

OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans

	Advisory Group/Reviewers	
	OPH	OCDSB - LINC
2022 Betul Ozer Budak, Developer, OCDSB Melanie Denis, Developer, OCDSB	2022 Chantal de Laplante, RD Marketa Graham, RD	2022 Jennifer McKay Diane McCargar
2014 Sue Boudreau, Developer, OCDSB Catherine Hodgins, Developer, OCDSB Rhonda Newhook, Developer, OCDSB Anne Bouillon, Coordination and content review, OPH Nickolaas Van Veen - Visuals Kathy Lavigne, Design and Layout, OPH	2014 Marcela Tapia Victoria Snyder Claudelle Crowe Nathalie McKenna Carole Legault	2014 Shirley Graham Jennifer McKay

ACKNOWLEDGEMENTS

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

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

The Ottawa-Carleton District School Board would like to thank Immigration, Refugees and Citizenship Canada for their support of the revised Canada Food Guide Lesson Plans, 2022.

Copyright © 2014 City of Ottawa - Ottawa Public Health and Ottawa-Carleton District School Board. This lesson plan is free of charge. You are encouraged to copy, adapt, and distribute these materials for non-commercial purposes.

Reviewed December 2022



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?

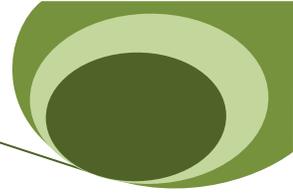
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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.

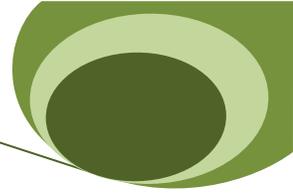


Who are these lesson plans for, and how can they be used?

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

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: Making and sharing a recipe that includes healthier choices

- Review & categorize common foods (vegetables and fruits, protein and whole grains)
- Access information from a reference source (<https://food-guide.canada.ca/en/>)
- Understand food and nutrient proportions
- Read food labels to make healthy food choices
- Make adjustments to a recipe or meal based on the food guide
- Explain recipe adjustments to a friend

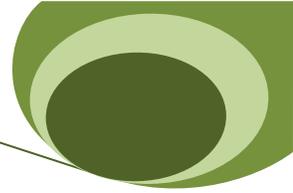
Real-World Task 2: Identifying food habits you want to change

- Discuss eating habits (when, how, who you eat with)
- Identify and discuss barriers to eating healthy.
- Read and understand tips to improve eating patterns
- Learn and implement goal-setting strategies.
- Ask for and give advice about eating habits

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
---	---



- 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:

- Chart paper
- Projector to display Food Guide Snapshot & videos
- Access to digital devices or computer lab
- Optional:
 - Food packaging with nutrition labels
 - Measuring spoons and cups

WORD BANK

Task 1: Activity 1: *category, nutrient, risk, benefit, forms *instructional words (click, top, menu, left side, right side), processed, disease, suggest*

Task 1: Activity 2: *proportion, underlined, bolded, nutritional needs, processed/packaged foods, label, reflect, recommendation, saturated and trans fats, sodium, fibre, protein*

Task 1: Activity 3: *adjustments, instead, extracts, spices, unsweetened, sauce, pureed, broth, taste, stews, deep-fry, bake, roast, broil, poach, reduce, replace, remove, recipe, Ingredients, directions, tbsp., tsp., cup, chopped, minced, crushed, dried, drumsticks, vinegar, basil, oregano, thyme, chili powder*

Task 2: Activity 1: *mindful, habits, rush, chew, full, offered, energy*

Task 2: Activity 2: *barrier, goal, eat out, doubt, overcome, strongly agree, agree, disagree, strongly disagree, fast-food, vending machine, in advance, reusable, stick to, cut down on, run out of, handy, sections, produce, might, flyer, go to waste, traditions, skills, positive, negative*

Task 2: Activity 3: *specific, measurable, achievable, relevant, time-bound, achieve, quantity, frequency, proof, meaningful, values, deadline*

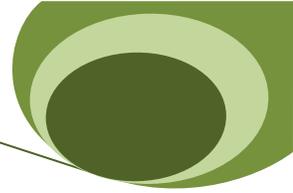
PRIOR KNOWLEDGE

*** 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?*
 - *What kinds of food are healthy? What kinds of foods are less healthy?*
 - *How do you think eating habits are different here in Canada than in your culture/country of origin? Explain.*

WARM-UP

1. Divide the class into four groups.
2. Put four pieces of flipchart paper on the wall labelled with each food group (vegetables, fruit, whole grain foods, and proteins)
3. Give each group a marker and have them stand together at one food group to start.
4. The groups have three or four minutes to work together to list as many foods in their food group as they can.
5. Then all groups rotate to the next flipchart paper/food group, read what is there and add more foods to that list.
6. Each group member should take a turn writing and they cannot repeat any words that are already on the list.
7. Encourage them not to worry about spelling, just work together to spell as well as they can.
8. Go over the activity as a class, correcting spelling and any misplaced words.
9. Learners can copy lists to review later.
10. The **Word Bank** is a set 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.

TASK 1: Making and sharing a recipe that includes healthier choices

Skill: Writing

Competency: Sharing Information

Skill Building Activity 1 – Do your Research

1. Elicit information about government initiatives to promote healthy eating in learners' home countries. Example questions:
 - a. *Who teaches you about healthy eating in your home country? Family? School? Doctors?*
 - b. *Does the government promote healthy eating in your home country? How?*
 - c. *What types of foods do you usually have on your plate when you eat a meal?*
2. Introduce Canada's Food Guide. Share the home page of the website or the snapshot. <https://food-guide.canada.ca/en/food-guide-snapshot/> Discuss what learners see.
3. Pre-teach word-bank vocabulary for **Activity 1**, as necessary.
4. Hand out **Task 1: Activity 1, Worksheet 1**. Learners complete the website scavenger hunt independently or as a class, depending on their level of tech skills.
 - a. The Teacher may guide learners in the computer lab by demonstrating each step on a projector screen.
5. Take-up answers as a class. Discuss each section and elicit the learners' reactions to the information by asking what surprised them, what they already knew, etc.
6. Hand out **Task 1: Activity 1, Worksheet 2**. Watch the eat-well-plate videos as a class. <https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/>
7. Have learners write down the food words that they see in each video. Pause and replay the videos as necessary.
8. Divide the class into 4 groups. Explain that each group will write a script to narrate one of the 4 videos. Review the useful expressions. Have learners record their script or present it to the class. Encourage each group member to speak.

Expansion Activity:

1. Have learners record a video of a meal or snack that they prepare at home and share it with the class on an online learning management system (LMS).



Answer Key:**Task 1: Activity 1: Worksheet 1****Part A:**

1.

Category:	Fruits and Vegetables	Proteins	Whole Grains
Foods:	Answers may vary.	Answers may vary.	Answers may vary.

2. Water

Part B:

1. fibre

vitamins

minerals

2. heart disease

3. fresh

frozen

canned

4. Answers may vary.

Part C

1. protein

vitamins

minerals

2. protein foods that come from plants

3. Answers may vary: beans, peas, lentils, nuts and seeds, soy products, tofu

4. They provide more fibre and less saturated fat than other types of protein foods

5. Lean meat, fish and poultry

6. Lower fat dairy products

7. Answers may vary

Part D

1. fibre, vitamins, minerals

2. stroke, colon cancer, heart disease, type 2 diabetes

3. ingredient list

4. Answers may vary

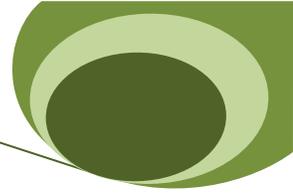
Part E

1. Heart disease

2. Saturated fat

3. Answers may vary: fatty meats, high fat dairy products, tropical oils, coconut milk & cream, processed meat, bakery products, ice cream, ghee, butter

4. Answers may vary



Part F

1. Sodium (salt)
sugar
saturated fat
2. Answers may vary – 3 of: high blood pressure, heart disease, obesity, type 2 diabetes, cavities, colorectal cancer
3. Answers may vary: eat them less often, eat them in small amounts, replace them with healthier options (replace sugary drinks with water, choose healthier menu options, plan your meals and cook at home).

Task 1: Activity 1: Worksheet 2

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 noodles

Skill Building Activity 2 – Think About Proportions

1. Introduce the word *proportion*: *the size of one part of a whole*
2. Pre-teach word-bank vocabulary for **Task 1: Activity 2**, as necessary.
3. Hand out **Task 1: Activity 2, Worksheet 1**. Read the text aloud as a class.
4. Ensure that learners understand what the *underlined* words are. Have learners read the text again in pairs and sort the bolded words. Correct as a class.
5. Consider saving **Task 1: Activity 2, Worksheet 2** for a separate day to reduce the cognitive load on learners.
 - Review the proportion words from **Activity 1** by asking volunteers to create sentences about their own eating habits using each one.
 - Repeat step 4. Explain that this time, learners are sorting verbs (action words).
6. Hand out **Task 1: Activity 2, Worksheet 3**. Give learners 10 minutes of free-writing time to write about their own eating habits using the proportion words and verbs from the readings. Have learners discuss in groups or as a class whether they think their food choices are aligned with Canada's Food Guide.
7. Pre-teach "Understanding Food Labels in Canada" for **Task 1: Activity 2, Worksheet 4**.
 - Step 1: Look at the serving size. You should compare the same serving size across products. You may need to do some math here.
 - Step 2: Look at calories.
 - Step 3: Look at the percent daily value (% DV). 5 % or less is a little. 15% or more is a lot.
8. Hand out **Task 1: Activity 2, Worksheet 4**. Have learners complete **Part A** based on the reading from the previous activity. Have them compare their answers with a partner, and then work together to complete **Part B**. Learners should read the food labels and choose the healthier option for each category.

Expansion Activities:

1. Compare food packages for the key nutrients: teacher can bring packages from home or encourage learners to bring in food packages.

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

Answer Key:**Task 1: Activity 2: Worksheet 1**

VERY SMALL PROPORTIONS	MEDIUM-LARGE PROPORTIONS	
Few or no	plenty of	a variety of
little to no	the largest part of	a quarter of
less often	half of	large amounts of
	lots of	mostly
	many	most often

Task 1: Activity 2: Worksheet 2

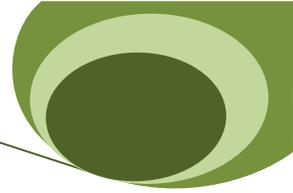
VERBS MEANING DO NOT USE		VERBS MEANING USE	
leave out	limit	include	stick to
replace	avoid	choose	
reduce	skip		

Task 1: Activity 2: Worksheet 4**Part A**

Nutrition Facts	
Saturated Fat	X
Sodium	X
Fibre	✓
Sugar	X
Protein	✓

Part B

1. **Milk A:** - Fewer calories, less sodium, less sugar (A – 1 % while milk; B – 1% chocolate milk)
2. **Bread B:** More fibre, less sodium (A – white bread, B – whole wheat bread)
3. **Spread B:** (Note: serving size in A needs to be doubled.)
 - More protein, healthy fat; less sugar, sodium (A = chocolate spread, B = peanut butter)



Skill-Building Activity 3 – Make Adjustments

1. Introduce the topic of **recipe adjustments** and elicit prior knowledge. Example questions:
 - a. *Do you follow recipes when you cook or bake?*
 - b. *Do you ever make adjustments (changes) to recipes? Why?*
2. Prepare **Task 1: Skill-Building Activity 3, Sentence Strips** before class. Cut the adjustment tips into strips.
3. Give each learner 1 strip and have them find their group members by walking around the room and reading their tip to other learners. The teacher verifies once all learners have found a group.
 - a. To make the activity easier for lower-level groups:
 - i. pre-teach the categories of adjustments (1) reduce sugar, (2) reduce saturated fat or replace it with healthy fat, (3) reduce sodium, (4) add fibre, (5) try healthier cooking methods
 - b. If there are more tips than learners:
 - i. Do not hand out the group “names” – pre-teach the types of adjustments at the beginning or distribute the headings to the correct groups at the end, along with any other extra tips.
4. Have each group write their tips on a chart paper or slides and present to the class. Encourage learners to use a dictionary to verify meanings, if necessary.
5. **Optional:** Groups can prepare 3 quiz questions for the class about their tips to ensure comprehension.
6. Learners copy the tips from other groups into their notebooks. Post the chart papers around the class for quick reference throughout the unit.
7. Elicit what the learners know about recipes. (format, sections, grammar). Pre-teach word-bank vocabulary, as necessary. Teacher may bring in measuring spoons and cups to demonstrate vocabulary.
8. Review the 3 food groups and the recommended proportions for each.
9. Pair learners with a like-level reading partner. Hand out **Task 1: Skill-Building Activity 3, Worksheet 1** to CLB 4 readers and **Task 1: Activity 3, Worksheet 2** to CLB 5 readers. Have them work with their partner to make adjustments to the recipe.
10. Have learners share their adjustments with a group that worked on the opposite recipe (pair a CLB 4 group with a CLB 5 group) and explain why they made the adjustments that they did.
11. Share the Canada's Food Guide recipes that these activities are based on with the class (on a projector screen or printed copies). Ask learners to compare their new recipes and identify which adjustments they did not think of making.
 - a. CLB 4 - Spaghetti: <https://food-guide.canada.ca/sites/default/files/recipe-alternative-format/26-21-2904-06-CFG-uGuelph-Recipes-Lentil-bolognese-EN-02.pdf>
 - b. CLB 5 - Chicken: <https://food-guide.canada.ca/sites/default/files/recipe-alternative-format/lip-smacking-bbg-drumsticks-eng.pdf>



Expansion Activity:

1. Encourage learners to choose either a familiar recipe, or search for one online for a traditional food in their home culture. Learners can post the recipe on a forum with some suggestions for healthy adjustments.

*The adjustment tips and recipes are adapted from Canada's Food Guide:

<https://food-guide.canada.ca/en/>

Assessment – Making & Sharing Healthy Recipe Adjustments

1. Explain the scenario on which the assessment is based. Elicit from the learners if they have ever been asked to share a recipe with a friend. Elicit why just sending a link to the recipe is sometimes not sufficient.
2. Hand out **Task 1: Assessment**. Give learners 10 minutes to read the recipe and make adjustments. Give learners 20 minutes to write an email to explain their adjustments.
3. *This assessment requires learners to be familiar with email format. Pre-teach or review this skill prior to the assessment.
4. Marking rubrics are included for each task.
5. These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

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

Answer Key:**Task 1: Activity 3: Worksheet 1****CLB 4:**

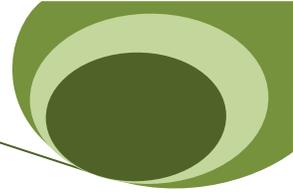
Spaghetti Bolognese: replace butter with vegetable oil, use extra lean ground beef or drain fat after step #2, use low-sodium broth, use no-salt-added crushed tomatoes, reduce added salt, use whole grain or whole wheat pasta, serve mixed green salad with vinaigrette dressing instead of white bread/butter as a side dish.

CLB 5:

Spicy Fried Chicken & Potatoes: Reduce vegetable oil to 1 Tbsp., reduce salt by half, use no-salt-added canned crushed tomatoes, reduce sugar by quarter or half; remove skin from chicken; instead of deep frying the chicken, use a lower fat cooking method such as roasting or grilling with a small amount of oil, e.g. 1 Tbsp.

Task 1 Assessment – CLB 4-5**Part A - Vegetable Curry**

- Replace: butter with vegetable oil, white rice with brown rice, regular broth with reduced sodium broth
- Reduce: salt
- Add: more and different vegetables, e.g. carrots, broccoli, green beans, peppers, etc.



Task 2: Identifying food habits you want to change

Skill: Speaking

Competency: Getting Things Done

Skill-Building Activity 1 - Be Mindful of your Eating Habits

1. Elicit the meaning of the word *habit* and discuss examples of healthy lifestyle habits as a class. Pre-teach word-bank vocabulary, as necessary.
2. Hand out **Task 2: Activity 1, Worksheet 1** and explain to learners that they will complete a survey about their eating habits. Demonstrate by modeling the first question.
3. Allow learners time to complete the survey independently.
4. Explain that this survey helps us determine how mindful we are when we eat. Elicit the meaning of *mindful*.
5. Ask learners to reflect on how mindful they are when they eat. Engage the learners in a discussion around the questions below the survey.
6. Hand out **Task 2: Activity 1, Worksheet 2**. Have learners complete **Part A**. Take-up as a class and ask volunteers to describe their eating habits using some of the example phrases from each category.
7. Elicit the purpose of an *interview*. Review past tense question form if necessary. Have learners complete **Part B** by first, writing WH-questions and then, interviewing a partner.
8. **Optional:** Have learners take notes about their partner's answers below each question.
9. Ask volunteers to provide one way that their partner was mindful. Allow learners time to reflect on their own mindfulness.

Expansion Activities:

1. Have learners write a reflection about their eating habits and mindfulness and any changes they are planning to make. Use the "Now think about" questions in worksheet 1 to guide their writing.

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

Skill Building Activity 2 - Identify your Barriers

1. Elicit the meaning of the word *barrier* and discuss examples of barriers to healthy eating.
2. Hand out **Task 2: Activity 2, Worksheet 1** and explain to learners that they will complete another survey, this time about their personal beliefs.
3. Pre-teach word-bank vocabulary as necessary. Review the statements as a class for comprehension.
4. Allow learners time to complete the survey in **Part A** independently.
5. Have learners discuss their opinions in small groups. Encourage them to explain *WHY* they agree or disagree. Learners can extend the conversation by discussing the 3 questions provided in **Part B**.
6. *This activity requires learners to engage in a polite discussion about opinions. Consider pre-teaching helpful/appropriate phrases for this type of discussion.



7. Explain that Canada's Food Guide offers tips to overcome some of these common barriers.
8. Put learners into pairs. Hand out **Task 2: Activity 2, Worksheet 2** (2 pages for Student A and 2 pages for Student B). Explain to learners that their partner has the completed version of their tip sheet that is missing information. Clarify that the term "eating out" also refers to ordering "take-away" food and eating at home.
9. Have Student A read their tips first to their partner without showing them their page. Student B must practice asking for repetition or spelling to complete their tip page. Then, learners switch roles.
10. *This activity requires learners to ask for clarification. Consider pre-teaching clarification phrases/strategies before beginning.
11. As learners finish, hand out **Task 2: Activity 2, Worksheet 3**. Go over difficult vocabulary and explain that answers to comprehension questions come from the text, but answers to discussion questions come from our own opinions.
12. Have learners work in groups of 2-4 (consider mixing higher and lower level learners) to answer the comprehension and discussion questions for each text.

*The survey statements and texts are adapted from Canada's Food Guide:

<https://food-guide.canada.ca/en/>

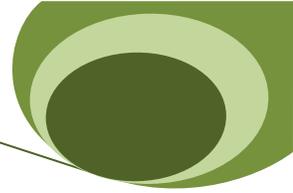
Answer Key

Task 2: Skill-Building Activity 2, Worksheet 3, Comprehension A

1. No
2. It's more expensive, highly processed, high in salt, sugar, fat and calories, low in vegetables, fruits and whole grain foods, and the portions are too large.
3. Plan ahead, carry snacks
4. To socialize, gather, celebrate, avoid cooking
5. Do an activity, cook at home together
6. Look at the menu ahead of time, share large portions, ask for a take-away box if the portion is too big

Task 2: Skill-Building Activity 2, Worksheet 3, Comprehension B

1. Websites, cookbooks, magazines, family and friends
2. Somewhere handy where everyone can see it; organize it by section of the grocery store
3. Use your list to navigate and stick to it
4. Sharing traditions, spending time together, exploring new foods, saving money and time
5.
 - a) to record/write on paper
 - b) to finish/deplete the supply
 - c) to follow exactly
 - d) to reduce
 - e) to have none left



Task 2: Skill-Building Activity 3 – Set Goals

1. Elicit the meaning of the word *goal*. Elicit what qualities make a good goal. Ask volunteers to share their health goals.
2. Pre-teach the acronym SMART and the meaning of each word (*specific, measurable, achievable, relevant, time-bound*). Refer to the “Setting your goals” section in Canada’s Food Guide for information.
3. **Optional**: Search Youtube for videos about SMART goal setting. Watch and discuss.
4. Hand out **Task 2: Activity 3, Worksheet 1**. Have learners work with a partner to read the explanation and select the best advice for each criterion.
5. Take up the answers as a class. Identify why the incorrect answers are less effective. Draw attention to the use of modal verbs (could & should).
6. Put learners into groups of about 4. Hand out **Task 2: Activity 3, Worksheet 2**. Have 1 learner cut out the cards (or alternatively do this for them in advance).
7. Explain that the learners will play a speaking game to practice giving SMART advice to their partners. Review the helpful phrases for giving and requesting advice.
8. Have learners place the cards face-down on their table. Each learner will take a turn picking a card. They will ask for advice using one of the phases from the suggestions. The other group members will try to give SMART advice.
9. **Optional** or if groups finish early: Hand out **Task 2: Activity 3, Worksheet 3** and have learners write their own SMART goal plan for their eating habits.

*The SMART goals are adapted from Canada’s Food Guide: <https://food-guide.canada.ca/en/>

Answer Key

Task 2: Skill-Building Activity 3, Worksheet 1

- Specific – c
- Measurable – b
- Achievable – b
- Relevant – a
- Time – c

Assessment

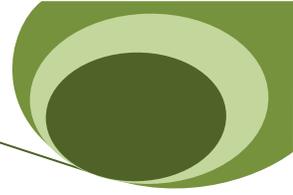
1. Cut out the scenario cards.
2. Pre-teach the meaning of **Registered Dietitian**. Explain that learners will need to ask for advice to change their eating habits.
3. **CLB 4**: Learner role-plays with the teacher – give a PATIENT card to the learner (from scenario 1 or 2 – or allow the learner to choose). Teacher plays the role of DIETITIAN. Learners are assessed on their ability to ask for advice and give information about their habits.
4. **CLB 5** – Learners role play with a partner – give one learner a PATIENT card and the other a DIETITIAN card for scenario #1. Then, switch roles for scenario #2. Learners are assessed on both their ability to ask for advice and give information about their habits, as well as their ability to give advice.



5. Give learners 2-3 minutes to read and look at their card before beginning.
6. Marking rubrics are included for each task.
7. These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

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

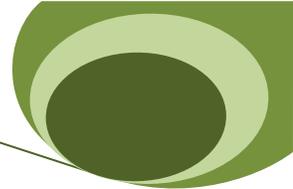


Task 1: Worksheets

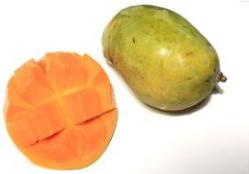


Canada's Food Guide – Word Bank

Vegetables	Fruit	Whole Grain Products	Protein
			
eggplant	peach	oats	chicken
			
broccoli	pear	whole grain pasta	lean beef
			
cucumbers	kiwi	whole grain bread	nuts and seeds
			
peppers	melon	whole grain crackers	eggs
			
tomato	grapes	whole grain cereal	lentils



Canada's Food Guide – Word Bank

Vegetables	Fruit	Whole Grain Products	Protein
			
lettuce	banana	bulgur = cracked wheat	beans
			
spinach	strawberry	brown rice	low-fat dairy products
			
cabbage	blueberries	quinoa	tofu
			
corn	mango	barley	fish
			
kale	avocado	millet	chick peas

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

Do Your Research

Go to <https://food-guide.canada.ca/en/>

Part A:

Look at the picture of the Eat-Well Plate.

1. What are the 3 categories of food? Name 2 foods that you see in each category.

Category:			
Food:			

2. The recommended drink of choice is: _____

Part B:

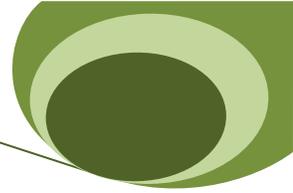
Click on the part of the plate with fruits and vegetables.

1. The 3 main nutrients in fruits and vegetables are:

2. Eating vegetables and fruits may lower your risk of: _____

3. Vegetables and fruits come in 3 healthy forms:

4. One vegetable or fruit on this page that I have never eaten: _____



Canada's Food Guide – Task 1: Activity 1, Worksheet 1 Cont'd

Part C:

- a) Go back to the main page.
- b) Click on the red "Canada's Food Guide" square in the top left corner.
- c) Click on the part of the plate with protein foods.

1. The 3 main nutrients in protein foods are:

2. What does plant-based protein foods mean? _____

3. Two examples of plant based proteins:

4. Why are plant-based foods beneficial for your health?

5. What kind of meat is healthy? _____

6. What kind of dairy is healthy? _____

7. One protein food on this page that I have never eaten: _____

Part D:

- a) Go back to the main page.
- b) Click on the red "Canada's Food Guide" square in the top left corner.
- c) Click on the part of the plate with whole grains.

1. The 3 main nutrients in whole grains are:

Canada's Food Guide – Task 1: Activity 1, Worksheet 1 Cont'd

2. Eating foods higher in fibre can help lower your risk of these four diseases:

3. To make sure your choices are actually whole grain, look for the words "whole grain" as one of the first foods on the _____.

4. One whole grain on this page that I have never eaten: _____

Part E:

Click on "Choose foods with healthy fats" in the menu on the left side of the page.

1. Eating healthy fats in place of saturated fats can lower your risk of:

2. Less healthy fat is called:

3. Two foods with less healthy fats are:

4. One food with healthy fat that I have never eaten:

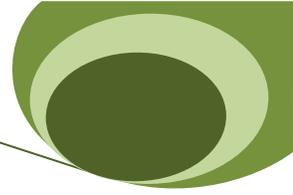
Part F:

Click on "Limit highly processed foods" in the menu on the left side of the page. There are two pages in this section: "Prepare foods with healthy ingredients" and "Choose healthier menu options". Use these pages to answer the questions.

1. Highly processed foods are often prepared or packaged with these 3 extra ingredients:

2. Eating highly processed foods can increase your risk of many diseases. List 3:

3. One way you can limit highly processed foods in your diet:



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

Watch the videos as a class. Write the food words that you see.

Snacks	
Breakfast	
Family Meals	
Mixed Dishes	

Work in groups to create a script for one of the videos. Suggest one other possible meal. Record your script or present it to the class.

Introduction: Canada's food guide suggests filling _____ of your plate with fruits or vegetables, _____ of your plate with proteins and _____ your plate with whole grains.

Here are some ideas for healthy _____ (snacks, breakfasts, family meals, mixed dishes).

Helpful expressions:

Sequencers

The first idea...

Another idea...

Also...

Or...

Suggestions

You could...

Have you ever...

Maybe...

Verbs

Try

Have

Make

Add

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

Think about Proportions

Read the information from Canada's Food Guide.

Eat plenty of different vegetables and fruits; they should always make up the largest part of the foods that you eat during the day. At every meal, try making half of your plate vegetables and fruits. Eat lots of leafy greens; there are many different kinds to choose from such as kale, spinach, or swiss chard.



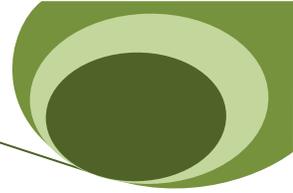
Eat a variety of whole grain foods and few or no processed (white) grains. At every meal, try to make a quarter of your plate whole grain foods. Try healthier ways to prepare your whole grain foods by using little to no salt.

You don't need to eat large amounts of protein foods to meet your needs. At every meal, try to make a quarter of your plate protein foods. Many well-studied healthy eating patterns include mostly plant-based foods like beans and tofu. When choosing animal proteins, choose fish, shellfish, chicken and lean meat most often. Choose fatty or processed meat less often.



Sort the underlined words (proportion words) from the text into the table.

VERY SMALL PROPORTIONS	MEDIUM-LARGE PROPORTIONS



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

Think about Proportions

Read the information from Canada's Food Guide.



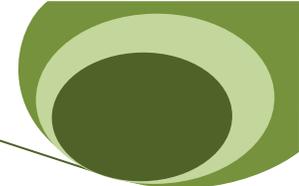
The type of fat that you eat is important. When cooking, try to leave out saturated fats and oils. Replace coconut oil, palm oil, and butter with oils containing healthy fats such as olive, vegetable, and canola oil. Try to reduce the amount of high-fat dairy and meat that you eat. Include healthy fats in your diet by eating nuts, seeds or avocados.

Limit highly processed foods. When shopping, compare the nutrition labels on foods. Avoid food products that are high in sodium, sugars and saturated fat. Instead, choose foods that are low in sodium, sugar, and saturated fats and higher in fibre. Skip drinks that have added sodium, sugar, or saturated fat. Stick to water as your drink throughout the day.

Nutrition Facts	
Valeur nutritive	
Per 1 cup (250 mL) pour 1 tasse (250 mL)	
Calories 110	% Daily Value*
<small>% valeur quotidienne*</small>	
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 %
Protein / Protéines 2 g	
Cholesterol / Cholestérol 0 mg	
Sodium 0 mg	0 %
Potassium 450 mg	10 %
Calcium 30 mg	2 %
Iron / Fer 0 mg	0 %
<small>*5% or less is a little, 15% or more is a lot *5% ou moins c'est peu, 15% ou plus c'est beaucoup</small>	

Sort the underlined words (verbs) from the text into the table.

VERBS MEANING DO NOT USE	VERBS MEANING USE



Canada's Food Guide – Task 1: Activity 2, Worksheet 4

Reading Nutrition Facts Tables

Part A:

Put a check mark ✓ beside the healthy nutrients. Put an X beside the less healthy nutrients.

Nutrition Facts	
Saturated and Trans Fats	
Sodium	
Fibre	
Sugar	
Protein	

Part B:

Compare the food labels below with a partner. For each question choose the healthier food. First check the serving sizes at the top. You want to compare the same amount of food. Then look at the nutrients. Talk about why you made your choice.

1. Milk:

A

Valeur nutritive Nutrition Facts	
Par portion de 1 tasse (250 mL) / Per 1 cup (250 mL) serving	
Teneur Amount	% valeur quotidienne % Daily Value
Calories / Calories 110	
Lipides / Fat 2.5 g	4 %
saturés / Saturated 1.5 g + trans / Trans 0 g	8 %
Cholestérol / Cholesterol 10 mg	
Sodium / Sodium 120 mg	5 %
Potassium / Potassium 400 mg	11 %
Glucides / Carbohydrate 12 g	4 %
Fibres / Fibre 0 g	0 %
Sucres / Sugars 12 g	
Protéines / Protein 9 g	

B

Nutrition Facts Valeur nutritive	
Per 1 cup (250 mL) / par 1 tasse (250 mL)	
Amount Teneur	% Daily Value % valeur quotidienne
Calories / Calories 160	
Fat / Lipides 2.5 g	4 %
Saturated / saturés 1.5 g + Trans / trans 0 g	8 %
Cholesterol / Cholestérol 10 mg	
Sodium / Sodium 170 mg	7 %
Carbohydrate / Glucides 26 g	9 %
Fibre / Fibres 0 g	0 %
Sugars / Sucres 26 g	
Protein / Protéines 9 g	

2. Bread

A

Nutrition Facts	
Valeur nutritive	
Per 2 slices (71 g) / pour 2 tranches (71 g)	
Amount	% Daily Value
Teneur	% valeur quotidienne
Calories / Calories 170	
Fat / Lipides 2 g	3 %
Saturated / saturés 0.4 g	2 %
+ Trans / trans 0 g	
Polyunsaturated / polyinsaturés 1 g	
Omega-6 / oméga-6 0.9 g	
Omega-3 / oméga-3 0.1 g	
Monounsaturated / monoinsaturés 0.4 g	
Cholesterol / Cholestérol 0 mg	
Sodium / Sodium 400 mg	17 %
Potassium / Potassium 65 mg	2 %
Carbohydrate / Glucides 33 g	11 %
Fibre / Fibres 1 g	4 %
Sugars / Sucres 2 g	
Protein / Protéines 6 g	

B

Nutrition Facts	
Valeur nutritive	
Per 2 slices (71 g) / pour 2 tranches (71 g)	
Amount	% Daily Value*
Teneur	% valeur quotidienne*
Calories 170	
Fat / Lipides 2 g	3 %
Saturated / saturés 0.4 g	
+ Trans / trans 0 g	2 %
Carbohydrate / Glucides 31 g	
Fibre / Fibres 4 g	14 %
Sugars / Sucres 3 g	3 %
Protein / Protéines 7 g	
Cholesterol / Cholestérol 0 mg	
Sodium 290 mg	13 %

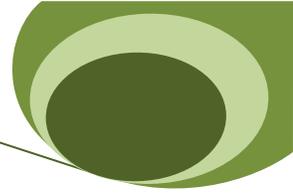
3. Spreads:

A

Nutrition Facts	
Per 1 tbsp. (19g)	
Amount	% Daily Value
Calories 100	
Fat 6 g	9 %
Saturated 2 g	10 %
+ Trans 0 g	
Cholesterol 1 mg	
Sodium 10 mg	1 %
Carbohydrate 11g	4 %
Fibre 1 g	2 %
Sugars 11 g	
Protein 1 g	
Vitamin A	0 %
Vitamin C	0 %
Calcium	2 %
Iron	4 %

B

Nutrition Facts	
Valeur nutritive	
2 Tbs (32 g) / Pour 2 cuillères à soupe (32 g)	
Amount	% Daily Value
Teneur	% valeur quotidienne
Calories / Calories 200	
Fat / Lipides 15 g	23 %
Saturated / saturés 2 g	10 %
+ Trans / trans 0 g	
Cholesterol / Cholestérol 0 mg	
Sodium / Sodium 0 mg	0 %
Carbohydrate / Glucides 7 g	2 %
Fibre / Fibres 3 g	12 %
Sugars / Sucres 2 g	
Protein / Protéines 8 g	
Vitamin A / Vitamine A	0 %
Vitamin C / Vitamine C	0 %
Calcium / Calcium	2 %
Iron / Fer	4 %



Canada's Food Guide – Task 1: Activity 3, Sentence Strips

Make Adjustments

Reduce sugar.

When baking muffins, cookies, cakes, cut the sugar in the recipe by one-third or one-half.

Instead of adding sugar in recipes, add vanilla, almond, orange or lemon extracts or spices like ginger, cinnamon or nutmeg.

In recipes, replace sugar with an equal amount of unsweetened apple sauce or other pureed fruit.

Reduce saturated fat or replace it with healthy fats.

If a recipe has coconut oil, lard or butter, use vegetable oil such as canola or olive oil instead.

Replace fatty meats with chicken, fish, shellfish, lean meat or plant-based protein.

Instead of coconut milk, choose lower fat milk or other plant-based milks like unsweetened almond or soy.

Remove skin from meat and drain fat from ground meat after cooking.

Reduce sodium.

Choose canned beans, vegetables and fish without any salt added. If not possible, drain and rinse canned foods.

Choose broths and sauces that are low in sodium.

Add herbs and spices to recipes for flavour instead of adding salt.

If a recipe has added salt, think about if you really need it or if you could leave it out. Taste and add salt at the end, if necessary.

Add fibre.

Add vegetables and beans or lentils to any meals such as soups, salads, stews and side dishes for extra fibre.

Use whole grain or whole wheat flour instead of white flour in baked goods.

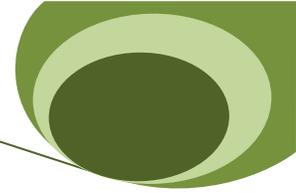
When baking, try adding ingredients with fibre such as flax seed or bran.

Try healthier cooking methods.

Instead of deep-frying foods like potatoes or falafel, try baking them in the oven.

Try new ways of cooking meat and fish like grilling, roasting or broiling.

Instead of frying fish or eggs in a pan with oil, try poaching them in water.



Canada's Food Guide – Task 1: Activity 3, Worksheet 1 – CLB 4

Read the recipe with a partner. Circle the less healthy ingredients and cooking methods. Change the recipe to make it healthier. Look at your list of tips for ideas. Remember the proportions for each food category and think about what you could reduce, replace, or add.



Spaghetti Bolognese

Ingredients:

- 1 tbsp butter
- 1 lb ground beef
- 1 onion, chopped
- 3 cloves garlic, minced
- 1 can tomato paste
- 3 cups broth
- 1 can (28 oz) crushed tomatoes
- 1 tsp dried basil
- 1 tsp dried oregano
- 1 tbsp salt
- ¼ tsp black pepper
- 1 box of white pasta
- White bread

Directions:

1. Heat the butter in a pan over medium heat.
2. Add the ground beef and cook until browned.
3. Add the onion and garlic to the pan with the meat. Cook for 5 minutes.
4. Add the tomato paste, basil, oregano, salt, and pepper and cook for 1 minute.
5. Stir in the crushed tomatoes and broth and cook for 20 minutes.
6. While the sauce is cooking, boil the pasta in a pot with water and salt.
7. Serve the sauce over the pasta noodles with bread and butter.

***Share your changes with another group. Tell them why you made your changes.**

Canada's Food Guide – Task 1: Activity 3, Worksheet 1 (CLB 5)

Read the recipe with a partner. Circle the less healthy ingredients and cooking methods. Adjust the recipe to make it healthier. Look at your list of tips for ideas. Remember the proportions for each food category and think about what you could reduce, replace, or add.



Spicy Fried Chicken & Potatoes

Ingredients:

For the sauce:

- ½ cup of vegetable oil
- 1 onion, chopped
- 2 cloves garlic, minced
- 1 tbsp chopped fresh thyme
- 2 tsp chili powder
- 1/4 tsp pepper
- 2 tsp salt
- 2 cups crushed tomatoes

- 1/2 cup sugar
- 1/4 cup vinegar
- 1 tsp hot sauce

For the fried chicken:

- 2lbs chicken drumsticks with skin
- 4 cups of vegetable oil

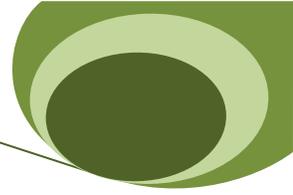
To serve:

- Potatoes, peeled and cut into wedges

Directions:

1. Make the spicy sauce. In a pot, heat oil over medium heat and cook onion, garlic, thyme, chili powder, pepper and salt for 3 minutes.
2. Stir in crushed tomatoes, sugar, vinegar, and hot sauce and simmer for 5 minutes. Remove from heat and let cool slightly.
3. Blend the sauce in a blender until smooth.
4. Next, fry the chicken. Heat the oil in a pot to 425°F.
5. Put the drumsticks into the oil and fry until golden brown.
6. After frying the chicken, add the potatoes to the oil and fry until crisp.
7. Cover the fried chicken in the sauce, and serve with the fried potatoes.

***Share your adjustments with another group. Tell them why you made your changes.**



Task 1: Assessments & Learner Self-Reflection



Canada's Food Guide – Task 1: Assessment – CLB 4-5

Name: _____ Date: _____

Part A

Read the recipe. Make adjustments to the recipe to make it healthier. Remember proportions for balanced meals and think about what you could **reduce, replace, or add**.

CLB 4 – Make 3 adjustments**CLB 5 – Make 5 adjustments**

Vegetable Curry

Ingredients

- 2 tbsp butter*
- 1 yellow onion, chopped
- 1 tsp garam masala spice
- 3 tbsp curry powder spice
- 3 tsp salt*
- 3 cloves garlic
- 1 cup celery, chopped
- 2 cups cauliflower, cut into small pieces
- 1 can of diced tomatoes
- 2 cups broth*
- 1 can of coconut milk*

To serve:

- 1 cup white rice*
- 2 cups water
- 1 tbsp salt*

Directions

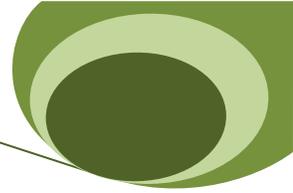
1. Heat the butter in a large pan over medium-high heat.
2. Add in the diced onion and cook until soft.
3. Stir in the garam masala spice, curry, and salt and cook for 1 minute.
4. Add the garlic, celery, cauliflower and diced tomatoes to the pot. Lower the heat to medium and cook for 5 minutes, stirring often.
5. Add broth and coconut milk and cook for 10 minutes, stirring occasionally.
6. While the curry is cooking, make the rice. Add the rice, water, and salt to a pot and bring to a boil. Reduce heat, cover, and simmer until the water is gone.

Making and Sharing a recipe that includes healthier choices		Writing
Theme: Health		CLB Level: 4 / 5
Topic: Canada's Food Guide	Competency: Sharing Information	

Name: _____ **Date:** _____

Holistic	Not Yet	So-so	Yes (CLB 2)	Yes (CLB 3)
Shares the intended information in a short, personal message to a friend.	1	2	4	6
Analytic	Not Yet	So-So	Yes (CLB 2)	Yes (CLB 3)
Supports the main idea with some details CLB 4 – 3 adjustments CLB 5 – 5 adjustments	0	1	2	3
Good vocabulary for the task	0	1	2	3
Follows basic email format (greeting, closing)	0	1	2	3
Good grammatical control of simple structures	0	1	2	3
Good punctuation, capitalization, and spelling	0	1	2	3
CLB 5: Provides explanations and reasons for changes	0	1	2	3

CLB 4 Success = 10/14 CLB 5 Success 17/24	Score: ____ /14 Score: ____ /24	Pass: Yes No
--	--	---------------------



TEACHER COMMENTS:

<p>You did well:</p>	<p>Next Time:</p>
----------------------	-------------------



Canada's Food Guide – Task 1: Learner Self-Reflection - CLB 4-5

Making and Sharing a Recipe that Includes Healthier Choices		Writing
Theme: Health		CLB Level: 4 / 5
Topic: Canada's Food Guide	Competency: Sharing Information	

Name: _____ Date: _____

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

1. How much new information about healthy foods and nutrients did you learn?

Not much 1 2 3 4 5 **A lot!**

2. Do you think you are eating enough vegetables and fruit, whole grains, and protein at each meal?

No 1 2 3 4 5 **Yes!**

3. How many new ways to make recipe adjustments did you learn?

Not many 1 2 3 4 5 **Many!**

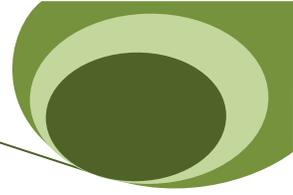
4. Will you try a new recipe from Canada's Food Guide?

No 1 2 3 4 5 **Yes!**

5. Do you feel more confident sharing recipes with friends?

Not really 1 2 3 4 5 **Yes!**





Task 2: Worksheets



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

Are You Mindful of your Eating Habits?

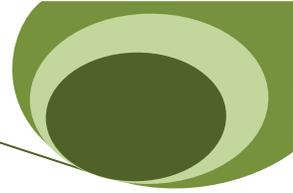
Think about the way you eat. Check ✓ the box that matches your eating habits.

When I eat,	Always	Usually	Sometimes	Rarely/ Never
I eat slowly. I don't rush through my meal.				
I chew my food well to enjoy all of the tastes.				
I pay attention to how I'm feeling and I stop eating when I am full.				
I take a break from my work and sit down at the table to eat.				
I focus on my food. I don't use my cell phone or watch TV while I eat.				
I make eating enjoyable. I appreciate the way my food looks on my plate. I eat with other people if possible.				
I plan my meals and eat at regular times.				

Now think about...

- Have you checked mostly "always" or "often"
OR mostly "sometimes" and "never/rarely"?
- Do you want to change some of your eating habits?
- Which of them do you want to change?
- What are some changes you can do to be more mindful?





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

Be Mindful of your Eating Habits

Part A: Draw a line to match the question word with the type of answer.

<u>Question words</u>	<u>Answers</u>
How much	The reason: <i>...because I was hungry/bored</i> <i>...because it was offered to me</i> <i>...to get more energy</i>
What	The way/method: <i>...slowly, quickly</i> <i>...with others, alone</i> <i>...enjoy, rush</i>
Where	The time: <i>...at 5:00</i> <i>...in the morning</i> <i>...when I get home</i>
When	The thing/object: <i>...a sandwich</i> <i>...some milk</i> <i>...a bowl of soup</i>
Why	The amount: <i>...a little</i> <i>...enough</i> <i>...too much</i>
How	The location: <i>...at home</i> <i>...on the bus</i> <i>...in my office</i>

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

Part B: Write a past-tense question with each question word and the verb eat. Interview your partner about the last meal that they had. Ask follow-up questions if your partner has trouble giving details.

When



What



Where



How



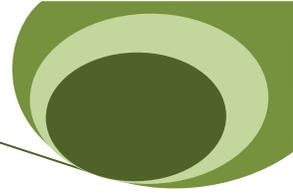
Why



How Much



Tell the class one way that your partner is *mindful* of their eating habits. Think about your own answers. Do you think you are a mindful eater? Are there parts of your culture or food traditions that help you be more or less mindful?



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

Identify Your Barriers

PART A: Read the statements below. How true is the statement for you?

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Highly processed foods are easily available.				
2. It's hard to eat well when I eat out at a restaurant.				
3. I don't have enough time to prepare healthy meals.				
4. The other people in my household are not interested in changing their eating habits.				

Part B: Compare your answers in small groups. Discuss the questions below. Be prepared to share your answers with the class.

Barrier:

something that stops you from reaching your goal. Knowing what these barriers are will help you find ways to overcome them.

1. Can you identify any other barriers you have faced when you tried to change your eating habits?
2. How are the barriers in Canada different from those in your home country?
3. Can you think of some ways to overcome these barriers?



Canada's Food Guide – Task 2: Activity 2, Worksheet 2 (Student A)

Mindful Eating Tips

Student A: Read the information to your partner.

Making Healthy Choices While Eating Out

WHERE - Eating out includes meals, snacks and drinks from places like:

- Fast-food and sit-down restaurants
- coffee shops
- ready-made meals from grocery stores
- work or school cafeterias
- vending machines

WHAT - The choices available when eating out are often:

- more expensive
- highly processed
- higher in salt, sugar and fat
- lower in vegetables, fruits and whole grain foods

WHY - Be mindful about the decision to eat out

Think about why you are eating outside of the home. Could you avoid it?

Try to:

- plan meals ahead
- prepare some foods in advance and keep them in the freezer.
- carry snacks from home and a reusable water bottle instead of buying them when you are out

If you are going out to celebrate or have fun with friends, think about different ideas like:

- doing an activity
- cooking together at home

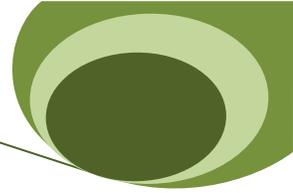
HOW – Make decisions before you arrive

- Plan ahead when choosing where to eat.
- Check online menus for nutrition information and try to decide what you're going to eat before arriving.

HOW MUCH - Think about portions

If the meal you want is only available in large portions:

- Try sharing it with a friend or family member.
- Ask to pack up half the meal in a take-away box before you start to eat.



Canada's Food Guide – Task 2: Activity 2, Worksheet 2 (Student A)

Mindful Eating Tips

Student A: Listen to your partner and fill-in the blanks. Ask your partner for clarification and spelling if necessary.

Planning What You Eat

HOW – Use these 4 steps to help you plan your meals.

1. Decide *WHAT* to eat: Create a meal plan and write it down

Get _____ ideas from:

- _____
- _____
- _____
- _____ and _____
- Scan grocery _____ for healthy foods on _____.
- Check to see what foods you have that need to be _____ before they go to _____.

2. Make your grocery list: Write down the foods you need for your meal plan

- Keep a list _____ and write down items as you _____ of them
- Organize your grocery list by the _____ of the store.

3. Go Shopping for the foods on your grocery list

Use your list to _____ you. Start in the produce section and _____ your list to:

- _____ food waste
- save _____ and _____
- _____ on buying things you don't need

4. Start Cooking: Invite others to cook with you

Post your meal plan where your _____ can see it and give everyone a job.

WHY – There are many benefits of meal planning and cooking with others:

- make _____ choices and save time at the grocery store
- share cooking _____ and _____
- spend _____ with friends and family
- try healthy new foods that you might not _____ try

Canada's Food Guide – Task 2: Activity 2, Worksheet 2 (Student B)

Mindful Eating Tips

Student B: Read the information to your partner.

Planning What You Eat

HOW – Use these 4 steps to help you plan your meals.

1. Decide *WHAT* to eat: Create a meal plan and write it down

Get meal ideas from:

- websites
- cookbooks
- magazines
- friends and family
- Scan grocery flyers for healthy foods on sale
- Check to see what foods you have that need to be used up before they go to waste

2. Make your grocery list: Write down the foods you need for your meal plan

- Keep a list handy and write down items as you run out of them
- Organize your grocery list by the sections of the store.

3. Go Shopping for the foods on your grocery list

Use your list to guide you. Start in the produce section and stick to your list to:

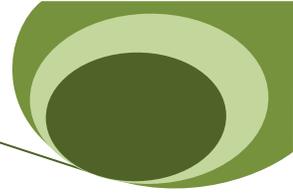
- reduce food waste
- save money and time
- cut down on buying things you don't need

4. Start Cooking: Invite others to cook with you

Post your meal plan where your family can see it and give everyone a job

WHY – There are many benefits of meal planning and cooking with others:

- make healthier choices and save time at the grocery store
- share cooking traditions and skills
- spend time with friends and family
- try healthy new foods that you might not usually try



Canada's Food Guide – Task 2: Activity 2, Worksheet 2 (Student B)

Mindful Eating Tips

Student B: Listen to your partner and fill-in the blanks. Ask your partner for clarification and spelling if necessary.

Making Healthy Choices While Eating Out

WHERE - Eating out includes meals, snacks, and drinks from places like:

- _____ and _____
- _____
- _____ meals from _____
- work or school _____
- _____

WHAT - The choices available when eating out are often:

- more _____
- highly _____
- higher in _____, _____, and _____
- lower in _____, _____ and _____ foods

WHY - Be mindful about the decision to eat out

Think about why you are eating outside of the home. Could you _____ it?

Try to:

- _____
- _____ some foods in _____ and keep them in the _____
- carry _____ from home and a _____ water bottle instead of buying them when you are out

If you are going out to _____ or have _____ with friends, think about different ideas like:

- doing an _____
- _____ together at home

HOW - Make decisions before you arrive

- Plan ahead when choosing _____ to eat.
- Check _____ for nutrition information and try to decide what you're going to eat before arriving.

HOW MUCH - Think about portions

If the meal you want is only available in _____:

- Try _____ it with a friend or family member.
- Ask to _____ - _____ half the meal in a _____ box before you start to eat.

Canada's Food Guide – Task 2: Activity 2, Worksheet 3

Mindful Eating Tips

Answer the questions with your partner:

Making Healthy Choices While Eating Out

Comprehension A

1. Does “eating out” only mean eating at restaurants?
2. What is the problem with eating out?
3. What are some ways to avoid eating out?
4. Why do people go out to eat?
5. What other things can you do with friends instead of eating out?
6. If you are going to eat out, what could you do to make healthier choices?



Discussion:

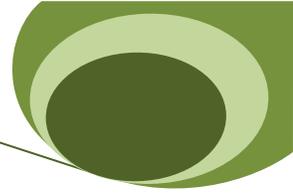
1. Do you eat out often? If so, where? If not, why not?
2. Is eating out always a bad thing? When can eating out be a positive thing?
3. What do you like to do with friends instead of eating out?



Planning What You Eat

Comprehension B

1. Where can you find new meal ideas?
2. Where should you put your grocery list? How can you organize it?
3. How can you save time and money when grocery shopping?
4. What are some of the other benefits of meal planning?
5. Find these phrasal verbs in the text and try to explain what they mean:
 - a. Write down
 - b. Use up
 - c. Stick to
 - d. Cut down on
 - e. Run out of



Discussion:

1. Do you prefer to cook alone or with others? Why?
2. Do you like to try different recipes and cultural foods or do you normally cook the same types of foods all the time? Where do you find new recipes?
3. Think of ways to involve everyone for the following types of meal-planning:
 - a. Making work/school lunches
 - b. A party with family and friends at your house
 - c. Planning your family's dinners for the week



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

Set Goals

A **SMART goal** is a “smart” way to help you reach your goals. We can use SMART goals to make plans for changing our eating habits.

Part A: Circle the best advice for each SMART goal criteria:

Specific: Describe exactly what you want to do.

- a) I want to eat healthier.
- b) I want to lose weight.
- c) I want to eat more vegetables and fruits.

Measurable: Choose how much you will do and how often you will do it.

- a) You could add more vegetables and fruits to your meals
- b) You could make half of your plate vegetables and fruits at breakfast, lunch, and dinner.
- c) You could eat less meat.

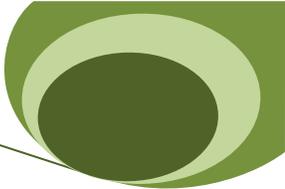
Achievable: Match your goals to your abilities and likes. Make sure it is actually possible.

- a) You should eat kale at breakfast, lunch, and dinner everyday, even if you don't like it, because it's healthy.
- b) You could add 1 fruit to your breakfast and make sure to eat 2 vegetables at lunch and dinner. You should choose vegetables and fruits that you enjoy eating.
- c) You should try 10 new vegetables every week.

Relevant: Make sure your goal fits with your lifestyle and traditions and that it is meaningful to you.

- a) You could choose more vegetables and fruits that you enjoy eating.
- b) You should never go out for meals with friends so you can focus on eating healthy.
- c) You should stop eating meat and eat only plant-based protein.

Time: Decide when you want to start working on your goal and when you want to finish.

- 
- a) You shouldn't worry; the time doesn't matter.
 - b) You should try to make big changes starting tomorrow.
 - c) You should follow a schedule to move towards your goal slowly:
 - Week 1: add 1 fruit to your breakfast
 - Week 2: add 2 vegetables to your lunches and eat 1 fruit for snack
 - Week 3: add 2 vegetables to your dinner

Canada's Food Guide – Task 2: Activity 3, Worksheet 2

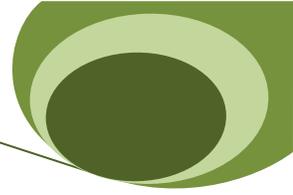
Asking for & Giving Advice

Part B: Cut out the 16 goal cards and place them face-down on the desk. Work in groups.

- One student flips a card, reads the goal, and asks for advice.
 - If the card is blank, try thinking of your own goal.
- The other students take turns giving advice. Try to make your advice SMART!

Phrases for asking for advice:	Phrases for giving advice:
<ul style="list-style-type: none"> • <i>How can I...?</i> • <i>What should I do?</i> • <i>Could you give me some advice?</i> • <i>What would you do?</i> 	<ul style="list-style-type: none"> • <i>You could... (possible option)</i> • <i>You should / you shouldn't... (recommendation)</i>

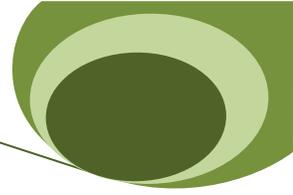
Drink more water	Cook more at home	Eat out less	
Eat more fruit	Plan my meals	Eat healthier lunches at work	Eat less meat
Add more fibre to my diet	Make better choices at restaurants	Cook with my family more	Eat healthier on road trips
Eat healthy snacks	Buy less processed food	Eat more leafy green vegetables	Eat less sodium

**Canada's Food Guide – Task 2: Activity 3, Worksheet 3**

Write your own SMART goal plan. Use a specific goal from the goal cards or come up with your own.

S pecific	
M easurable	
A chievable	
R elevant	
T ime	





Task 2: Assessment



Scenario Cards - Scenario #1

PATIENT (CLB 4/5)

You have a busy job. You do not eat healthy at work. There are many things you can change to improve your eating habits at work.

1-Tell the dietitian what your healthy eating goal is.

2-Answer the dietitian's questions. Use the pictures and your own ideas.



what



where



how



why



how much

3-Listen to the advice, ask some questions if necessary, and thank the dietitian.

DIETITIAN (CLB 5)

1-Ask your partner why they came to see you.

2-Ask the following questions about your partner's eating habits:

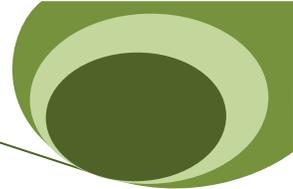
- What
- Where
- How
- Why
- How much

3-Use these pictures and your own ideas to give some advice:



4-Explain the benefits of making these changes.





Scenario Cards - Scenario #2

PATIENT (CLB 4/5)

You are going on a road trip with your family this summer. You want to eat more healthily on road trips. Think about all the things you could change.

1-Tell the dietitian your goal.

2-Answer the dietitian's questions. Use the pictures and your own ideas.



What



Where/How



Why



How much

3-Listen to the advice, ask some questions if necessary, and thank the dietitian.

DIETITIAN (CLB 5)

1-Ask your partner why they came to see you.

2-Ask the following questions about your partner's eating habits:

- What
- Where
- How
- Why
- How much

3-Use these pictures and your own ideas to give some advice:



4-Explain the benefits of making these changes.



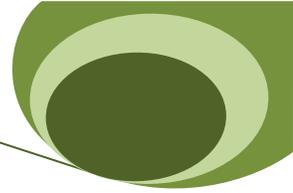
Canada's Food Guide – Task 2: Assessment – CLB 4-5

Identifying Food Habits You Want to Change		Speaking
Theme: Health		CLB Level: 4/5
Topic: Canada's Food Guide	Competency: Getting Things Done	

Name: _____ Date: _____

Holistic	No (0)	So-so (2)	Yes (4)
Patient - Explains the situation and makes a request for advice			
Dietitian - Gives suggestions or advice (CLB 5)			
Analytic	No (0)	So-so (1)	Yes (2)
Uses appropriate modals politely and with some degree of accuracy.			
Asks questions to elicit details.			
Answers questions and provides some level of detail.			
Repeats and explains as necessary to facilitate understanding.			
Gives reasons for suggestions (CLB 5)			

CLB 4 Success= 9/12	Score: ____ /12	Pass: Yes No
CLB 5 Success = 13/18	Score: ____ /18	



TEACHER COMMENTS:

<p>You did well:</p>	<p>Next Time:</p>
----------------------	-------------------



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

Identifying Food Habits You Want to Change		Speaking
Theme: Health		CLB Level: 4/5
Topic: Canada's Food Guide	Competency: Getting Things Done	

Name: _____ Date: _____

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

1. How mindful are you of your eating habits?

Not very 1 2 3 4 5 **Very!**



2. Will you change your shopping or eating-out habits or try meal-planning?

No 1 2 3 4 5 **Yes!**

3. Have you identified any barriers that prevent you from eating healthy?

Not many 1 2 3 4 5 **Many!**

4. Are you now able to set goals for your health to overcome your barriers?

Not really 1 2 3 4 5 **Yes!**

5. Do you think you will share this advice about healthy eating with others?

No 1 2 3 4 5 **Yes!**

6. Do you feel comfortable asking for nutrition advice after these lessons?

No 1 2 3 4 5 **Yes!**

