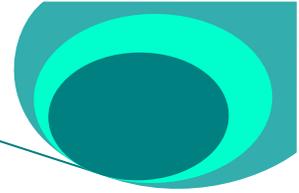


An abstract graphic composed of overlapping, semi-transparent teal and light blue geometric shapes, primarily triangles and polygons, arranged in a horizontal, slightly undulating pattern across the middle of the page.

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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- 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?

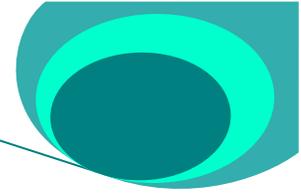
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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?

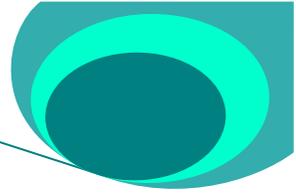
Geared towards continuous quality improvement, the *Language Learning for Health* collaborative project is in constant evolution. Your comments and suggestions regarding the lesson plans will be greatly appreciated and can be emailed to: OPH-ESL_LessonPlans@ottawa.ca.



Let's Go Shopping for Food

CLB 4-5





Instructor Notes

Let's Go Shopping for Food – Instructor Notes – CLB 4-5

Core Contents:

Learn how Canadian food stores are organized and tips for saving money while food shopping.

Learning Objectives:

- understand advantages and disadvantages of different places to buy food
- use store flyers
- make a shopping list
- become familiar with how food is organized in a Canadian food store

Materials Needed:

- flyers from various food stores
- flipchart paper
- masking tape
- markers
- “Food Store Departments” card game (Activity 5)

Word Bank

Warm-Up: food/grocery store, supermarket, department store, farmers’ market, ethnic food store, specialty shop, bulk food store/department, corner/convenience store, convenience item, impulse buy, store flyer, budget

Activity 1: Produce, Bakery, Meat, Dairy, Frozen Food

Activity 2: specials, alternatives

Activity 3: n/a

Activity 4: n/a

Activity 5: n/a

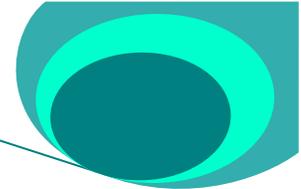
Activity 6: Good Food Box, brochure, affordable, top quality, wholesalers, profit, sites, nutrition, extensive, orientations

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:

- Divide learners into groups of three or four.
- Write the following questions on the blackboard, flipchart paper, or handout.
- Learners talk about the questions in their group.
- Debrief as a whole class.



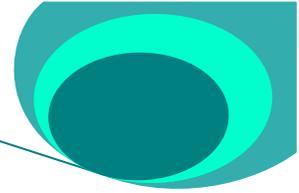
1. How often do you go grocery shopping?
 - Is that as often as you went in your country?
 - Why/why not?
2. Where do you go to buy your food?
 - Why?
3. Can you think of at least five different types of stores where people can go food shopping in Canada?
 - What are the advantages/disadvantages of each one?
4. Do you do anything to prepare before you go food shopping?
 - If yes, what do you do and why?
5. How are grocery stores in Canada organized?
6. What are “convenience items”?
 - a. Can you give some examples?
 - b. Where are they often located in a food store?
 - c. What are “impulse buys”?
 - d. Is there a connection between “impulse buys” and “convenience items”?
 - e. Can you do anything to avoid “impulse buys”?

Possible answers:

1.	individual answers		
2.	individual answers		
3.	example of discussion answers:		
	Places where people usually shop for food	Advantages	Disadvantages
	grocery store (e.g., Metro, Loblaws, Food Basics, etc.)	close; lots of choice; sales; flyers to help plan and save	not all ethnic foods are available
	department store (e.g., Wal-Mart, Giant Tiger, etc.)	in the neighbourhood; sales; flyers to help plan and save	very big; sometimes have to walk through non-food departments to get what you want
	farmers' market (e.g., ByWard Market)	produce is fresh; help support local farmers	can only get vegetables, fruit and sometimes bread – no meat; usually further away from home
	ethnic food store	familiar food, spices, etc.	more expensive; further away
	specialty shop (e.g., meat market, cheese shop, bakery, etc.)	more variety; fresher food	more inconvenient; takes more time because you have to stop at many different shops

	bulk food store or bulk department in a grocery or health food store	less expensive; can buy only the quantity you need; less packaging - environmentally friendly	don't usually carry fresh produce or meat; have to write down nutritional information, expiry dates and storage information as there is no packaging
	corner store/convenience store (e.g., Quickie, Macs, 7-11, etc. – or substitute name of a similar store in students' neighbourhood)	it's close to home; have forgotten something; don't need much	more expensive; not much choice; doesn't have many sales
4.	Things to do to prepare for food shopping	Reason/Why?	
	know your budget	so you don't spend more than you can afford	
	plan meals	so you can buy the ingredients you will need; saves money	
	Check your fridge and cupboards to see what you need	so you don't buy things you already have	
	make a shopping list	so you don't buy things you don't need; makes it harder to give in to impulse buys; saves time	
	look at store flyers	to help you save money	
	eat before you go	so you aren't hungry (it's easy to buy impulse items/food you don't need when you are hungry)	
5.	Healthier foods are usually together in the store, and around the outside of the store.		
6.	<p>Convenience foods are prepackaged foods that can be prepared easily and quickly. They can be healthy choices (such as frozen meals, instant cereal, etc.), but they also include foods such as chips, pops, and high sugar cereal bars. These are often located where you first walk into a store or in big bins in the aisles.</p> <ol style="list-style-type: none"> soda pop, some cereals, cookies, chips, candy, and other "junk food" when you first walk into a store, at the end of an aisle, in big bins in the aisle, at checkout An impulse buy is a "spur of the moment, unplanned decision to buy, usually made just before a purchase." yes, an impulse buy is usually a convenience item to avoid impulse buys, make a shopping list and stick to it, and eat before you go shopping 		

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



Activity 1 – Listening/Speaking: Put Food in the Correct Food Store Department

Competency: Sharing Information

- Put five pieces of flipchart paper on the walls around the room.
- Put one of these titles at the top of each page: **Produce, Bakery, Meat, Dairy, Frozen Food.**
- Divide class into groups of four or five.
- Give each group a marker; have them stand in front of one of the flipchart papers.
- Groups have three minutes to work together to list as many foods they can think of that can be found in that department of the food store.
- After three minutes, each group moves to the next “food department” paper and repeats the process.
- They cannot write down any foods that are already listed.
- When all groups have had a chance to put their ideas on each of the five papers, they can return to their seats.
- Review answers as a class, adding or correcting any misplaced words.

Activity 2 – Reading/Speaking: Look through Flyers for “Specials”

Competencies: Getting Things Done/Sharing Information

- Put learners with a partner or in a small group.
- Give each pair/group two grocery store flyers from different stores.
- Learners write down on flipchart paper two or three specials from each of the five food store departments in each flyer and present them to the class.
- They must decide, based on the specials, which food store they will shop at and explain their reasons to the class.
- If some choices are less healthy, talk about healthier choices, such as food that is lower in fat and sodium/salt and higher in fibre.
- Activity 2 can be extended by having learners ask each other: “What vegetables are on sale this week? At which store?”; “Is milk on special this week?”; etc.

Activity 3 – Listening/Speaking: Describe the Arrangement of Food Store Departments

Competency: Comprehending Instructions

- Describe how the five departments in the food store where you shop are arranged; draw a diagram on the blackboard and label each department.
- Ask a learner to describe how the store where she/he shops is laid out.
- As learner is describing it, draw diagram on blackboard.
- Learners then work with a partner to describe their food store while their partner draws it, and vice versa.
- If learners are from the same neighbourhood and shop at the same food store, they could describe another food store in Canada where they have shopped.

Activity 4 – Speaking/Writing: Plan Three Healthy Meals & Make a Shopping List

Competencies: Sharing Information/Reproducing Information

- Put learners with a partner and give them a store flyer. For more variety, use flyers from different food stores.
- Hand out Activity 4, Worksheet 1.
- Learners look through the flyers for specials and plan three healthy meals.
- Encourage them to use food from as many of the five different departments of the store as they can.
- Point out that it is easier and quicker to shop if they write the food they need on their shopping list in the order they will find it when walking through the store.

Activity 5 – Listening/Speaking: “Food store departments” Card Game

Competencies: Comprehending Information/Sharing Information

- Activity 5 Card Game (8 pages) reinforces which foods are found in which departments in a grocery store.
- Learners work in groups to collect as many cards as they can for each department, then as many departments as they can.

Note: For durability, laminate card pages and/or print on heavier card stock before cutting into individual cards.

Activity 6 – Reading/Writing/Speaking/Listening: “Ottawa Good Food Box” Brochure

Competencies – Getting Things Done/Reproducing Information/Sharing Information/Comprehending Information

- Divide the class in half.
- Give one half Activity 6A, Worksheet 1 and the other half Activity 6B, Worksheet 1.
- Learners work alone and follow instructions 1 and 2 on their worksheet.
- When finished, put a learner who has Activity 6A, Worksheet 1 with a learner who has Activity 6B, Worksheet 1 to follow instructions 3 to 6 (on their worksheet).

Assessments 1 and 2 – Writing: Describe a Recent Food Shopping Trip

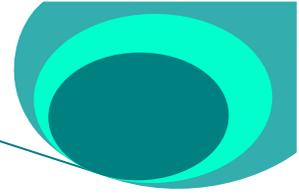
Competency: Sharing Information

- Hand out Assessment 1 to CLB 4 learners and Assessment 2 to CLB 5 learners.
- Learners work individually to write a paragraph to describe a recent food shopping trip.
- Explain rubric at the bottom of the assessment worksheet to learners first so they know what they are being assessed on.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Assessment 3 – Writing: Describe a Recent Food Shopping Trip

Competency: Sharing Information

- Hand out Assessment 3 to CLB 5 learners.



- Learners work individually to write a paragraph describing a recent food shopping trip.
- Explain to learners that the rubric at the bottom of the assessment informs them on what they are being assessed.
- When marked, put in the Language Companion in the My Portfolio Writing section.

Learner Self-Reflection

- Hand out the Learner Self-Reflection task.
- Learners reflect individually on what they have learned during the unit.
- Learners then work with others to reinforce the learning.
- Self-Reflection task can be put in the Language Companion in the My Notes section to be revisited at a later date.

Follow-up

- A field trip to a grocery store.
- Guest Speaker from the Ottawa Good Food Box.

Resources

www.ottawa.ca

www.hc-sc.gc.ca

www.dietitians.ca

www.ottawagoodfoodbox.ca

Ottawa Good Food Box brochure



Worksheets

Let's Go Shopping For Food – Activity 5 Card Game Rules – CLB 4-5

Food Store Departments

Rules of the game:



This 30-card game is divided into 5 departments, based on the departments in a food store.

Each department has 6 cards; each card in a department has:

- the department name and a number at the top
- a picture of a food, with the name written below it in red
- the 5 other foods that belong to that department

Objective:

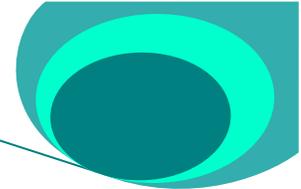
The aim of the game is to collect all the foods in one department, and then to collect as many departments as possible. The player who has the greatest number of departments at the end of the game is the winner.

How to play:



1. Put the learners into groups of 3 or 4.
2. Deal 5 cards to each player. The remainder form a stockpile.
3. The first player asks any other player for a particular card that (s)he wants, in order to complete a department. (S)he may ask for any card that (s)he chooses, provided that (s)he already has at least one card from that department in his/her hand.
4. If the player being asked has the card, (s)he must give it to the player making the request. The "asker" can ask any player for another particular card. (S)he may go on doing this for as long as (s)he continues to receive cards (s)he has asked for. When the person (s)he asks does not have the card, the player takes a card from the stockpile. If the stockpile card is the one (s)he wants, (s)he can continue to ask for more cards. If not, the turn passes to the last player asked.
5. When a player gets all 6 cards from one department, s(he) puts them down on the table as a set. Play continues until all cards are matched in sets. The player who has the most departments (sets) at the end is the winner.





Let's Go Shopping For Food – Activity 5 Card Game 1 – CLB 4-5



.1. Bakery



bread
pita bread
muffin
pie
cupcake
bagel

.1. Bakery



pita bread
muffin
pie
cupcake
bagel
bread

.1. Bakery



muffin
pie
cupcake
bagel
bread
pita bread

.1. Bakery



pie
cupcake
bagel
bread
pita bread
muffin

Let's Go Shopping For Food – Activity 5 Card Game 2 – CLB 4-5



.1. Bakery



cupcake
bagel
bread
pita bread
muffin
pie

.1. Bakery



bagel
bread
pita bread
muffin
pie
cupcake

.2. Dairy

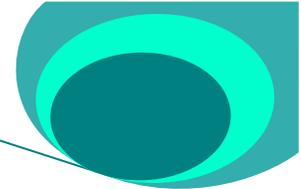


soy milk
sour cream
milk
cheese
butter
yogurt

.2. Dairy



sour cream
milk
cheese
butter
yogurt
soy milk



Let's Go Shopping For Food – Activity 5 Card Game 3 – CLB 4-5



.2. Dairy



milk
cheese
butter
yogurt
soy milk
sour cream

.2. Dairy



cheese
butter
yogurt
soy milk
sour cream
milk

.2. Dairy



butter
yogurt
soy milk
sour cream
milk
cheese

.2. Dairy

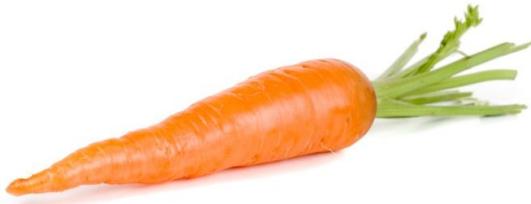


yogurt
soy milk
sour cream
milk
cheese
butter

Let's Go Shopping For Food – Activity 5 Card Game 4 – CLB 4-5

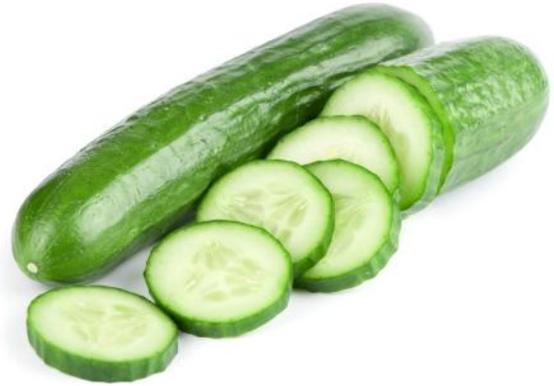


.3. Produce



carrot
cucumber
tomato
mango
banana
orange

.3. Produce



cucumber
tomato
mango
banana
orange
carrot

.3. Produce

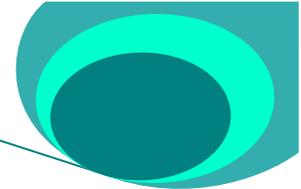


tomato
mango
banana
orange
carrot
cucumber

.3. Produce



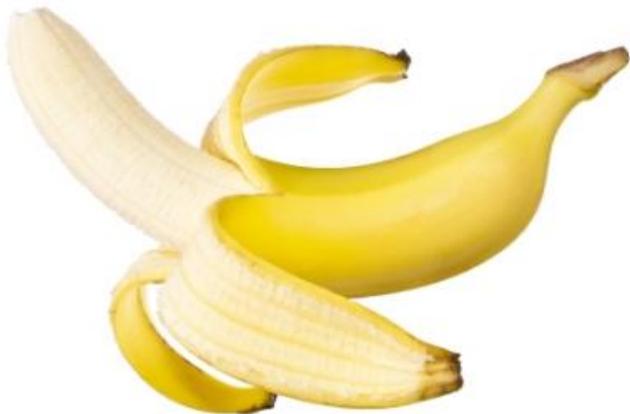
mango
banana
orange
carrot
cucumber
tomato



Let's Go Shopping For Food – Activity 5 Card Game 5 – CLB 4-5



.3. Produce



banana
orange
carrot
cucumber
tomato
mango

.3. Produce



orange
carrot
cucumber
tomato
mango
banana

.4. Meat



fish
ground beef
chicken
beef
pork
lamb

.4. Meat



ground beef
chicken
beef
pork
lamb
fish

Let's Go Shopping For Food – Activity 5 Card Game 6 – CLB 4-5

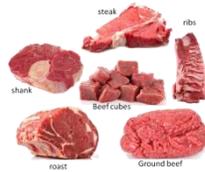


.4. Meat



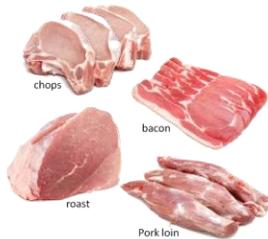
chicken
beef
pork
lamb
fish
ground beef

.4. Meat



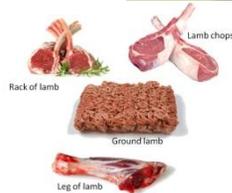
beef
pork
lamb
fish
ground beef
chicken

.4. Meat

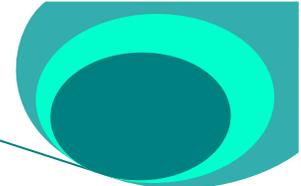


pork
lamb
fish
ground beef
chicken
beef

.4. Meat



lamb
fish
ground beef
chicken
beef
pork



Let's Go Shopping For Food – Activity 5 Card Game 7 – CLB 4-5



.5. Frozen food



frozen whole wheat bread dough
frozen dinner
frozen fruit
frozen vegetables
ice cream
popsicle

.5. Frozen food



frozen dinner
frozen fruit
frozen vegetables
ice cream
popsicle
frozen whole wheat bread dough

.5. Frozen food



frozen fruit
frozen vegetables
ice cream
popsicle
frozen whole wheat bread dough
frozen dinner

.5. Frozen food



frozen vegetables
ice cream
popsicle
frozen whole wheat bread dough
frozen dinner
frozen fruit

Let's Go Shopping For Food – Activity 5 Card Game 8 – CLB 4-5



.5. Frozen food



ice cream

popsicle

frozen whole wheat bread dough

frozen prepackaged dinner

frozen fruit

frozen vegetables

.5 Frozen food



popsicles

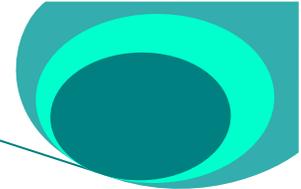
frozen whole wheat bread dough

frozen prepackaged dinner

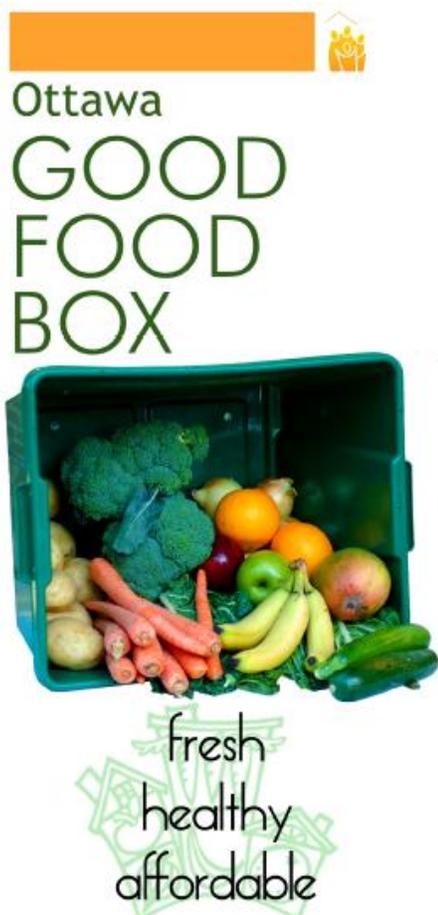
frozen fruit

frozen vegetables

ice cream



Let's Go Shopping For Food – Activity 6A, Worksheet 1 – CLB 4-5



1. Read this information from the Ottawa Good Food Box brochure.
2. Make a list of important points with accurate details.
3. Present the information to a partner.
4. Answer any questions your partner has.
5. Discuss the advantages and disadvantages of this program with your partner.
6. Talk about the “Other Activities” and “Volunteering” sections. Does this information interest your partner? Why or why not? If your partner’s opinion is different from yours, talk about your differences.

About the Good Food Box

The Ottawa Good Food Box buys fresh, top quality fruits and vegetables from local wholesalers and local growers. We sell this food, without making a profit, in order to encourage more people to eat fruits and vegetables.

How does it work?

Customers order and pay for their chosen box (in person or online) in the first week of the month. Customers pick up their box from one of over 30 GFB sites across the city on the third week of the month.

Who can participate?

The Good Food Box is open to everyone. There are GFB sites across the city. We will start a new site anywhere in the City of Ottawa, as long as we have at least 10 interested customers and at least one person who can volunteer to coordinate the site.

Other activities

The Ottawa Good Food Box can help organize cooking, nutrition and food skills workshops for the community. Our Good Food in the Schools program delivers workshops for kids and parents. Contact us for further information.

Volunteering

GFB has an extensive volunteer program. We hold regular volunteer orientations. Contact us for more information on volunteering.

Hungry for more?

If you have questions, if you would like to be connected with the GFB site closest to you or if you would like to start a new GFB site, please contact us at:

our voice mail box
613-860-6767
our email address
goodfoodbox@centretownchc.org
our website
www.ottawagoodfoodbox.ca

Let's Go Shopping For Food – Activity 6B, Worksheet 1 – CLB 4-5

What comes in a box?

Every month we try to put staples in the box such as apples, carrots, onions, lettuce and bananas. We generally put potatoes in the box every second month. Everything else in the box changes from month to month depending on what is in season and what is a good buy. You might find kiwi fruit, strawberries, squash, sweet potatoes, swiss chard, turnip or mango in your Good Food Box. Each box comes with a newsletter that contains an interesting article, nutritional information and some recipe ideas.

Good Food Box Choices

- Good Food Box

A fresh box of fruits and vegetables bursting with colour, emphasizing seasonal produce.

- \$10 box - good for singles

- \$15 box - good for 2 -3 people

- \$20 box - good for larger households

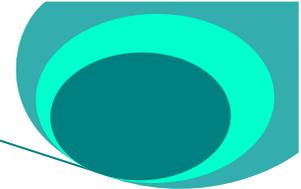
- Fruit Bag

The \$5 fruit bag is bursting with flavour and nutrition.

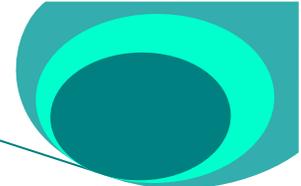
- Local Organic Box

The \$25 local organic box is brimming with sustainably grown produce with an emphasis on supporting local farmers.

1. Read this information from the Ottawa Good Food Box brochure.
2. Make a list of important points with accurate details.
3. Present the information to a partner.
4. Answer any questions your partner has.
5. Discuss the advantages and disadvantages of this program with your partner.
6. Does this program interest your partner? Why or why not? If your partner's opinion is different from yours, talk about your differences.



Assessments & Learner Self-Reflection



Let's Go Shopping For Food – Assessment 2 – CLB 5

Writing

Competency: Sharing Information

Name: _____ Date: _____

Write a paragraph describing a recent food shopping trip. You must mention the 5 food store departments you have learned about and 3 items bought in each department. Your paragraph must have 10 sentences.

Performance indicators	Achievement		
	Yes 3 points	Sometimes 2 points	No 1 point
Writes 10 sentences in paragraph format			
Mentions 5 food store departments			
Mentions 3 items from each store department			
Good control of simple structures			
Adequate use of connective words and phrases			
Adequate control of spelling, punctuation and format			

Total: ____/18

14/18 = Task achieved: Yes No

Let's Go Shopping For Food – Learner Self-Reflection – CLB 4-5

Name: _____ Date: _____

Below are 7 things you have learned in this unit.

1. If you agree with the statement, put a checkmark in the box under "Myself."
2. Now talk to your classmates and find someone who can answer "Yes, I agree." Write their name in the box on the right.

	Myself		Classmate's name
1.		I will check my fridge and cupboards to see what I need before I go shopping.	
2.		I am going to check store flyers before I go shopping.	
3.		I will plan some meals for the week before I go shopping.	
4.		I am going to make a shopping list before I go shopping.	
5.		I will write my shopping list in the order that I find the food in my food store.	
6.		I am going to snack or eat before I go food shopping.	
7.		The Ottawa Good Food Box is a good way to make sure that my family and I eat enough fresh fruit and vegetables.	

