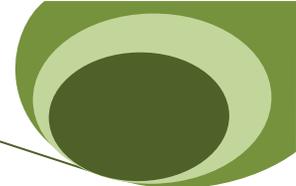
An abstract graphic composed of several overlapping, semi-transparent green polygons of various shades, creating a layered, three-dimensional effect. The shapes are arranged in a way that suggests depth and movement, with some areas appearing darker due to the overlap.

# *Language Learning for Health*

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





**Suggested citation:**

OPH-OCDSB Collaborative Team. *Language Learning for Health*. City of Ottawa - Ottawa Public Health and Ottawa-Carleton District School Board, Ottawa, 2014.

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## OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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### ACKNOWLEDGEMENTS

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

- Abai Coker and Salome Atandi, Ottawa Catholic School Board (OCSB)
- Nadia Youssef, volunteer
- Cecilia Lemus, participation in field-test design
- OPH and OCDSB staff who participated in the field test
- All the ESL/LINC students, especially those who kindly provided feedback for the refinement of the lesson plans.
- Hindia Mohamoud and Hasmik Minasyan and the members of the Language and Health and Wellness tables from the Ottawa Local Immigration Partnership (OLIP)

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## ABOUT THE HEALTHY EATING LESSON PLAN SERIES

### ***How did the lesson plans come about, who developed them, and why?***

Language learning is essential for newcomers' integration and wellbeing. Proficiency in an official language has been associated with immigrants' employment rates, self-reported health and health outcomes. To address language as a key determinant of health while tackling priority health concerns for immigrants, a collaborative project that includes staff from Ottawa Public Health (OPH) and the Ottawa Carleton District School Board (OCDSB) has been established to develop and implement lesson plans on various health topics.

This collaborative work has enabled the integration of health content into language instruction through two programs: English as a Second Language (ESL) and Language Instruction for Newcomers to Canada (LINC). As a result, ESL/LINC instructors, in collaboration with OPH staff, have designed a first series of 24 lesson plans on eight healthy eating topics for adult learners. Field tested in a variety of ESL/LINC settings and reviewed by a multidisciplinary team, the lesson plans are not only relevant, accurate and easy to follow but appropriate for learners from diverse cultural backgrounds and at different levels of language proficiency. The lessons are based on the Canadian Language Benchmarks (CLB) which is a descriptive scale of language ability. Each topic includes a lesson plan at each of the following levels: ESL Literacy-CLB 1, CLB 2-3, and CLB 4-5.

### ***What is included in each lesson plan?***

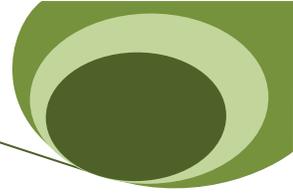
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- The ***Instructor Notes*** at the beginning of the lesson plans provide guidelines and suggestions on how to use them.
- Each ***activity*** has been designed to focus on a particular skill area of listening, speaking, reading or writing and on certain competency areas. The activities are ready to use, which may minimize the time instructors need to prepare engaging sessions. Some of the worksheets (e.g., cards, game boards) can be laminated and re-used. The activities are interactive and encourage learning through participation and dialogue.
- The ***assessments*** have been designed as a way to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PLBA) tasks.
- The ***learner self-reflection*** task captures a learner's intention to adopt a desirable practice as a result of the knowledge acquired.

### **Often healthier than the Canadian-born population when they first arrive in Canada, immigrants' health deteriorates over time**

Known as the "healthy immigrant effect," this phenomenon has been observed particularly among non-European immigrants. The reasons for this deterioration are complex. The process of immigration itself is stressful and may impact immigrants' health. Financial constraints, employment problems or the lack of a social support networks can affect their health and overall wellbeing. Immigrants may also adopt unhealthy behaviours that are common in their new country. Also, medical problems arise as they age just like anyone else.

**Source:** Ng E., Wilkins R., François Gendron F. and Berthelot J-M. The Changing Health of Immigrants. Statistics Canada, autumn 2005.



***Who are these lesson plans for, and how can they be used?***

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

The lesson plans seek to introduce newcomers to Canadian culinary culture and recommended healthy eating practices, while encouraging learners to maintain the healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it would have been impossible to include preferred foods and practices of all learners in a classroom. However, acknowledging the rich variety of cultures through examples that resonate with learners is essential. For this reason, instructors are encouraged to begin discussions with learners on popular foods, culinary and healthy eating practices from their countries of origin. Public health staff/nutritionists can assist with the adaptation of traditional dishes (e.g., replacing unhealthy with healthy oils) as needed.

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

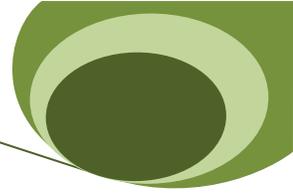
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: [OPH-ESL\\_LessonPlans@ottawa.ca](mailto:OPH-ESL_LessonPlans@ottawa.ca).



# Canada's Food Guide

CLB 2-3





# Instructor Notes

## **Canada's Food Guide – Instructor Notes – CLB 2-3**

### **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:**

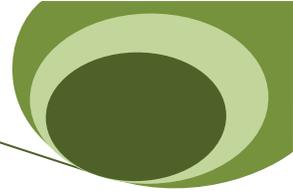
- learn the names of common foods
- categorize food into the four food groups
- learn about serving sizes of different foods
- use a chart to find information—words and numbers
- become aware of healthy eating habits for themselves and their families

### **Notes about Canada's Food Guide:**

- Canada's Food Guide is available in English and French and has been translated into 10 different languages. It is available to order or download from the Health Canada website.
- It is important for learners to know that Canada's Food Guide was developed for people with no particular health problems. 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 can fit into Canada's Food Guide, no matter which country they come from. . Limit foods that are higher in calories, fat, sugar or salt such as cakes, French fries or ice cream. They are not part of a healthy eating pattern.

### **Materials Needed:**

- large pictures of common foods in Canada and other countries
- flipchart paper
- masking tape
- markers
- 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](http://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
- picture dictionaries



## Word Bank

**Prior Knowledge:** healthy/unhealthy food

**Warm-up:** Canada's Food Guide, food groups, vegetables, fruits, grain products, milk, meat and alternatives

**Activity 1:** n/a

**Activity 2:** measuring, serving size, ½ (half) cup, ¼ (quarter) cup, mL, oz, tbsp, fresh, frozen, canned, cooked, slice, bulgur, quinoa, powdered milk, fish, shellfish, poultry, lean meat, legumes

**Activity 3:** need, child, teen, adult, male, female

**Activity 4:** hands, portion, fist, palm, both, thumb

**Activity 5:** favourite

**Activity 6:** dark green and orange vegetables, fat, sugar, salt, juice, whole grains, skim/1%/2% milk, lean meat, thirsty, oils: canola, soy, corn, safflower, sunflower

## Prior Knowledge

***\* It is essential that the instructor elicit learners' prior knowledge on the topic so the activities can build on what learners already know.***

### Instructor-led discussion to elicit prior knowledge:

- Instructors use general, open-ended questions about food and healthy eating to allow learners to speak and share information. For example:
  - How is the food different in Canada from food in your country?
  - How do you and your family eat differently than before you came to Canada? Why?
  - What kinds of foods are healthy? Why are they healthy?
  - What kinds of food are the most unhealthy and why?
- Vocabulary that comes from this discussion can be written on flipchart paper to help visual learners and as a review.

***\* Instructor may choose or adapt any of the following activities depending on the needs of the learners. However, please note that assessments/self-reflections are often based on using all the activities in a lesson plan and might have to be changed accordingly if not all activities are used.***

## Warm-up

- Write the four sections of the Canada's Food Guide on the blackboard or on flipchart paper and discuss.
- Make copies of the Warm-up Picture and Word Cards and hand out one picture to each learner (without the accompanying word)
- Ask learners to categorize the food items into the four food groups orally, as a class.
- Have the word cards ready to match with the pictures.
- Instructor can also hold up the word cards and the learner with that picture can hold up their picture, read the word and match.

## Activity 1 – Reading/Speaking: Food Vocabulary

### Competency: Comprehending Information

- Use the picture and/or word cards from the Warm-up, depending on the level of the group.
- Have learners take turns physically coming to the flipchart paper or blackboard and taping their pictures/word under the right category.
- Discuss and correct as a group.

## Activity 2 – Listening/Reading: Measuring Food – What is a Serving?

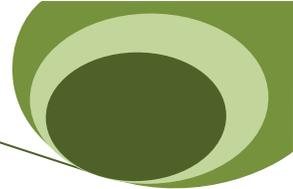
### Competency: Getting Things Done

- Orally discuss serving sizes using measuring props.
- Ensure each learner has a full copy of Canada's Food Guide to read from.
- Demonstrate, using food models, serving sizes described in Canada's Food Guide. E.g.:
  - Look at the pictures for the Vegetables and Fruit group on the Canada's Food Guide pages. How much is one serving of vegetables?
  - If I eat one apple, is that one serving? How much juice would make one serving?
- Since it can be difficult to get the idea from the picture, you can illustrate with measuring cups and plastic food models, or real food, if possible.
- Continue orally with other food groups so learners understand the ideas and the information in the chart.
- The group can read together some of the examples of serving sizes on the Canada's Food Guide.
- Ask learners to fill in [Activity 2, Worksheet 1](#) with a partner.

### Activity 2, Worksheet 1

#### Answer Key:

1. 125 ml or ½ cup
  2. 1 or 125 ml or ½ cup
  3. 1 slice
  4. 125 ml or ½ cup
  5. 250 ml or 1 cup
  6. 75 g / 125 ml
  7. 175 ml or ¾ cup
- To continue with the discussion of serving sizes, refer to [Activity 2, Worksheet 2](#).
  - This is an interesting and interactive way to think about serving sizes, since a bigger person with a bigger hand will need more food.
  - Read and discuss as a group.
  - Instructors can ask questions such as:
    - Show the serving size for an apple.
    - Show the serving size for a piece of chicken.
    - Show the serving size for rice.
    - Show the serving for butter in one meal.



- Have learners orally practise the same activity with a partner, naming foods they know, or choosing food card pictures randomly and working together to show the correct serving sizes.
- Have learners fill in the sentences under the images on the worksheet, then read together.

Activity 2, Worksheet 2

**Answer Key**

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

**Activity 3 – Reading: How Many Servings Do They Need?**

**Competency: Getting Things Done**

- As a group, discuss the chart of serving sizes in Canada's Food Guide and practise answering some questions orally. For example:
  - Look at the Vegetables and Fruit section only. Discuss the numbers of servings different ages need, progressing along the chart so learners see the changes in numbers for different ages of each food group.
- When learners are comfortable with reading the chart format, ask learners to use Canada's Food Guide to answer Activity 3, Worksheet 1 with a partner.

Activity 3, Worksheet 1

**Answer Key:**

1. 4
2. Vegetables and Fruit  
Grain Products  
Milk and Alternatives  
Meat and Alternatives

3.	5	4.	8	5.	7-8	6.	7
	4		7		6-7		7
	2		3-4		2		3
	1		3		2		3

**Activity 4 – Reading/Writing**

**Competency: Getting Things Done/Sharing Information**

- Ask learners to complete Part A of Activity 4, Worksheet 1 for themselves with the correct number of servings using Canada's Food Guide.
- Part B of Activity 4, Worksheet 1 is more challenging, so the instructor could model this activity first on the blackboard by making a list of what he/she ate yesterday.
  - This is a good time to review serving sizes and put them with the foods when possible in discussion with the class.
  - The group can decide which food group each food fits into.
  - Learners can take turns writing the instructor's foods on flipchart paper with food group categories.

- Then, as a class, they can decide if the instructor ate enough servings of the different food groups.
- Once learners understand the activity, they can write their own lists of food on another paper and then categorize their food in part B of [Activity 4, Worksheet 1](#).
- Learners may use picture dictionaries, if available, to help with vocabulary and spelling.
- Hand out [Activity 4, Worksheet 2](#). Learners may need guidance to understand where they circle the correct sentences based on the foods they ate.

## Activity 5 – Speaking/Writing

### Competency: Sharing Information

- Read questions before handing out the [Activity 5, Worksheet 1](#) so vocabulary can be clarified if needed.
- Have learners work together with a partner to answer the questions.
- This activity can be expanded to a writing activity, if you would like the learners to write their answers or their partners' answers to these questions.
- These questions can be put on cards and used as a review in class on another day.
- Together as a group, have learners pick a question card and ask a classmate, then that classmate can pick another card and ask a different classmate, and so on.
- Instructor can go back and review answers and ask if classmates remember each others' answers to review and orally practise grammar: I like, She likes, He eats, etc.

## Activity 6 – Reading: Information about Healthy Food

### Competency: Comprehending Information

- Read the information taken from Canada's Food Guide.
- Using either [Activity 6, Worksheet 1](#) (for CLB 2) or [Activity 6, Worksheet 2](#) (for CLB 3), answer the questions that follow.

#### Activity 6, Worksheet 1 Pictures

#### Answer Key:

carrots 1	milk 4	oranges and orange juice 2	meat 5	bread 3	butter 6
spinach or lettuce 1	salt 6	oil 6	sugar 6	water 7	fish 5

#### Activity 6, Worksheet 1

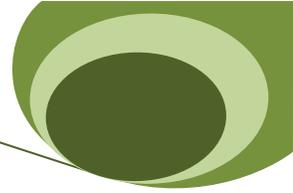
#### Answer Key:

1. green and orange
2. vegetables and fruit
3. very healthy
4. low fat
5. lean
6. oil, fat, sugar, salt
7. water

#### Activity 6, Worksheet 2

#### Answer Key:

1. True
2. False
3. False
4. True
5. True
6. True
7. True
8. True



## **Activity 7 – Writing/Speaking: Plan a Meal Using “Colour Your Plate with a Rainbow” Fact Sheet**

### **Competency: Sharing Information**

- Hand out and discuss the “Colour your plate with a rainbow” fact sheet.
- Learners use flipchart paper and markers to draw a plate, then present it to the class.
- This could also be used as a speaking assessment.

## **Assessments 1 and 2 – Writing**

### **Competency: Sharing Information**

- Learners use Canada's Food Guide and “Colour your plate with a rainbow” fact sheet to plan a menu for one day for themselves, making sure they have included all servings from the Food Guide for their age and sex.
- Hand out Assessment 1 to CLB 2 and Assessment 2 to CLB 3 learners (2 pages).
- Marking is included at the bottom of each assessment.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

## **Learner Self-Reflection**

- Read together with the class, and ask learners to answer individually.
- 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

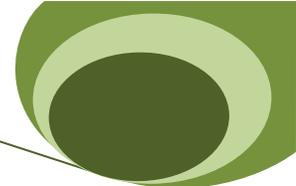


**Canada's Food Guide – Warm-up Picture and Word Cards (page 1 of 2) – CLB 2-3**

<b>Vegetables and Fruit</b>	<b>Grain Products</b>	<b>Milk and Alternatives</b>	<b>Meat and Alternatives</b>
			
<b>carrots</b>	<b>bagels</b>	<b>cheese</b>	<b>chicken</b>
			
<b>lettuce</b>	<b>cooked pasta</b>	<b>milk</b>	<b>beef</b>
			
<b>cucumbers</b>	<b>bread</b>	<b>powdered milk</b>	<b>fish</b>

**Canada's Food Guide – Warm-up Picture and Word Cards (page 2 of 2) – CLB 2-3**

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



## Canada's Food Guide – Activity 2, Worksheet 1 – CLB 2-3

### Measuring Food: 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?" section and fill in the numbers.

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

## Canada's Food Guide – Activity 2, Worksheet 2 – CLB 2-3

### Hand Portion Guide

Our hands can help us decide how much food is a good serving.  
Read each example below and talk about it with your class.

## Handy portion guide

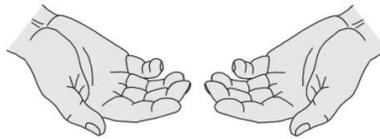
Your hands can be very useful in estimating appropriate portions. When planning a meal, use the following portion sizes as a guide:



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

**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.



**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.

Put one word in each sentence.

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 \_\_\_\_\_.
6. Based on these amounts, do you think you eat about the serving sizes that are suggested?
7. At your next meal, try this method and report back to the group about the serving sizes you ate.





## Canada's Food Guide – Activity 3, Worksheet 1 – CLB 2-3

### How Many Servings Do They Need?

Use Canada's Food Guide to answer the questions. Work with a partner so you can talk together and practise speaking.

List the names of the groups:

1. How many food groups are there in Canada's Food Guide?		
2. List the names of the groups:		
3. How many servings does a <b>5-year-old girl</b> need every day?		
Vegetables and Fruit		
Grain Products		
Milk and Alternatives		
Meat and Alternatives		
4. How many servings does a <b>14-year-old boy</b> need every day?		
Vegetables and Fruit		
Grain Products		
Milk and Alternatives		
Meat and Alternatives		
5. How many servings does an <b>adult woman 19-50 years old</b> need every day?		
Vegetables and Fruit		
Grain Products		
Milk and Alternatives		
Meat and Alternatives		
6. How many servings does a <b>man over 51 years old</b> need every day?		
Vegetables and Fruit		
Grain Products		
Milk and Alternatives		
Meat and Alternatives		

## Canada's Food Guide – Activity 4, Worksheet 1 – CLB 2-3

### Canada's Food Guide for You

**Part A:** Use Canada's Food Guide to find the correct amount of servings of each food group that you need every day.

How old are you? \_\_\_\_\_ Are you male or female? \_\_\_\_\_

How many servings of <b>Vegetables and Fruit</b> do you need?	
How many servings of <b>Grain Products</b> do you need?	
How many servings of <b>Milk and Alternatives</b> do you need?	
How many servings of <b>Meat and Alternatives</b> do you need?	

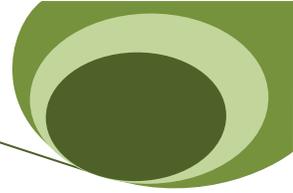
**Part B:** Make a list of all the food you ate yesterday on another piece of paper. Then write the foods under the four food groups in the chart below. Write any food or snacks that do not really fit into the food groups under "Other Foods" below the table, for example, chips or chocolate.

	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
<b>Totals:</b>				

**Other foods:**

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Compare your list with the amounts suggested in Canada's Food Guide.



**Canada's Food Guide – Activity 4, Worksheet 2 – CLB 2-3**

**Did you eat the correct amount of food from each food group?**

A. Circle the sentences below that describe the food and snacks you ate yesterday.

B. Copy the sentences you circled on the lines below.

1. I ate the right amount of servings of vegetables and fruits.

I did not eat the right amount of servings of vegetables and fruits.

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2. I ate the right amount of servings of grain products.

I did not eat the right amount of servings of grain products.

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3. I ate or drank the right amount of servings of milk and alternatives.

I did not eat the right amount of servings of milk and alternatives.

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4. I ate the right amount of servings of meat and alternatives.

I did not eat the right amount of servings of meat and alternatives.

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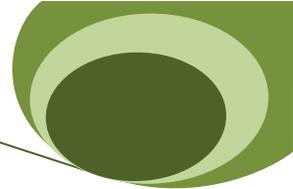
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**Canada's Food Guide – Activity 5, Worksheet 1 – CLB 2-3****Talking about Food**

Talk with a partner and compare your answers. If you have time, change partners and practise the questions again.

1. What is your favourite fruit? \_\_\_\_\_
2. What is your favourite vegetable? \_\_\_\_\_
3. Do you like to eat bread or rice? \_\_\_\_\_  
 How often do you eat bread? \_\_\_\_\_  
 How often do you eat rice? \_\_\_\_\_
4. Do you eat meat? \_\_\_\_\_  
 If yes, what kind of meat do you like? \_\_\_\_\_
5. Do you drink milk? \_\_\_\_\_  
 If no, do you eat/drink other milk products or alternatives?  
 \_\_\_\_\_
6. What is your favourite drink in the morning/evening?  
 \_\_\_\_\_
7. What is your favourite meal? \_\_\_\_\_  
 Is this a healthy meal? \_\_\_\_\_
8. What food do you like to cook? \_\_\_\_\_  
 Is this healthy food? \_\_\_\_\_



## Canada's Food Guide – Activity 6, Worksheet 1 – CLB 2

### Information about Healthy Food

Read the information from Canada's Food Guide.

1. Eat dark green and orange vegetables every day.
2. Vegetables and fruit are healthier than juice.
3. Whole grain products are very healthy. Try to eat them often.
4. Low fat milk is healthy.
5. Try to eat lean meat and eat fish 2 times a week.
6. Too much oil, fat, sugar and salt are not healthy.
7. Drink tap water when you are thirsty.

Write the name of the food under each picture and the number of the sentence from above that gives information about the picture. You will need to use some numbers more than once.

					
_____	_____	_____	_____	_____	_____
					
_____	_____	_____	_____	_____	_____

Answer the questions or fill in the blanks:

1. What colour of vegetables do we need every day? \_\_\_\_\_ and \_\_\_\_\_
2. What is more healthy: vegetables and fruit, or juice? \_\_\_\_\_
3. Whole grain products are \_\_\_\_\_.
4. What kind of milk is healthy? \_\_\_\_\_
5. What kind of meat is healthy? \_\_\_\_\_
6. Name 4 things that are not healthy if we eat too much of them:  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
7. What is the best drink when you are thirsty? \_\_\_\_\_

## Canada's Food Guide – Activity 6, Worksheet 2 (page 1 of 2) – CLB 3

### Information about Healthy Food

1. Read the information about healthy food from Canada's Food Guide.
2. With a partner, answer True or False to the questions on the next page.

Eat at least one **dark green** and one **orange** vegetable every day, such as spinach, carrots and broccoli. Choose vegetables and fruit with little or no added fat, sugar or salt. Eat vegetables and fruit more often than juice.



Eat **whole grains** often. Eat grain products that are lower in fat, sugar and salt.

Drink skim, 1% or 2% milk each day. Choose **lower fat** milk alternatives.



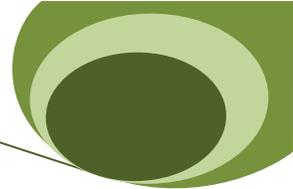
Choose beans, lentils and tofu often. Eat at least 2 servings of fish each week. Choose **lean** meat and alternatives with little or no fat.



Use only 2-3 tablespoons of **fat** each day. Healthy fats include most vegetable oils. Some examples are canola, soy, corn, safflower and sunflower oils. Oils to avoid include palm and ghee.

Tap water is the best drink when you are thirsty.



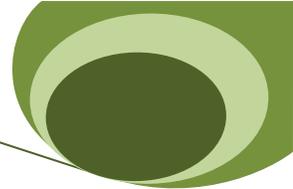


**Canada's Food Guide – Activity 6, Worksheet 2 (page 2 of 2) – CLB 3**

<b>Answer True or False:</b>	
1. Dark green and orange vegetables are healthy for us.	
2. Juice is healthier than fruit.	
3. Eating a lot of sugar and fat is healthy.	
4. Whole grains are healthy for us.	
5. Skim milk, 1% milk and 2% milk are lower in fat.	
6. Eat lean meat that has less fat.	
7. 2-3 tablespoons of oil is enough every day.	
8. Tap water is very healthy for everyone.	



# Assessments & Learner Self-Reflection



**Canada's Food Guide – Assessment 1 – CLB 2**

**Writing**

Competency: Sharing Information

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

Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Check Canada's Food Guide. How many servings of each food group do you need every day?

Vegetables and Fruit		Grain Products	
Milk and Alternatives		Meat and Alternatives	

Plan a healthy menu for one day for yourself. Check Canada's Food Guide and "Colour your plate with a rainbow." Write serving sizes and names of food.

\*Check to make sure you have included enough servings from each food group.

Breakfast:
Lunch:
Dinner:
Snacks:

Section 1: 4 marks

Section 2: 4 marks for each meal (/16)

Total: \_\_\_\_/20

16/20 = Task achieved: Yes No

**Canada's Food Guide – Assessment 2 (page 1 of 2) – CLB 3****Writing**

Competency: Sharing Information

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

Sex: \_\_\_\_\_ Age: \_\_\_\_\_

**Part A:** Check Canada's Food Guide. How many servings of each food group do you need every day?

Vegetables and Fruit		Grain Products	
Milk and Alternatives		Meat and Alternatives	

**Part B:** Plan a healthy menu for one day for yourself. Check Canada's Food Guide and "Colour your plate with a rainbow." Write serving sizes and names of food.

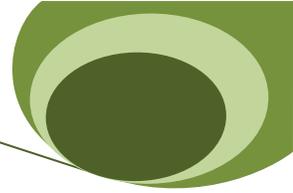
\*Check to make sure you have included enough servings from each food group.

Breakfast:
Lunch:
Dinner:
Snacks:

Part A: 4 marks

Part B: 4 marks for each meal (/16)

Page Total: \_\_\_\_/20



**Canada's Food Guide – Assessment 2 (page 2 of 2) – CLB 3**

Write four or five sentences describing your menu by answering one or two of the following questions. \*Remember to put capital letters at the beginning of sentences and a period at the end.

Would you eat this menu? Why or Why not?

Would your family enjoy eating this menu as well? Why or why not?

Is this menu very different from what you eat regularly? Describe how it is different.

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2 marks for each sentence. 1 mark for structure and 1 mark for content.



Page Total: \_\_\_\_/10

Assessment Total: \_\_\_\_/30

24/30 = Task achieved:    Yes    No

**Canada's Food Guide – Learner Self-Reflection - CLB 2-3**

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



Answer the questions to help you think about our work on Canada's Food Guide.  
Circle your answers.

1. Will you use the menu you wrote for your assessment?

yes          no          maybe

2. Did you learn new information about healthy eating from our class discussions?

yes          no          maybe

3. Are you eating the right amount of healthy food every day?

yes          no          maybe

4. Will you change your eating habits because of what you learned?

yes          no          maybe

5. Will you try a new vegetable or fruit this week?

yes          no          maybe





