

OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

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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 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?

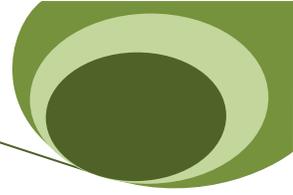
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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.

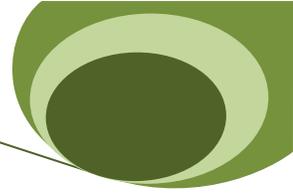
Source: Ng E., Wilkins R., François Gendron F. and Berthelot J-M. The Changing Health of Immigrants. Statistics Canada, autumn 2005.



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 healthy eating 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 as well as, culinary and healthy eating practices from their countries of origin. Learners should be encouraged to continue following their traditional eating practices, and to adapt their meals to align with the key messages in Canada's Food Guide when possible. Some examples of this could be to include a vegetable or fruit at each meal, to drink water throughout the day, and to limit ultra-processed foods.



Instructor Notes

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

CORE CONTENTS:

Learn how Canada's Food Guide can help you make health food choices. Healthy choices can be made by eating a variety of nutrition foods and by being mindful of what, where, when, why and how you eat.

LEARNING OBJECTIVES:

Real-World Task 1: Shopping for a meal that includes healthier choices

- Learn the names of common foods
- Identify and categorize foods into vegetables and fruits, protein foods, and whole grain foods.
- Talk about current food choices
- Understand simple food proportions (less and more)
- Develop skills to make healthy food choices at the grocery store
- Plan a meal using the Canada Food Guide plate
- Write a balanced grocery list to make balanced meals

Real-World Task 2: Talking about healthy food habits

- Learn different ways of cooking
- Identify healthier ways of cooking
- Learn not only about what foods to eat, but also about ways to eat (where, when, why and how to eat)
- Learners 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 many other languages as well. It is available to order or download from the [Health Canada's website](#).
- Canada's Food Guide does not recommend a specific amount of food for each person. Instead, the Food Guide plate gives a visual guide of how the different food groups should be divided at meals. Vegetables and fruit should make up half of the plate, protein foods should make up one quarter of the plate and whole grain foods should fill the last quarter of the plate. In addition, Canadians are encouraged to make water their drink of choice.
- The Food Guide also focusses on changing eating behaviours to support good health. These eating behaviours include:

<ul style="list-style-type: none"> ○ Being mindful of eating habits ○ Cooking more often ○ Enjoying food ○ Eating meals with others 	<ul style="list-style-type: none"> ○ Using food labels ○ Limiting highly processed foods ○ Being aware of food marketing
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- Canada's Food Guide was developed for people two years of age and older and can be followed by everyone. Children under the age of two can also eat foods from Canada's Food Guide, but in different proportions than older children and adults. If someone has specific health concerns, they can consult with a Registered Dietitian, or with a health care provider.

HOW TO TALK ABOUT FOOD CHOICES:

- As the class discusses the topic of food and food choices, it is important for the instructor to stress that all foods can fit into Canada's Food Guide, no matter which country they come from.
- You may encourage learners to reflect on how they could maintain their food traditions while aligning with Canada's Food Guide plate and with the eating behaviours encouraged in the Guide (when, where, why and how).
- We also want to refrain from labelling foods as "good" or "bad", and instead focus the conversation on encouraging the consumption of whole unprocessed foods often, while limiting consumption of highly processed foods.
 - Unprocessed or minimally processed foods include vegetables, grains, legumes, fruits, nuts, meats, seafood, eggs, and milk.
 - Highly processed foods have gone through multiple processes and are often found in a package. These foods are higher in saturated fat, sugar or salt. Examples include soft drinks, chips, chocolate, candy, ice-cream, sweetened breakfast cereals, packaged soups, chicken nuggets, hotdogs, fries, and more. Highly processed foods are not part of a healthy eating pattern.
- Be sensitive to the fact that not everyone has the privilege of buying fresh vegetables and fruits. Healthy food choices can be made on a budget. Consult the OPH factsheet "[Buying Groceries on a Budget](#)" for more information and share it with the class as you see fit.

MATERIALS NEEDED:

- Food packaging with nutrition labels
- Chart paper
- Projector to display Food Guide Snapshot & videos

WORD BANK:

Task 1: Skill-Building Activity 1: vegetables, fruits, whole grain foods, protein foods, meal

Task 1: Skill-Building Activity 2: juice, whole, fresh, frozen, seeds, dairy, fatty, processed, sausages, deli, sugary, cake, French fries, burgers, less, more, grocery store, shopping list, cart, nutrition CLB 3 ONLY: Fibre, sodium, sugar, saturated and trans fat

Task 1: Skill-Building Activity 3: half, quarter, plate, enough, breakfast, lunch, dinner, snack

Task 2: Skill-Building Activity 1: steam, deep-fry, grill, bake, roast, stir-fry, poach, broil, healthier, olive oil, sunflower oil, butter, canola oil, coconut oil, peanut oil, soft margarine, healthy, saturated,

Task 2: Skill-Building Activity 2: mindful, habit, take time, chew, taste, full, adverbs of frequency

Task 2: Skill-Building Activity 3: Wh- question words, slowly, fast, hungry, stressed, bored, too much, too little

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 less healthy? Why are they less healthy?*
- 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.*

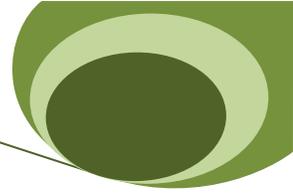
ACTIVITY INSTRUCTIONS:**Task 1: Shopping for a Meal that Includes Healthier Choices**

Skill: Writing

Competency: Reproducing Information and Getting Things Done

Skill Building Activity 1 – Talking about Food

1. Make copies of **Task 1: Skill-Building Activity 1, Word Bank** and cut out the pictures.



2. Display the food guide snapshot <https://food-guide.canada.ca/en/food-guide-snapshot/> for the class. Elicit the names of foods on the plate. Elicit the 3 different food groups and identify the type of beverage that is featured.
3. Learners work in pairs or small groups to categorize picture cards into the 3 food groups (vegetables and fruits, protein foods, whole grain foods).
4. To correct, have learners take turns physically coming to the flipchart paper or blackboard and taping their pictures under the right category.
5. **Optional:** prepare a second set of picture cards with the words separated and ask learners to match the words & pictures.
6. On handout **Task 1: Skill-Building Activity 1, Worksheet 2**, read questions as a class so vocabulary can be clarified if needed.
7. Learners interview a partner and write their partner's answers. The teacher may ask learners to share with the class.

Expansion Activities:

1. This activity can be expanded to a writing activity, if you would like the learners to write their own answers to these questions.
2. Create question cards with the questions to use as a warmup/review the following day.
3. Ask learners to verbally report other learners' answers to review and orally practise grammar: *I like, She likes, He eats, etc.*

Skill Building Activity 2 – Making Healthy Food Choices & Understanding Food Labels

- Hand out **Task 1: Skill-Building Activity 2, Worksheet 1**. Read the text as a class. Have learners work in pairs to read the text and complete **Part A** and **Part B**. Correct as a class.
- **Task 1: Skill-Building Activity 2, Worksheet 2**. Elicit the meaning of *grocery shopping* and *packaged food*. Ask learners for examples. Read the vocabulary words together and have learners fill in the blanks in the paragraph. Correct as a class.
- **Optional:** Teacher uses the visual support (**Task 1: Skill-Building Activity 2, Picture Cards**) to elicit the tips for healthy shopping verbally.
- Review the 3 “Asking for Help” questions on Worksheet 2. Drill for pronunciation practice. Have learners ask the questions with a partner using the food words from the **Word Bank**.
- Review some examples as a class and draw attention to singular/plural (*where are/is & how much are/is*).
- **CLB 3 learners:** Discuss what a *food label* is and what kinds of information are found in the *nutrition facts table*. Hand out **Task 1: Skill-Building Activity 2, Worksheet 3**. Have learners read and complete the worksheet with a partner of similar English level.
 - Ensure students understand that food labels refer to all information on a package including the nutrient claims, the ingredient list, the serving size and the nutrition facts table.
 - The nutrition facts table gives information on how many calories and how much of each nutrient are in a certain serving of the food. Nutrition facts tables can help you make informed food choices and compare products. For more information and



examples of nutrition fact tables visit: <https://www.canada.ca/en/health-canada/services/understanding-food-labels/nutrition-facts-tables.html>

Expansion Activities:

Compare packaged foods for the key nutrients - teacher can bring packages from home or encourage learners to bring in food packages.

Answer Key:

Skill-Building Activity 2, Worksheet 1

Part A:

6 - lean meat	2 - whole fruit	9 - water
4 - spinach	5 - beans	3 - frozen vegetables
8 - whole grains	7 - deli meat	1 - vegetables and fruit

Part B:

- | | | | |
|---------|---------|---------|---------|
| 1. Less | 3. More | 5. More | 7. Less |
| 2. More | 4. Less | 6. Less | 8. More |

Skill-Building Activity 2, Worksheet 2

- Shopping list
- Vegetables and Fruit
- Cart
- Help
- Nutrition information

Skill-Building Activity 2, Worksheet 3

1.

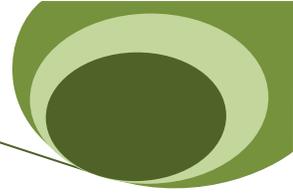
Nutrition Facts	
Saturated and Trans Fat	X
Sodium	X
Fibre	✓
Sugar	X`

2.

Peanut butter	Coconut Milk
a. 8g	a. 17g
b. 0.5g	b. 14g
c. 7.5g	c. 3g

3.

- Coconut Milk
- Peanut Butter
- Peanut Butter



Skill-Building Activity 3 – Using the Food Guide Plate

1. Hand out **Task 1: Skill-Building Activity 3, Worksheet 1**. Read the sentences as a class.
2. Elicit the meaning of *half* and *quarter*. Show different ways to represent them ($\frac{1}{4}$, $\frac{1}{2}$, 25%, 50%).
3. Have learners complete **Part A** by labeling the graph. Learners can compare with a partner before taking it up as a class.
4. Elicit the types of things that learners eat for each of the meals in the chart (breakfast, lunch, dinner, snack). Write some ideas on the board.
5. Complete **Part B**. Show Canada's Food Guide meal idea videos one at a time. Ask learners to write down the foods they see on the screen. If students need help writing the foods, the teacher may want to provide options from the answer key on the blackboard, or allow students to copy from the Word Bank or a picture dictionary. Discuss after each video.
<https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/>
6. Have a short class discussion. Ask learners how the meals they enjoy fit into the Canada's Food Guide plate. Example questions:
 - a. What is your favourite meal to eat or cook?
 - b. Does that meal have vegetables in it?
 - c. Do you eat vegetables and/or fruit at each meal and snack?
 - d. If not, how could you add more vegetables into your day?
7. Hand out **Task 1: Skill-Building Activity 3, Worksheet 2**. This is a jigsaw activity. Separate learners into 4 groups. Explain that each group will plan a different meal.
8. Make sure each group has a picture dictionary. Circulate and help learners with vocabulary as needed. Check each group's list when they are finished to ensure they have included a balance of all 3 food groups.
9. When all groups are finished, number the learners in each group. Learners regroup with others who have the same number.
10. Learners should be in groups of 4, with 1 learner from each original group. Learners take turns explaining their meal to the group. As a group, learners make a grocery list on chart paper for all 4 meals.
11. **Optional:** Class discussion: *Do your meal and grocery list match the food guide plate? Is there enough of each food group: $\frac{1}{2}$ fruits and vegetables, $\frac{1}{4}$ protein, $\frac{1}{4}$ whole grains?*

Answer Key**Skill-Building Activity 3, Worksheet 1****Part B:**

Snack: hummus, veggies, whole grain crackers, English muffin, cheese, apple

Breakfast: egg, tomato, green onion, mushrooms, peppers, whole grain toast,

Family meals: chicken, pineapple, brown rice, salad (cucumber, pepper, spinach, tomatoes,)

Mixed dishes: soup (beans, squash, celery, carrots, onions, corn) whole grain bread

Assessment

1. Learners use Canada's Food Guide and the "Eat-well Plate" to plan a menu for one day for themselves, making sure they have included a balance of the 3 "food groups".
2. Hand out **Task 1: Assessment 1** to CLB 2 learners and **Task 1: Assessment 2** to CLB 3 learners.
3. Make sure learners have access to picture dictionaries or the Word Bank.
4. Assessment rubrics are included for each task.
5. These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put them in the Language Companion in the My Portfolio Writing section.

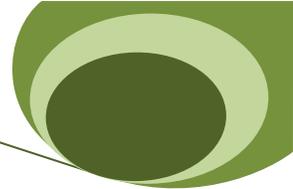
Task 2: Talking about Health Food Habits

Skill: Speaking

Competency: Sharing Information, Getting Things Done

Skill-Building Activity 1 – Healthy Ways of Cooking

1. Elicit different ways of cooking from learners and write them on the board to activate learners' vocabulary knowledge about *cooking verbs*.
2. Have learner complete **Part A** of **Task 2: Skill-Building Activity 1, Worksheet 1**. (Match the ways of cooking with the pictures.)
3. Have learners compare their answers with a partner to see if they have the same answers. Then, check the answers with the whole class. Discuss by asking learners which way of cooking they usually use.
4. Have learners complete **Part B** of **Task 2: Skill-Building Activity 1, Worksheet 1** with their partner. (Write down all the food words you can think of that go with the cooking verbs above.) The purpose of this activity is:
 - a. To incorporate the vocabulary they learned in **Task 1** and use them in a cooking context.
 - b. To help learners visualize foods with ways of cooking and get them ready for the next exercise where they will decide which ways of cooking are healthy.
5. Have learners complete **Part C** of **Task 2: Skill-Building Activity 1, Worksheet 1** with their partner to decide which way of cooking is a healthier method. Some methods of preparing and cooking can require lots of sodium, sugars or saturated fat.
6. Tell learners that they will read a text (adapted) from Canada's Food Guide about ways of cooking (**Task 2: Skill-Building Activity 1, Worksheet 2**). They need to compare their



answers in **Part C** to the information in the text. Emphasise that 'deep-frying' is not a healthy cooking method, so it should not be used often.

7. Ask learners if they were right or wrong about healthy ways of cooking. Go over the methods to make sure everyone understands which ones are healthy and which are less healthy.
8. **CLB 3 Students:** Have learners complete **Part D of Task 2: Skill-Building Activity 1, Worksheet 2** for further comprehension check. Check answers.
9. Before starting **Part E**, brainstorm the types of fats found in foods and used for cooking. Foods and oils that contain mostly healthy (unsaturated) fats are better for your health than foods high in saturated and trans fats. Ask learners to look at the ones in the list in **Part E** and guess if they think those oil types are healthy (unsaturated) or saturated. Have them compare their answers with a partner and then take up the answers as a class. See the Canada's Food Guide page "[Choose Foods with Healthy Fats](#)" for more information.

*The text is adapted from Canada's Food Guide: <https://food-guide.canada.ca/en/>

Answer Key:

Task 2: Skill-Building Activity 1

Part A Steam: h Deep-fry: b Grill: f Bake: d
 Roast: e Stir-fry: f Poach: a Broil: c

Part B Learners' own answers

Part C	1. H	2. NH	3. H	4. H	5. H	6. H	7. H	8. H
Part D	1. F	2. T	3. F	4. T	5. T			
Part E	1. H	2. H	3. S	4. H	5. S	6. H	7. H	
	1. Roast, sunflower oil		2. Bake, olive oil		3. Stir-fry, canola oil			

Skill Building Activity 2 – Reading: Are You Mindful of your Eating Habits?

1. Pre-teach *chew* (v), *taste* (n), *full* (adj)
2. Explain to learners that they will complete a survey about their eating habits.
3. Go over the statements with the learners and make sure they understand the adverbs of frequency. Demonstrate how to respond to the questions; answer some of them as a model if needed.
4. Give learners enough time to complete the questions. Have them compare their answers with a partner.
5. Start a discussion around the questions "Now Think About...". Get some comments from individual learners. Encourage them to make positive and realistic changes in their eating habits to be more mindful..
6. **Optional:** Ask CLB 3 learners to write down their answers and any changes they are planning to make.
7. In the following days, ask learners if they have changed any of their eating habits to be more mindful.

*The questions are adapted from Canada's Food Guide: <https://food-guide.canada.ca/en/healthy-eating-recommendations/be-mindful-of-your-eating-habits/>

Skill Building Activity 3 –How Mindful Are You?

1. Explain to the learners that they will interview their partner about the last meal or snack that they had. They will take notes about their partners' answers (to remember later).
2. Pre-teach *mindful* with examples. Being mindful of your eating habits means being aware of:
 - How you eat
 - Why you eat
 - What you eat
 - When you eat
 - Where you eat
 - How much you eat
3. When they are done, learners reflect on if they are mindful of their eating habits. Were they able to remember and describe answers to the questions?
4. Ask volunteers to tell the class about a main meal they ate last week.
 - When eat they eat their main meal?
 - What did they eat?
 - Where were they?
 - Who were they be with?

*The interview questions are adapted from Canada's Food guide: <https://food-guide.canada.ca/en/healthy-eating-recommendations/be-mindful-of-your-eating-habits/>

Assessment

1. Pre-teach *dietitian*. Explain to the learners that they are at an appointment with a Registered Dietitian. They want to change their eating habits to be healthier. They will talk about healthy eating habits.
2. Hand out the 2 pages of assessment to all the learners and go over the parts and assessment criteria with them.
3. Marking is included at the end of the 2nd page.
4. These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Speaking section.

Part A: Try to elicit answers that are as detailed as possible. Provide prompts when necessary.

Part B: Give 4 pieces of advice to CLB 2 learners; 6 to CLB 3 learners. Choose from options below based on the students' answers to the questions in Part A. Reminder that **Who** and **Why** are for **CLB 3 only**.



Question	Advice	Picture
When do you eat? Do you eat your meals at regular times?	Eat regular meals at the same time each day.	Picture 3
	Plan your meals.	Picture 1
Where do you usually eat?	Eat at home more.	Picture 5
How do you cook your food?	Use healthy ways of cooking. (Elicit a few examples.)	Picture 4
Do you stop eating when you feel full?	Stop eating when you feel full.	Picture 7
	Eat slowly	Picture 8
	Chew and taste your food to enjoy it.	Picture 8
Who do you usually eat dinner with? (CLB 3)	Eat with other people if you can. Make eating enjoyable.	Picture 5
Why do you eat? Do you only eat when you are hungry? (CLB 3)	Eat only when you're hungry.	Picture 2
	Think about your food. Don't use your cell phone or watch TV when you eat.	Picture 6

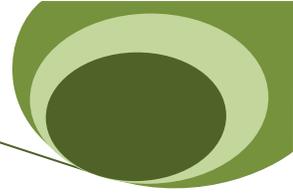
Part C: Ask learners to remember and repeat what you have just advised them. Encourage the use of *I want to/need to* if you have previously taught this language.... CLB 2 learners should repeat 2 things. CLB 3 learners should repeat 3 things.

Learner Self-Reflection

1. Read together with the class, and ask learners to answer individually.
2. 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: <https://food-guide.canada.ca/en/>
- Canada Food guide snapshot: <https://food-guide.canada.ca/artifacts/CFG-snapshot-EN.pdf>
- Eat-Well Plate – Videos <https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/>
- 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>

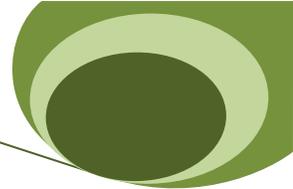


Task 1: Worksheets

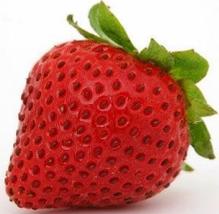
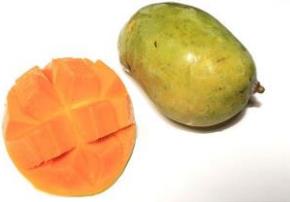


Canada's Food Guide – Task 1: Skill-Building Activity 1, Worksheet 1

Vegetables	Fruit	Whole Grain Products	Protein
			
carrots	peach	oats	chicken
			
broccoli	pear	pasta	lean beef
			
cucumbers	orange	bread	nuts
			
peppers	apple	crackers	eggs



Canada's Food Guide – Task 1: Skill-Building Activity 1, Worksheet 1

Vegetables	Fruit	Whole Grain Products	Protein
			
lettuce	banana	bulgur	beans & lentils
			
spinach	strawberry	brown rice	milk
			
cabbage	blueberries	quinoa	tofu
			
corn	mango		fish

Canada's Food Guide – Task 1: Skill-Building Activity 1, Worksheet 2

Talking about Food



Ask your partner the questions. Write their answers.

1. What is your favourite vegetable? _____
2. What is your favourite fruit? _____
3. What is your favourite grain product? _____
 - a) Do you eat white rice or brown rice? _____
 - b) Do you eat white bread or whole wheat bread? _____
4. Do you eat meat? _____

If yes, what kind of meat do you like? _____
5. Do you eat proteins from plants? Do you eat beans, chickpeas, lentils or tofu? _____
6. Do you drink water every day? _____

If not, what do you like to drink? _____
7. What is your favourite meal? _____



Canada's Food Guide – Task 1: Skill-Building Activity 2, Worksheet 1

Read the information below. Answer the questions on the next page.

Make Healthy Food Choices

It is important to choose healthy food most of the time.

1. Eat more **vegetables** and **fruits**. Fresh and frozen vegetables and fruit are great.
2. Eat **whole fruit** and drink less **juice**.
3. Eat **dark green** and **orange** vegetables often.



4. Eat more **plant protein** like **tofu**, **beans**, **nuts** and **seeds**.
5. Choose **fish**, **eggs**, **lower fat dairy products** and **lean meat**.
6. Eat less **fatty** and **processed meat** like **sausages**, **deli meats** and **bacon**.

7. **Whole grains** are good for you. Eat whole grain foods most often.



8. Eat less **processed foods** like **sugary drinks**, **potato chips**, **cakes**, **French fries**, and **burgers**.

9. Drink more **water**.

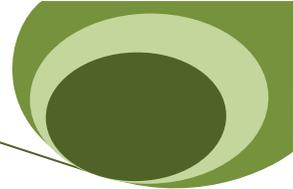


Canada's Food Guide – Task 1: Skill-Building Activity 2, Worksheet 1

Part A: Match the pictures with the sentences. Write the number of the sentence below the picture. Write the name of the food beside the number.

1. Try new vegetables and fruits.
2. Eat the whole fruit.
3. Fresh or frozen vegetables and fruit are healthy.
4. Try different dark green vegetables like spinach.
5. Eat more plant protein like tofu, beans and lentils.
6. Fish, chicken and lean meat are healthier than fatty meats.
7. Eat less deli meats.
8. Whole grains are healthier.
9. Drink lots of water every day.

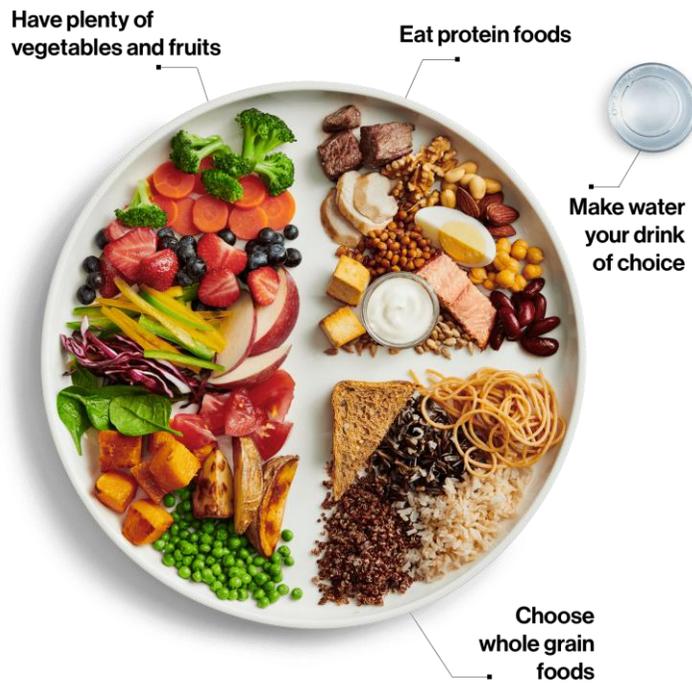
		
6 – lean meat		
		
		



Part B:

Circle the correct word.

- | | | |
|----------|-------------|-----------------------------|
| 1. Drink | more / less | juice. |
| 2. Eat | more / less | greens. |
| 3. Eat | more / less | whole grains. |
| 4. Eat | more / less | white bread and white rice. |
| 5. Eat | more / less | plant protein. |
| 6. Eat | more / less | fatty meat. |
| 7. Eat | more / less | processed meat. |
| 8. Drink | more / less | water. |



Canada's Food Guide – Task 1: Skill-Building Activity 2, Worksheet 2

Part A: Choosing Healthy Food at the Grocery Store



shopping list



cart



help

Nutrition Facts	
Per 1 cup (250 mL)	
Fat	5%
Fibre	10%
Sugar	13%
Protein	2 g
Sodium	15%

nutrition information



vegetables and fruits



grocery store

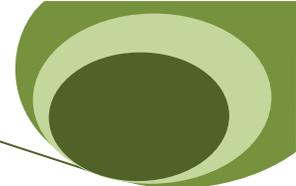
What can help you choose healthy food at the grocery store? Use the words above to fill in the blanks.

You can **write** a _____ to stay organized. You can **go** to the _____ and _____ section first. You can **fill** half of your _____ with vegetables and fruit. You can **ask** for _____ if you can't find something. You can **read** the _____ on packaged foods.

Part B: Asking for Help

Practise asking for help with a partner. Fill in the blanks with food words.

1. Where is/are the _____?
2. Do you have any _____?
3. How much is/are the _____?



Canada's Food Guide – Task 1: Skill-Building Activity 2, Worksheet 3– CLB 3 Only



Nutrition Facts Valeur nutritive	
Per 1 cup (250 mL) pour 1 tasse (250 mL)	
Calories 110	% Daily Value*
Fat / Lipides 0 g	0 %
Saturated / saturés 0 g	0 %
+ Trans / trans 0 g	0 %
Carbohydrate / Glucides 26 g	
Fibre / Fibres 0 g	0 %
Sugars / Sucres 22 g	22 %

When you buy packaged food, **read the Nutrition Facts.** Use the % **Daily Value (DV)** to see how much 1 serving has.

- **5 % or less is a little**
- **15% or more is a lot**

Fibre is good for you. Check the Nutrition Facts on foods like crackers and cereal. Use the % DV to find ones with **more fibre**.



Fibre	5g	20%
-------	----	-----



Eating too much **sodium** can give you heart problems. Packaged food, processed food and fast foods are high in sodium. Use the % DV to look for foods with **less sodium**.

Sodium	230mg	10%
--------	-------	-----

Sugar is in fruits, vegetables and dairy foods. Sugars can also be added to processed foods. Too much added sugar can give you health problems and holes in your teeth. Use the % DV to look for foods with **less sugar**.



Sugars	4g	4%
--------	----	----



Fat is important for your health. Choose foods with mostly healthy fats (unsaturated) and less saturated or trans fats. Use the % DV to look for foods with **less saturated and trans fats**.

Fat	4 g	5%
Saturated	0.5g	3%
+ Trans	0 g	

Part A: Put a check mark ✓ beside the things we want more of. Put an X beside the things we want to have less of.

Nutrition Facts	
Saturated and Trans Fats	
Sodium	
Fibre	
Sugar	

Part B: Look at the labels. Answer the questions about the fats.

Peanut Butter

Calories 100		% Daily Value*
		% valeur quotidienne*
Fat / Lipides	8 g	11 %
Saturated / saturés	0.5 g	3 %
+ Trans / trans	0 g	

Coconut Milk

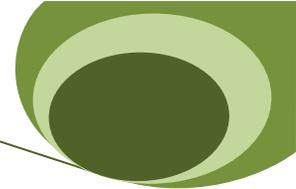
Calories 170		% Daily Value*
		% valeur quotidienne*
Fat / Lipides	17 g	23 %
Saturated / saturés	14 g	70 %
+ Trans / trans	0 g	

- a. How much total fat? _____
- b. How much saturated fat? _____
- c. How much healthy fat? _____
(Total fat – Saturated/Trans fat)

- a. How much total fat? _____
- b. How much saturated fat? _____
- c. How much healthy fat? _____
(Total fat – Saturated/Trans fat)

Part C: Circle the correct answer.

- A. What food has **more saturated fat**? **Peanut Butter** **Coconut Milk**
- B. What food has **more healthy fat**? **Peanut Butter** **Coconut Milk**
- C. What food is **healthier** to eat? **Peanut Butter** **Coconut Milk**

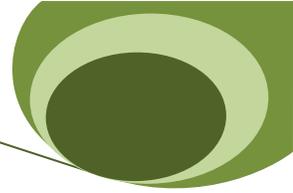


Canada's Food Guide – Task 1: Skill-Building Activity 2, Picture Cards



Canada's Food Guide – Task 1: Skill-Building Activity 2, Picture Cards



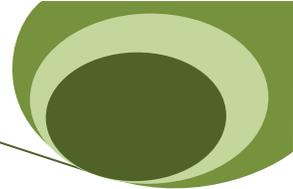


Canada's Food Guide – Task 1: Skill-Building Activity 2, Picture Cards



Canada's Food Guide – Task 1: Skill-Building Activity 2, Picture Cards

Nutrition Facts	
Per 1 cup (250 mL)	
	% Daily Value
Fat 0 g	0%
Saturated 0 g + Trans 0 g	
Fibre 0 g	0%
Sugars 22 g	22%
Protein 2 g	
Sodium 0 mg	0%
* 5% or less is a little, 15% or more is a lot	



Canada's Food Guide – Task 1: Skill-Building Activity 2, Picture Cards



Canada's Food Guide – Task 1: Skill-Building Activity 3, Worksheet 1

Using the Food Guide to Plan Meals

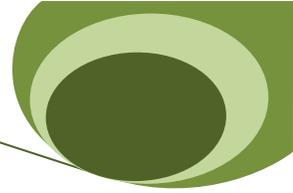
Part A:

Read the information and look at the picture.

1. Fill **half** $1/2$ of your plate with **vegetables and fruits**.
2. Fill **a quarter** $1/4$ of your plate with **protein foods**.
3. Fill **a quarter** $1/4$ of your plate with **whole grains**.

Write the correct food group on each line.

MY PLATE



Part B:

Watch the videos together as a class. Write the foods that you see.

Snacks	
Breakfast	
Family Meals	
Mixed Dishes	

Canada's Food Guide – Task 1: Skill-Building Activity 3, Worksheet 2**Plan a Meal – Group Work****Group #1**

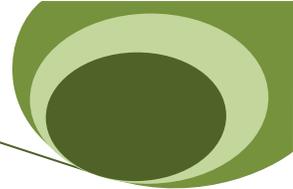
Meal:	A small snack
Group member names:	
Our snack is called:	

Write a grocery list for the foods that you need to make this snack.

Vegetables and Fruit

Whole Grains

Protein



Canada's Food Guide – Task 1: Skill-Building Activity 3, Worksheet 2

Plan a Meal – Group Work

Group #2

Meal:	Breakfast
Group member names:	
Our meal is called:	

Write a grocery list for the foods that you need to make this meal.

Vegetables and Fruit

Whole Grains

Protein

Canada's Food Guide – Task 1: Skill-Building Activity 3, Worksheet 2**Plan a Meal – Group Work****Group #3**

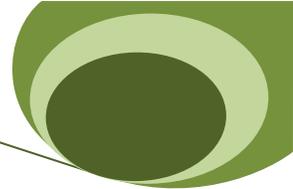
Meal:	Lunch
Group member names:	
Our meal is called:	

Write a grocery list for the foods that you need to make this meal.

Vegetables and Fruit

Whole Grains

Protein



Canada's Food Guide – Task 1: Skill-Building Activity 3, Worksheet 2

Plan a Meal – Group Work

Group #4

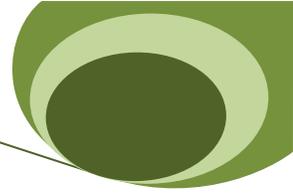
Meal:	Dinner
Group member names:	
Our meal is called:	

Write a grocery list for the foods that you need to make this meal.

Vegetables and Fruit

Whole Grains

Protein



Task 1: Assessments & Learner Self-Reflection



Canada's Food Guide – Task 1: Assessment – CLB 2

Skill: Writing

Competency: Reproducing Information

Name: _____ Date: _____

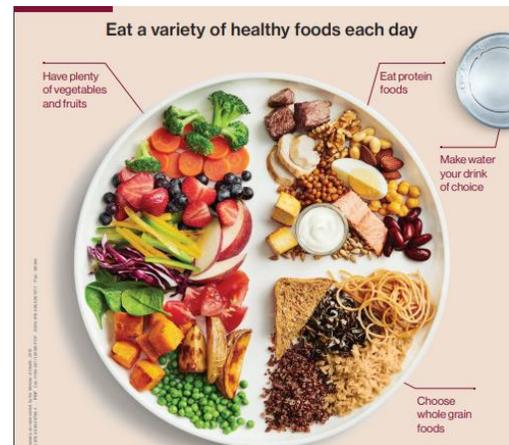
Part A:

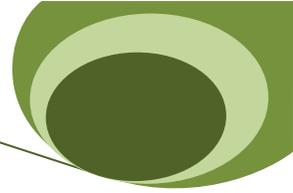
Plan a healthy menu for one day for yourself or your family. Use your picture dictionary/word bank to find the words that you need.

Breakfast:
Lunch:
Dinner:

Look at the Food Guide plate. In each meal, do you have:

- vegetables or fruit?**
- whole grains?**
- protein?**





Canada's Food Guide – Task 1: Assessment – CLB 2

Part B

Write a shopping list. Write all the foods in the correct group. This will help you find things at the grocery store.

Vegetables and Fruit

Whole Grains

Protein

Canada's Food Guide – Task 1: Assessment – CLB 3

Skill: Writing

Competency: Reproducing Information and Getting Things Done

Name: _____ Date: _____

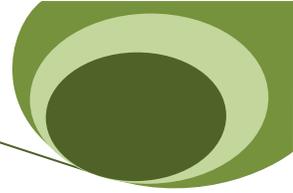
Part A

Plan a healthy menu for one day for yourself or your family. Use your picture dictionary/word bank to find the words that you need.

Breakfast:
Lunch:
Dinner:
Snack:

Look at the Food Guide plate. Do you have foods from each group at every meal?





Canada's Food Guide – Task 1: Assessment 1 – CLB 3

Part B

Look at the Food Guide plate. The 3 food groups are:

1. _____
2. _____
3. _____

Write a shopping list with all the foods that you will need for your meals. Write one food group at the top of each part of your list. This will help you find things at the grocery store.

1.

3.

2.

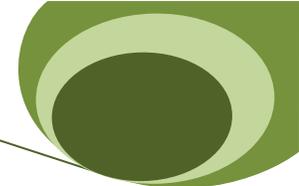
Canada's Food Guide – Task 1: Assessment – CLB 3**Part C**

If someone doesn't understand you when you speak English, what can you do? Some students like to write down English messages they can show people when this happens.

Pick three foods from your list. Write 3 different questions to ask for information about these foods at the grocery store. Write your questions on the note paper.

- 1. You need help to find the food.**
- 2. You need to know the price of the food.**
- 3. You need to know if the store has the food.**

A large, rectangular piece of light-colored paper with a torn, deckled edge. It features horizontal blue lines for writing, spaced evenly down the page. The paper is centered on the page and is intended for students to write their questions on.



Shopping for Healthy Food		Writing
Theme: Canada's Food Guide		CLB Level: 2-3
Topic: Shopping for Healthy Choices	Competency: Reproducing Information & Getting Things Done (CLB 3)	

PART A & B (CLB 2/3)

Holistic	Not yet (0)	So-So (2)	Achieved (4)
Writes a shopping list that that matches Canada's Food Guide CLB 2: Writes 10-15 foods under correct groups CLB 3: Labels groups and writes 15-20 foods under correct sections			
Analytic	Not yet (0)	So-So (1)	Achieved (2)
No big things missing CLB 2: lists most required food items for meals CLB 3: lists a developing range of food items			
Spelling CLB 2: occasional copying mistakes CLB 3: few copying mistakes			
Writes Clearly			
			____/10

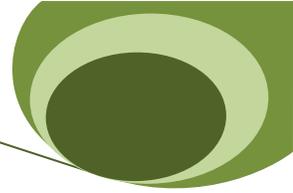
Part C (CLB 3)

Holistic	Not yet (0)	So-So (2)	Achieved (4)
Writes a short message (3 questions) to help him/herself get information at the grocery store.			
Analytic	Not yet (0)	So-So (1)	Achieved (2)
Uses appropriate question words for each meaning (where, how much, do you have)			
Developing control of simple grammar structures.			
Follows most spelling and punctuation conventions.			
			____/10

CLB 2 SUCCESS: 7/10 CLB 3 SUCCESS: 14/20	SCORE: ____ / 10 SCORE: ____ / 20	PASS: YES NO
---	--------------------------------------	--------------

TEACHER COMMENTS:

You did well:	Next Time:
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Canada's Food Guide – Task 1: Learner Self-Reflection - CLB 2-3

Shopping for Healthy Food		Writing
Theme: Canada's Food Guide		CLB Level: 2-3
Topic: Shopping for Healthy Choices	Competency: Sharing/Reproducing Information	

Name: _____ Date: _____

After this lesson, I feel ... good so-so I need more practise

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?

No Maybe Yes!

2. Did you learn new information about healthy eating?

A little Some A lot!



3. Are you eating vegetables and fruit, whole grains, and protein at each meal?

No Sometimes Yes!

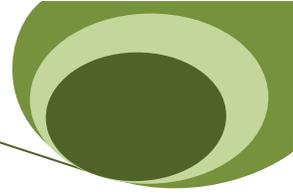
4. Will you change how you shop at the grocery store after this lesson?

No Maybe Yes!

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

No Maybe Yes!





Task 2: Worksheets



Canada's Food Guide – Task 2: Skill-Building Activity 1, Worksheet 1

Healthy Ways of Cooking

Part A: Match the ways of cooking with the pictures.



Steam: ___

Deep-fry: ___

Grill: ___

Bake: ___

Roast: ___

Stir-fry: ___

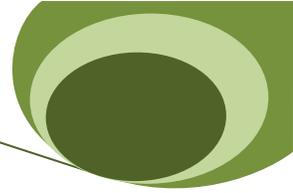
Poach: ___

Broil: ___

Part B: Work with a partner. Write down all the **foods** you can think of that go with the cooking verbs.

- | | |
|---|--|
| <p><u> </u> H</p> <p><u> </u></p> | <p>1. Steam: <u> broccoli, </u></p> <p>2. Deep-fry: _____</p> <p>3. Grill: _____</p> <p>4. Bake: _____</p> <p>5. Roast: _____</p> <p>6. Stir-fry: _____</p> <p>7. Poach: _____</p> <p>8. Broil _____</p> |
|---|--|

Part C: With your partner, decide if these are **healthier** or **not healthier** ways of cooking. Write **H** for healthier and **NH** for not healthier next to each way of cooking.



Canada's Food Guide – Task 2: Skill-Building Activity 1, Worksheet 2

Read the information from Canada's Food Guide.

Choose Healthier Ways of Cooking

1. You bake foods like bread slowly in an oven.
2. You **poach** foods slowly in a pan of boiling water.
3. You **grill** on a barbecue. You can also grill in a pan.
4. You **roast** in an oven.
5. You can **stir-fry** to cook small or thin pieces of foods quickly. It is frying foods with a little oil, vegetable stock or water.
6. You **steam** foods in a basket. The basket sits in a pot above the boiling water.
7. You **broil** in the oven on the top rack (shelf).

Did you guess correctly? Which way of cooking is **NOT** there? _____

Part D (CLB 3): Write *True* or *False*.

1. Baking is a very fast way of cooking. _____
2. You need boiling water to poach foods. _____
3. You can grill in a microwave. _____
4. You don't need a lot of oil for stir-frying. _____
5. You need water for stir-frying. _____



Canada's Food Guide – Task 2: Skill-Building Activity 1, Worksheet 3

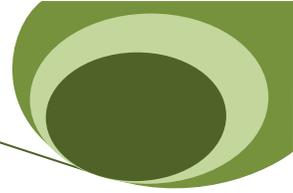
Part E: Look at the table of oils and fats. Guess if they are *healthy* or *saturated*. Check ✓ the correct box. Compare your answers with your partner. Your teacher will tell you the correct answers at the end.

Oils/ Fats		Healthy (Unsaturated)	Saturated
1. Olive oil 			
2. Sunflower oil 			
3. Butter 			
4. Canola oil 			
5. Coconut oil 			
6. Peanut oil 			
7. Soft Margarine 			

*Now, read the sentences and circle the correct word.

1. It is healthy to **roast / fry** potatoes with **butter / sunflower oil**.
2. It's healthy to **poach / bake** bread with **olive oil / butter**.
3. It's healthy to **deep fry / stir-fry** vegetables with **coconut oil / canola oil**.





Canada's Food Guide – Task 2: Skill-Building Activity 2, Worksheet 1

Are You Mindful of Your Eating Habits?

Think about the way you eat. Check ✓ the box that matches your eating habits.

When I eat,	Always	Often	Sometimes	Never/ Rarely
I plan my meal times.				
I cook my food or someone I know cooks my food.				
I sit down at the table.				
When I eat, I think about my food. I don't use my cell phone or watch TV.				
I eat slowly.				
I chew and taste my food to enjoy it.				
I know when I am full.				

Now think about...



- Have you checked mostly...
 "Always" and "Often" OR "Sometimes" and "Never/Rarely"
- Do you want to change some of your eating habits?
- What do you want to change?
- What are some changes you can do to be more mindful?

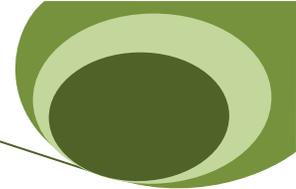
Canada's Food Guide – Task 2: Skill-Building Activity 3, Worksheet 1

How Mindful Are You?

Interview your partner with the questions below. Tell your partner,
“Think about the last meal or snack that you had ...”

<p>When did you eat? What time was it?</p> <p>Do you always eat at this time?</p>	
<p>What did you have? What did you eat?</p> <p>What did you drink?</p>	
<p>Where did you eat? Did you eat at home? Did you eat at a restaurant?</p>	
<p>How did you eat? Did you eat slowly or fast?</p> <p>Did you watch TV or use your phone?</p> <p>Did you eat with others?</p>	
<p>Why did you eat? Were you hungry?</p> <p>Were you stressed?</p> <p>Were you bored?</p>	
<p>How much did you eat? Did you eat too much? Did you eat too little? Did you stop when you were full?</p>	

Did your partner answer your questions? Did they remember?
 What about you? Do you think you are mindful? Are there parts of your culture's
 food that helps you be more mindful? Tell the class about yourself.



Task 2: Assessments & Learner Self-Reflection



Canada's Food Guide – Task 2: Assessment – CLB 2

Skill: Speaking

Competency: Sharing Information/ Getting Things Done

Name: _____ **Date:** _____

AT THE DIETITIAN'S

Think...

You want to be in better health. You want to have healthier eating habits. You have an appointment with a *dietitian*.

Part A: Answer the dietitian's questions.

- **When** do you eat? Do you eat your meals at regular times?
- **Where** do you usually eat?
- **How** do you cook your food?
- **Do** you usually stop eating when you are full?

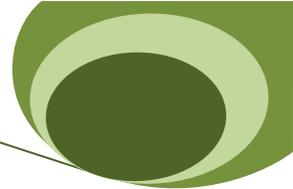


Part B: Listen to the dietitian's information. Point to the picture that matches.



Part C:

Remember the dietitian's words. Tell them 2 eating habits you want to change.



Canada's Food Guide – Task 2: Assessment – CLB 3

Skill: Speaking

Competency: Sharing Information/ Getting Things Done

Name: _____

Date: _____

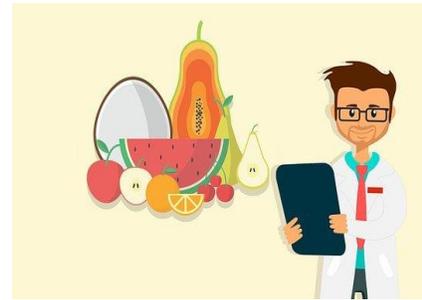
AT THE DIETITIAN'S

Think...

You want to be in better health and you want to have healthier eating habits. You have an appointment with a *Registered Dietitian*. You will talk about what you can do.

Part A: Answer the dietitian's questions.

- **When** do you eat? Do you eat your meals at regular times?
- **Where** do you usually eat?
- **How** do you cook your food?
- **Who** do you usually eat dinner with?
- Do you usually stop eating when you feel full?
- **Why** do you eat? Do you only eat when you are hungry?



Part B: Listen to the dietitian's information. Point to the picture that matches.



Part C:

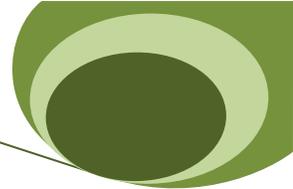
Remember the dietitian's words. Tell them 3 eating habits you want to change.

Canada's Food Guide – Task 2: Assessment

Talking about Healthy Food Habits		Speaking
Theme: Health		CLB Level: 2-3
Topic: Canada's Food Guide	Competency: Sharing Information/ Getting Things Done	

Name: _____ **Date:** _____

All	No	So-so	Yes
You can: (CLB 2&3)	(0)	(2)	(4)
Understand the dietitian's questions and describe your eating habits CLB 2: 4 Questions, CLB 3: 6 Questions			
Understand the dietitian's advice and describe eating habits you want to change CLB 2: 2 Habits, CLB 3: 3 Habits			
Parts	No	So-so	Yes
	(0)	(1)	(2)
Use correct vocabulary to talk about the ways you cook			
Say what time you eat your meals.			
Say where you eat.			
Say if you stop eating when you are full.			
(CLB 3 only)			
Say why you eat.			
Say who you eat with.			
CLB 2 Success= 11/16 CLB 3 Success = 14/20	Score: ____ /16 Score: ____ /20		Pass: Yes No



TEACHER COMMENTS:



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

Talking about Healthy Food Habits		Speaking
Theme: Health		CLB Level: 2-3
Topic: Canada's Food Guide	Competency: Sharing Information, Getting Things Done	

Name: _____ Date: _____



Answer the questions. Think about our work on Canada's Food Guide.

1. Do you take time to eat?

never rarely sometimes most of the time

2. Do you think about your eating habits?

never rarely sometimes most of the time

3. Did you learn anything new about healthy eating from our classes?

no a little a lot

4. Will you try new healthy ways of cooking?

yes no maybe

5. Will you make a change in your eating habits?

yes no maybe



