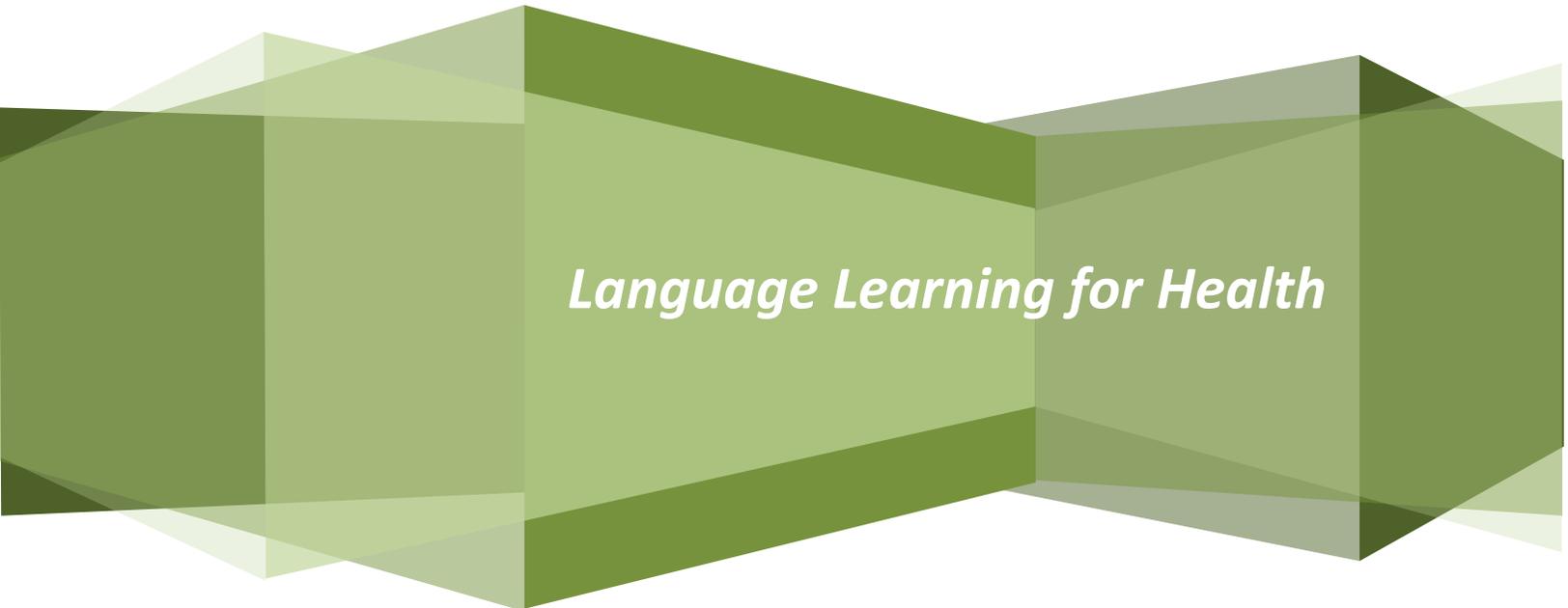
Eating Healthy with Canada's Food Guide

Name: _____ Date: _____



We talked about many kinds of foods together.
 What did you learn about *Canada's Food Guide* and how you eat?
 Read together with the class. Circle your answer.

- | | | | |
|---|-----|----|-------|
| 1. I will eat more vegetables and fruit every day. | yes | no | maybe |
| 2. I will eat some servings of grain products. | yes | no | maybe |
| 3. I will have milk, yogurt, kefir, or cheese every day. | yes | no | maybe |
| 4. I will eat meat and alternatives every day. | yes | no | maybe |
| 5. I will talk about healthy food with my family and friends. | yes | no | maybe |



Language Learning for Health