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

Advisory Group/Reviewers

	OPH	OCDSB - ESL/LINC
Sue Boudreau, Developer, OCDSB	Marcela Tapia	Shirley Graham
Catherine Hodgins, Developer, OCDSB	Victoria Snyder	Jennifer McKay
Rhonda Newhook, Developer, OCDSB	Claudelle Crowe	
Jane Hammingh, 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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- 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?

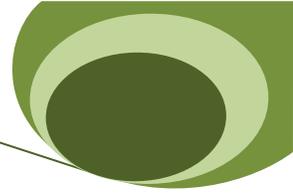
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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.

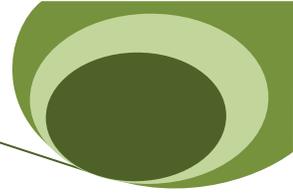


Canada's Food Guide

CLB 4-5



2014



Instructor Notes

Canada's Food Guide – Instructor Notes – CLB 4-5

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:

- review 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 about types and amounts of healthy food
- examine and write about their own eating habits
- become aware of some 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:

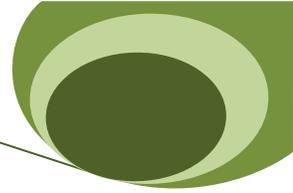
- large pictures of foods common in Canada and in other countries
- flipchart paper
- markers
- masking tape
- measuring cups
- measuring spoons
- kitchen scale (if possible)
- copies of Canada's Food Guide

Word Bank

Prior Knowledge: eating habits, healthy/unhealthy food

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

Activity 1: serving size, cup, ½ (half) cup, ¼ (quarter) cup, mL, tbsp, amount, age, sex



Activity 2: n/a

Activity 3: n/a

Activity 4: oils, canola, olive and soybean, fat, saturated, unsaturated, whole grains, thirst, vitamins, minerals, nutrients, risk of obesity, type-2 diabetes, vitality, roasting, baking, poaching, sugar, salt, steamed, baked, stir-fried, lean, variety

Activity 5: 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.***

- Ask open-ended questions that allow learners to start discussing the topic. For example:
 - How did you change your eating habits when you came to Canada? Why do you think they changed?
 - How much food should people eat every day?
 - Do you think Canadians eat healthy food? Explain.

Warm-up

- Divide the class into four or five groups of three or four students.
- Put four pieces of flipchart paper on the wall labelled with each food group (vegetables and fruit can be two separate categories to make five groups, if needed)
- Give each group a marker and have them stand together at one food group to start.
- The groups have three or four minutes to work together to list as many foods in their food group as they can.
- Then all groups rotate to the next flipchart paper/food group, read what is there and add more foods to that list.
- Each group member should take a turn writing and they cannot repeat any words that are already on the list.
- Encourage them not to worry about spelling, just work together to spell as well as they can.
- Go over the activity as a class, correcting spelling and any misplaced words.
- Learners can copy lists to review later.
- Warm-up Word and Picture Cards are sets of food pictures and words that learners can sort together in small groups as a way of reviewing vocabulary.

**** 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: Learning about Serving Sizes

Competency: Getting Things Done

- Discuss orally the serving sizes and measurements given in Canada's Food Guide, allowing learners to ask questions.
- Demonstrate with pictures, measuring props and food models
- A couple of notes to discuss: With serving sizes: 1 bagel would be 2 servings, 1 egg would only be $\frac{1}{2}$ serving. Instructor can point these out as some examples of serving sizes that might be unexpected.
- Fill in Activity 1, Worksheet 1 to review serving size using the information in Canada's Food Guide, then compare answers with a partner.

Activity 1, Worksheet 1

Answer Key

a. 30 g	b. $\frac{1}{2}$ bagel
c. 2 eggs	d. 75g/2 $\frac{1}{2}$ oz/ 125 mL/ $\frac{1}{2}$ cup
e. 125 mL/ $\frac{1}{2}$ cup	f. 125 mL / $\frac{1}{2}$ cup
g. 250 mL/ 1 cup	h. 175 g / $\frac{3}{4}$ cup
i. 30 mL/2 tbsps	j. 125 mL/ $\frac{1}{2}$ cup
k. 125 mL/ $\frac{1}{2}$ cup	l. 175 mL / $\frac{3}{4}$ cup

Activity 2 – Reading: How Many Servings Every Day?

Competency: Getting Things Done

- As a group, discuss who would need more servings: men, women, teens, etc.
- Read and answer questions about number of servings on Activity 2, Worksheet 1.
- Learners should compare answers to correct and then take up as a whole class.
- Were learners surprised by the amount and types of food recommended each day?

Activity 2, Worksheet 1

Answer Key:

- | | | | |
|--------|--------|--------|--------|
| 1. a 6 | 2. a 7 | 3. a 2 | 4. a 3 |
| b 8-10 | b 4 | b 3-4 | b 2 |
| c 7 | c 6-7 | c 2 | c 3 |
5. yogurt, cheese, ice cream, cottage cheese, kefir, fortified soy beverage, canned milk
6. fish, cooked legumes, beans, peas, lentils, eggs, peanut butter, shelled nuts and seeds

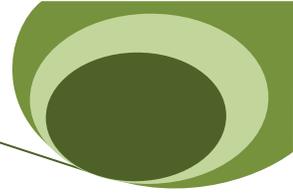
Activity 3 – Speaking/Writing: Food Discussion

Competency: Sharing Information

- Use this list of questions for small groups of learners to discuss healthy food: Activity 3, Worksheet 1.
- This can also be used as an independent writing activity.

Activity 4 – Reading: Healthy Food Hunt

Competency: Getting Things Done



- Instructor can point out all the other detailed information on the fully open page of Canada's Food Guide—answering any questions about vocabulary that learners have while they take a quick look.
- Learners read through this information independently to answer the questions on Activity 4, Worksheet 1.
- Correct with a partner.
- Take up together as a class. Learners can write answers on the blackboard and discuss.

Activity 4, Worksheet 1

Answer Key:

1. -meets your needs for vitamins, minerals and other nutrients
-reduces your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis
-contributes to your overall health and vitality
2. canola, olive and soybean
3. 30-45 mL or 2-3 tbsps
4. Unsaturated
5. green and orange
6. roasting, baking and poaching
7. 3 of the following: char, herring, mackerel, salmon, sardines and trout
8. fat, sugar and salt
9. steamed, baked and stir-fried
10. Vitamin D
11. fruit
12. 3 of the following: barley, brown rice, oats, quinoa and wild rice
13. lean, fat or salt
14. water
15. variety, 4, every day

Activity 5 – Writing: What Do You Eat?

Competency: Sharing Information

- On Activity 5, Worksheet 1, have each learner write a list of everything he/she ate yesterday.
- This could be a homework assignment a day ahead so learners can make their lists and be ready to do the activity in class.
- Using this list, learners write a short paragraph comparing what he/she actually ate and what the Canada's Food Guide recommends.
- Instructor can model this first and the group can analyze how the instructor ate yesterday, according to Canada's Food Guide.
- Analyze the comparison. What foods were healthy and why? What foods did they eat too much of? What did they need more of?
- Paragraph should be about 7-8 sentences in length for CLB 4 and 8-10 sentences in length for CLB 5.

Assessments 1 and 2 – Reading/Writing

Competency: Getting Things Done/Sharing Information

- Hand out Assessment 1 to CLB 4 and Assessment 2 to CLB 5 learners.
- Scoring information is at the bottom of the second page 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 Reading or Writing section.

Learner Self-Reflection

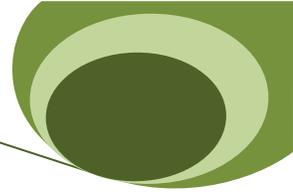
- At this level, the Learner Self-Reflection task can be as basic as writing some questions on the blackboard or flipchart paper and asking learners to respond in writing, which can then be placed in their portfolios.
- For example: What changes have you noticed in your diet in Canada compared to your diet back home? What new things did you learn about food during our discussions? Do you think this has influenced how you and your family will eat? Why or why not? What changes will you make in your eating habits based on what we discussed?
- If this page is kept in the portfolio, it can be referred to again to revisit the food topic and check if learners have improved/changed their eating habits.
- This will help with vocabulary review and can serve as a reminder for healthy eating habits.
- This can be used as a Portfolio-Based Language Assessment item, and learners can revisit this information in a week and again in a month to check if their eating habits have improved/changed.

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>

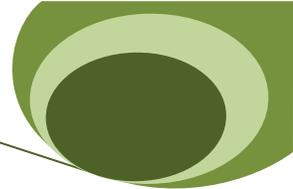
Eating Well with Canada's Food Guide: A resource for Educators and Communicators:
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/resource-ressource-eng.php>



Worksheets

Canada's Food Guide – Warm-up Picture and Word Cards (page 1 of 3) – CLB 4-5

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

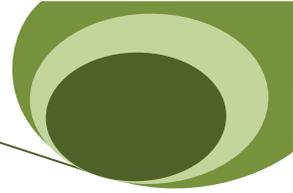


Canada's Food Guide – Warm-up Picture and Word Cards (page 2 of 3) – CLB 4-5

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

Canada's Food Guide – Warm-up Picture and Word Cards (page 3 of 3) – CLB 4-5

			
watermelon	noodles	milk pudding	lamb
			
pineapple	quinoa	cottage cheese	lentils
			
papaya	tortilla	goat cheese	chickpeas
			
onions	cooked rice	quark	dried beans



Canada's Food Guide – Activity 1, Worksheet 1 – CLB 4-5

Learning about Serving Sizes

Use Canada's Food Guide to compare and understand serving sizes. A serving is not what you put on your plate. A Canada's Food Guide serving is a specified amount of food. Please mark what Canada's Food Guide describes as a serving of each of the following foods. Compare your answers and discuss with a partner.

*Don't forget to put the unit: mL, cup, etc.

1. a bowl of cold cereal		2. a bagel	
3. an egg		4. chicken	
5. fresh cherries		6. cucumber	
7. milk		8. yogurt	
9. peanut butter		10. 100% apple juice	
11. pasta (e.g., spaghetti)		12. chickpeas	

Do you think it is important to know these serving sizes?
Why or why not?

Would you normally eat more or less of these foods?



Canada's Food Guide – Activity 2, Worksheet 1 – CLB 4-5

How Many Servings Every Day?

Work with a partner. Use Canada's Food Guide to answer the questions.

1. How many servings of **Vegetables and Fruit** do they need?
 - a. a 10 year-old girl _____
 - b. a 20 year-old man _____
 - c. a woman over 50 _____

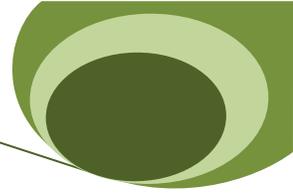
2. How many servings of **Grain Products** would these people need?
 - a. a 60 year-old man _____
 - b. a 5 year-old girl _____
 - c. a 36 year-old woman _____

3. How many servings of **Milk and Alternatives** do they need?
 - a. a 2 year-old boy _____
 - b. a 15 year-old girl _____
 - c. a 25 year-old man _____

4. How many servings of **Meat and Alternatives** would these people need?
 - a. a 17 year-old boy _____
 - b. a 65 year-old woman _____
 - c. a 35 year-old man _____

5. What are some alternatives to milk?

6. What are some alternatives to meat?



Canada's Food Guide – Activity 3, Worksheet 1 – CLB 4-5

Discussion Questions

Work together with a small group to answer the questions and discuss. Be ready to share your answers with the whole class.

1. Which food groups should we eat most?
2. What benefits do we get from each different food group?
3. Which food group do you and/or your family eat the most? Is this healthy?
4. What foods should we only eat once in a while?
5. Describe some of the common foods from your country/culture and how they fit into Canada's Food Guide.
6. What foods were totally new for you when you arrived in Canada? Are they healthy choices?
7. What foods (or ingredients in foods) are difficult to avoid (or difficult to find) in Canada?
8. What is your opinion about fast food and prepared food?
9. How do you and your family eat differently now than in your native country?
10. What is your ideal meal?

Instructor note: These questions could be put on flipchart paper or the blackboard and students could copy them to avoid handing out more paper. If the learners have strong language skills and enjoy dictation, this could be used as a dictation activity first and then the group discussion could follow.

Canada's Food Guide – Activity 4, Worksheet 1 – CLB 4-5

Healthy Food Hunt

Use the full pages of Canada's Food Guide to answer the questions below.

Recommended Number of Food Guide Servings per Day

Age in Years	Children				Teens		Adults	
	2-3	4-5	6-11	12-13	14-18	19-50	51+	
Sex	Boys	Boys	Girls	Boys	Boys	Boys	Boys	
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	
Grain Products	3	4	6	6	7	6-7	8	
Milk and Alternatives	2	2	3-4	3-4	3-4	2	3	
Meat and Alternatives	1	1	1-2	2	3	2	3	

What is One Food Guide Serving?
Look at the examples below.

- Vegetables and Fruit:** Fresh, frozen or canned vegetables (125 mL (1/2 cup)), Leafy vegetables (Cooked: 125 mL (1/2 cup), Raw: 250 mL (1 cup)), Fresh, frozen or canned fruits (1 fruit or 125 mL (1/2 cup)), 100% Juice (125 mL (1/2 cup)).
- Grain Products:** Bread (1 slice (25g)), Bagel (1 bagel (45g)), Flat breads (2 slices or 1 tortilla (35g)), Cooked rice, lentils or quinoa (125 mL (1/2 cup)), Cereal (Cook: 30g, Hot: 175 mL (1/2 cup)), Cooked pasta or oatmeal (125 mL (1/2 cup)).
- Milk and Alternatives:** Milk or powdered milk (reconstituted) (250 mL (1 cup)), Canned milk (evaporated) (125 mL (1/2 cup)), Fortified soy beverage (250 mL (1 cup)), Yogurt (125g (1/2 cup)), Afln (175g (1/2 cup)), Cheese (50g (1/2 oz)).
- Meat and Alternatives:** Cooked fish, shellfish, poultry, lean meat (75 g (1/4 lb) (1/2 cup)), Cooked legumes (175 mL (1/2 cup)), Tofu (150 g (1/2 cup)), Eggs (2 eggs), Peanut or nut butters and seeds (30 mL (1/2 tsp)), Shelled nuts and seeds (30 mL (1/2 cup)).

Make each Food Guide Serving count... wherever you are – at home, at school, at work or when eating out!

- Vegetables and Fruit:** Eat at least one dark green and one orange vegetable each day. Go for dark green vegetables such as broccoli, spinach, string beans and peas. Go for orange vegetables such as carrots, sweet potatoes and winter squash. Choose vegetables and fruit prepared with little or no added fat, sugar or salt. Enjoy vegetables cooked, baked or in the form of frozen or dried fruit. Have vegetables and fruit more often than juice.
- Grain Products:** Make at least half of your grain products whole grain each day. Eat a variety of whole grains such as barley, brown rice, corn, quinoa and wild rice. Enjoy whole grain breads, oatmeal or whole wheat pasta. Choose grain products that are lower in fat, sugar or salt. Compare the Nutrition Facts table to make your choices. Enjoy the true taste of grain products. When eating cereals or snacks, use small amounts.
- Milk and Alternatives:** Drink skim, 1% or 2% milk each day. Buy 100% (2 cups) of milk every day for calcium support. Use fortified soybean (Afln) as milk substitute. Select lower fat milk alternatives. Compare the Nutrition Facts table on yogurt or cheese to make wise choices.
- Meat and Alternatives:** Have meat alternatives such as beans, lentils and tofu often. Eat at least two Food Guide Servings of fish each week. Choose fish such as blue, herring, mackerel, salmon, sardines and trout. Select lean meat and alternatives prepared with little or no added fat or salt. Use the table for fish meat. Because the amount of fat varies, the cooking method such as broiling, baking or poaching the regular fish are added fat. Fat and sodium levels, amount of carbohydrates, sodium, added sugars and salt.

Oils and Fats:

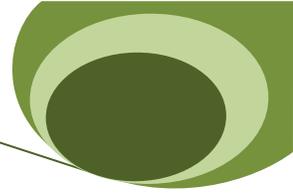
- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.

Enjoy a variety of foods from the four food groups.

Satisfy your thirst with water!
Drink water regularly. It's a calorie-free way to quench your thirst. Drink more water to feel healthier and enjoy your active lifestyle.

- List 3 ways Canada's Food Guide helps us: (Hint – look in bottom left corner.)

- What are good oils to use? 3 types:
_____, _____ and _____
- How much fat is enough to have every day? _____
- Should it be saturated or unsaturated? _____
- Important colours of vegetable to eat each day are: _____ and _____.
- Three good ways to cook meat are: _____, _____ and _____.
- Three healthy types of fish are: _____, _____ and _____.
- Grain products should be low in _____, _____ and _____.
- Good ways to prepare vegetables are: _____, _____ and _____.
- Two cups of milk will give you adequate _____ for 1 day.
- It's better to eat _____ than drink fruit juice.
- Some examples of whole grains are _____, _____ and _____.
- Select _____ meat with little or no added _____ or _____.
- Satisfy your thirst with _____.
- Enjoy a _____ of foods from the _____ food groups _____.



Canada's Food Guide – Activity 5, Worksheet 1 – CLB 4-5

What Did You Eat?

Make a list of all the food you ate yesterday, including the amounts. Then divide it up into the four food groups. Did you eat the right amount according to Canada's Food Guide?

Vegetables and Fruit		Grain Products		Milk and Alternatives		Meat and Alternatives	
Amount	Food	Amount	Food	Amount	Food	Amount	Food

How many servings <i>did</i> you eat from each group?		How many servings <i>should</i> you eat from each group?	
Vegetables and Fruit		Vegetables and Fruit	
Grain Products		Grain Products	
Milk and Alternatives		Milk and Alternatives	
Meat and Alternatives		Meat and Alternatives	

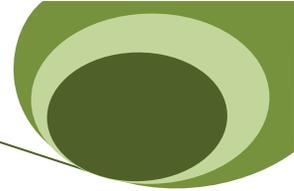
Write a short paragraph analyzing what you ate and what Canada's Food Guide recommends. You can write about what foods were healthy, why you chose certain foods, what foods you eat regularly, what you ate too much of, and what you need more of.

CLB 4 – Your paragraph should be 7-8 sentences long.

CLB 5 – Your paragraph should be 8-10 sentences long.



Assessments



Canada's Food Guide – Assessment 1 (page 1 of 2) – CLB 4

Writing

Competency: Getting Things Done/Sharing Information

Name: _____

Date: _____

Use Canada's Food Guide to answer the following questions:

1. Meena is a 25-year-old woman. How many servings of each food group does she need every day?

Vegetables and Fruit:		Milk and Alternatives:	
Grain Products:		Meat and Alternatives:	

2. Using this information, plan a menu for a day for Meena, listing what she will eat for breakfast, lunch, dinner, and a snack. Remember to write how much she will eat of each food.

Breakfast		Lunch		Dinner		Snacks	
Amount	Food	Amount	Food	Amount	Food	Amount	Food

Canada's Food Guide – Assessment 1 (page 2 of 2) – CLB 4

3. After you complete the chart, write 5 sentences about other things you have learned about foods that Meena should think about when she prepares food for herself and her family. Think about some of the information we read in Canada's Food Guide.

Question 1: 4 marks

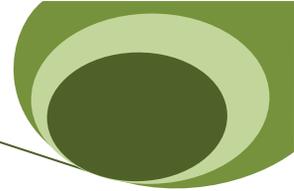
Question 2: 16 marks (1 mark for each correct food group; 1 mark for the correct serving sizes within each food group)

Question 3: 5 marks (1 mark for each sentence)



Total: _____/25

20/25 = Task achieved: Yes No



Canada's Food Guide – Assessment 2 (page 1 of 2) – CLB 5

Writing

Competency: Getting Things Done/ Sharing Information

Name: _____

Date: _____

Use Canada's Food Guide to answer the following questions:

1. Meena is a 25-year-old woman. How many servings of each food group does she need every day?

Vegetables and Fruit:		Milk and Alternatives:	
Grain Products:		Meat and Alternatives:	

2. Using this information, plan a menu for a day for Meena, listing what she will eat for breakfast, lunch, dinner, and a snack. Remember to write how much she will eat of each food.

Breakfast		Lunch		Dinner		Snacks	
Amount	Food	Amount	Food	Amount	Food	Amount	Food

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3. After you complete the chart, write 7 sentences about other things you have learned about foods that Meena should think about when she prepares food for herself and her family. Think about some of the information we read in Canada's Food Guide.

Question 1: 2 marks

Question 2: 16 marks (1 mark for each correct food group; 1 mark for the correct serving sizes within each food group)

Question 3: 7 marks (1 mark for each sentence)



Total: _____/25

20/25 = Task achieved: Yes No

