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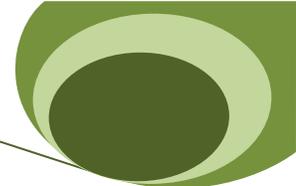


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Canada's Food Guide

CLB 1 & 1L

*Prepared by an OPH-OCDSB Collaborative Team:
Language Learning for Health, City of Ottawa - Ottawa Public Health
and LINC Program, Ottawa-Carleton District School Board, 2022*



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Revised June 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: CLB 1-1L, CLB 2-3, and CLB 4-5.

What is included in each lesson plan?

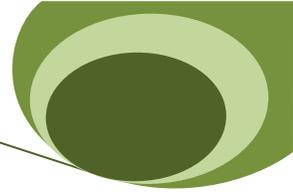
Each lesson plan has been designed following the same template and includes instructor notes, a variety of easy to use activities, assessment tasks, and a self-reflection task.

- 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.

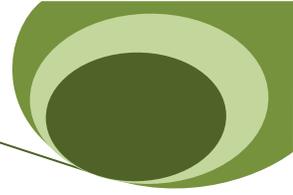
Source: Ng E., Wilkins R., François Gendron F. and Berthelot J-M. The Changing Health of Immigrants. Statistics Canada, autumn 2005.



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: 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 grains.
- 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 grocery list to make balanced meals

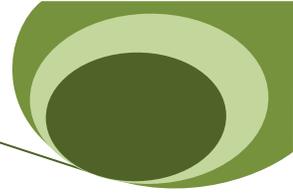
Real-World Task 2: Talking about healthy food habits

- 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:

- Picture cards (Warm-up)
- flipchart paper
- markers, scissors
- glue
- picture dictionaries
- Projector to display Food Guide Snapshot & videos

WORD BANK:

Task 1: Skill-Building Activity 1: circle, match, food listed in the activity

Task 1: Skill-Building Activity 2: What ____ do you like? I like ... / We like ..., same

Task 1: Skill-Building Activity 3: less, more, healthy, less healthy, eat, drink, fatty/lean

Task 1: Skill-Building Activity 4: breakfast, dinner, meal, grocery list

Task 2: Skill-Building Activity 1: food names, healthy/less healthy, "ways of cooking"

Task 2: Skill-Building Activity 2: full, stop, use, sit down, plan, slowly

Task 2: Skill-Building Activity 3: careful, fast, a little, a lot

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.*

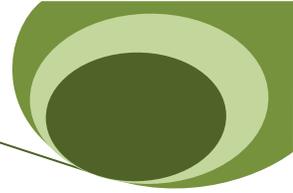
Instructor-led discussion to elicit prior knowledge:

- Discuss, with the whole class, food they like and food they eat every day. For example: What foods do you like? What food is your favourite? What new foods did you eat in Canada? Are there foods from your home country that are difficult to find here in Canada?
- Introduce Canada's Food Guide and use open-ended questions to talk about it. For example: What kinds of foods do you see on this plate? Do you see different parts on the plate? What do you see in this part?

Vocabulary that comes from this discussion can be written on flipchart paper to help visual learners and as a review.

WARM-UP

1. Talk together as a class using the large food pictures (some from each food group and some foods that would be common in different countries). Talk about the names of the foods, colours, and what food groups they belong to (vegetables and fruits, protein foods, whole grains).
2. Write the names of the three food groups on the blackboard to refer to them during the discussion.
3. Some sample questions could include:
 - Do you have this vegetable/fruit in your country?
 - What is the name in English?
 - Do you eat/like this food?
 - What food group is it in?
4. Cut up and hand out the pictures from **Warm-up - Picture Cards** (2 pages) to learners as you talk and review by asking questions to the class. Some sample questions could be:
 - Who has a picture of an apple? This is a fruit.
 - Who has a picture of brown rice? This is a whole grain.



5. The learners who have the correct picture(s) hold them up to show the class and repeat the name together. Other examples of questions might be:
 - Who has a word that begins with the letter C?
 - Who has a picture of a fruit that ends with the letter A?
 - Who has a picture of a food that fits in the Protein food group?
6. Write the food group names on flipchart paper that is taped up around the room.
7. Learners walk around and tape their picture and/or word under the correct group.
8. Discuss and correct as a class.
9. *After the warm-up activities, the instructor gives each learner a set of picture cards (or sheets) with the names for the learners to refer to in the following activities.*

Note: 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 Healthy Meal

Skill: Writing

Competency: Reproducing Information

Skill Building Activity 1 – Match the Pictures with the Food Names

1. The purpose of these 3 worksheets is to have learners get familiar with the names of some foods from each of the foods groups.
2. Use **Task 1: Skill-Building Activity 1, Worksheets 1, 2 or 3** in order to review vocabulary.
3. Learners circle and match the correct words beside the pictures.
4. They check answers with a partner.
5. They check answers as a class.

Skill Building Activity 2 – Talking About Food

1. For this activity, CLB 1 learners copy the questions in their notebooks and literacy learners cut and stick the questions in their notebooks.
2. Have learners use the picture cards and write their own answers under each question. **(Part A)**
3. Learners interview a partner with the questions. When they hear the same food/drink word as the one in their own answers, they *circle* that word in their notebook. In other words, they circle the food/drink words that they and their partner like in common. **(Part B)**
4. Once a learner finishes asking the questions to their partner and circling the same words, they turn to another partner, this time, to answer the same questions asked by the new partner.

5. When every learner interviews a partner and is interviewed by another partner, the “chain interview” is over.
6. As the next step, learners do the first part of **Part C** on the next page. Each learner writes down the words they circled and note the food/drink names that they and their partner like in common.
7. Ask each learner the words they have written down and write them on the board.
8. Each time a word is repeated, put a checkmark next to it on the board. Circle the food/drink words that are the most popular in the class.
9. Learners do the second part of **Part C** and note the food/drink names the class like in common.

Skill Building Activity 3 – Make Healthy Food Choices

1. Pre-teach *fatty meat* (as the opposite of ‘lean meat’ in the picture cards)
2. Hand out **Task 1: Skill-Building Activity 3, Worksheet 1**. Read the text to the class. Discuss and vocabulary that is difficult for them. Have learners read the text again. Learners may work alone or in pairs.
3. Explain and demonstrate what to do in **Part A** in **Worksheet 2**. When learners finish, they compare answers with a partner.
4. Learners complete **Part B** in **Worksheet 3** and compare their answers with a partner.
5. Check answers with the class.
6. As a follow up activity, you can ask learners in which paragraph they can find these words. (Ex: Fish = Box #4)

Answer Key:

Task 1: Skill-Building Activity 3, Worksheet 2

Part A

1. f 2. a 3. d 4. c 5. b 6. e

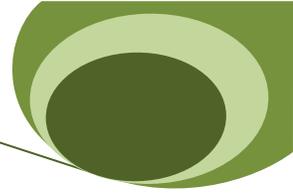
Part B

1. less 2. more 3. more 4. more 5. less 6. more

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

Skill Building Activity 4 – Using the Food Guide Plate

1. Hand out **Task 1: Skill-Building Activity 4, Worksheet 1**. Complete **Part A**. Have learners label the plate with the correct food group. Learners can compare with a partner before taking it up as a class.
2. Complete **Part B**. Show Canada Food Guide meal idea videos one at a time. (breakfast, and family meals) <https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/> After each video, ask learners to checkmark the foods they remember from the video. Literacy learners can refer to a list.
3. The teacher could remind learners that there are 7 foods in each video and they might not know all of them at this moment.
4. Play the videos as many times as needed.



5. In the videos, there are some foods that have not been covered in the activities before. Try to elicit the names of those foods from learners to activate some prior vocabulary they might already know and write them on the board to help learners copy them. (mushroom, onion, pineapple, tomatoes, greens, maybe spinach)
6. Learners check answers with a partner before the whole-class takes up the answers.
7. Play the videos one last time to double check with the class.
8. Hand out **Task 1: Skill-Building Activity 4, Worksheet 2**. Put learners in pairs. Explain that each pair will plan a dinner and that the dinner should have foods from each of the three food groups (vegetables/fruits, a source of protein, and a whole grain).
9. Brainstorm dinner ideas with the class and write them on the board.
10. Have each pair choose a dinner to plan from the list of brainstormed dinner ideas.
11. After learners decide on their dinner, they write a grocery list for the necessary ingredients. **(Part C)**
12. Demonstrate with an example.
13. Circulate and help learners with vocabulary as needed.
14. When all pairs finish their plan, post each list on the wall/board.
15. Encourage learners to walk around, read the other pairs' lists and vote for the healthiest dinner plan. (They can check the plan they think is the healthiest.)
16. Decide with the whole class which pair has the healthiest meal plan telling the reasons why. (You can count the number of checkmarks on the lists.) Reasons may include:
 - There are a lot of vegetables and fruits
 - The protein choice is plant-based, a lean protein or fish or shellfish
 - The grain product is a whole grain
 - The meal is well balanced ($\frac{1}{2}$ vegetables, $\frac{1}{4}$ protein and $\frac{1}{4}$ whole grains)
 - They included water with the meal

Answer Key:

Task 1: Skill-Building Activity 4, Worksheet 1

Part A

50% = vegetables and fruit, 25% = protein, 25% = whole grains

Part B

Breakfast = pepper, eggs, whole grain bread, (tomato, onion, green onion, mushroom)

Family Meals = chicken, brown rice, peppers, cucumber, (tomatoes, pineapple, lettuce or spinach)

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. Make sure learners have access to picture cards or a picture dictionary.
3. In the **Part A** of the assessment, learners choose a healthy plate for each meal.
4. In **Part B** of the assessment, learners think about a healthy meal, place it in the plate to be able to picture what ingredients they will need, and write a shopping list for their meals in the correct food group.

- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Task 2: Talking About Food Habits you Want to Change

Skill: Speaking

Competency: Sharing Information

Skill Building Activity 1 –Healthy Ways of Cooking

- Elicit 'different ways of cooking' from learners and write them on the board to activate learners' vocabulary knowledge about *cooking verbs*.
- Have learners complete **Part A** of **Task 2: Skill-Building Activity 1, Worksheet 1** and compare their answers with a partner to see if they have the same answers. Then, check the answers with the whole class. Start a mini discussion around "Which way of cooking do you usually use?"
- Ask learners the question in **Part B** of **Task 2: Skill-Building Activity 1, Worksheet 1**. Elicit the answer 'deep-frying'.
- Have learners complete **Part C** of **Task 2: Skill-Building Activity 1, Worksheet 2** with a partner to match oil/fat names with the pictures.
- Check the answers with the class.
- Have learners complete **Part D** of **Task 2: Skill-Building Activity 1, Worksheet 3**. They decide which oils are better to eat. They mark more ↑ or less ↓ beside each one.
- Check the answers with the class.
- Have learners complete **Part E** of **Task 2: Skill-Building Activity 1, Worksheet 3** and check the answers together.

Answer Key:

Task 2: Skill-Building Activity 1

Part A (pictures in order)

steam	deep-fry	bake	stir-fry	grill
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Part B steam, deep-fry

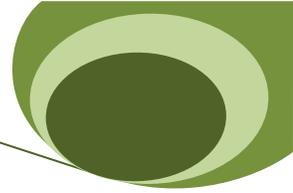
Part C a. butter b. olive oil c. sunflower oil d. soft margarine e. coconut oil

Part D 1. ↑ 2. ↑ 3. ↓ 4. ↓ 5. ↑

Part E 1. sunflower oil 2. soft margarine 3. olive oil

Skill Building Activity 2 – How do you eat?

- Pre-teach *full* (adj).
- Explain to learners that they will complete a survey about how they eat.
- Go over the statements with the learners to make sure they understand each. Demonstrate how to do the survey; answer some of them as a model if needed.
- Give learners enough time to complete the survey in **Task 2: Skill-Building Activity 2, Worksheet 1**. Have them discuss their answers with a partner.



5. Encourage learners to go over their answers and think about how they eat.
6. Start a class discussion around the questions below the survey. Get some comments from individual learners. Encourage them to think about their eating habits, and if they want to make any changes to them.
7. In the following days, ask learners if they have changed any of their eating habits for the better.

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

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

Skill Building Activity 3 – Do you think about what you eat?

1. Pre-teach *meal (noun)*, *a little and a lot (quantifiers)* *slowly and fast (adverbs)*.
2. Explain to the learners that they will interview their partner about the last meal that they had. If they can, they will take short notes about their partners' answers. Demonstrate.
3. When they are done, learners think about their partner's answers. Were they able to remember their last meal? (Did they remember and describe detailed answers to the questions?) and circle YES or NO in their handouts to share with their partner.
4. Later, they think about themselves and decide if they remembered details of their last meal or not. Being aware (mindful) of our eating habits can help us make healthier choices.
5. Have volunteers tell the class about their eating habits. (ex: I think about what I eat. I eat slowly. I don't look at a phone when I eat, etc.)

*The interview questions are adapted from Canada's Food guide:

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

Assessment

1. Pre-teach *dietitian*. Explain to the learners that they are at the dietitian's office. They want to be in better health. They will talk about healthy eating habits.
2. Hand out the 3 pages of assessment to all the learners and go over the parts and assessment criteria with them.
3. These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put it in the Language Companion in the My Portfolio Speaking section.

Part A: Try to get as detailed answers as possible. Provide prompts when necessary.



Part B: Give 2 pieces of advice based on the students answer. Choose from the 4 options below.

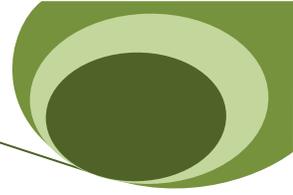
- Question	- Advice	- Picture
Do you cook at home?	Cook at home more.	- Picture 2
	Eat with others. (friends or family)	- Picture 4 (or Picture 2)
Do you eat at the same time every day?	Eat at the same time every day.	- Picture 3
Do you use your phone or TV when you are eating?	Don't eat and use your phone. Don't eat and watch TV.	- Picture 1

Learner Self-Reflection

1. Distribute Learner Self-Reflection task and read together with the group.
2. Learners can fill this in for themselves.
3. 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:

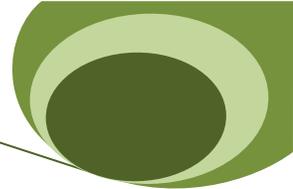
- Canada's Food Guide: <https://food-guide.canada.ca/en/>
- Canada's Food Guide Snapshot - English: <https://food-guide.canada.ca/artifacts/CFG-snapshot-EN.pdf>
- Canada's Food Guide Snapshot – Other languages: <https://www.canada.ca/en/health-canada/services/canada-food-guide/resources/snapshot/languages.html>
- 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>



Warm-Up and Task 1: Worksheets

Canada's Food Guide –Warmup - Picture Cards

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



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

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

Circle the word that is the same in the picture.



eggs



milk



bananas



apple



cucumbers



carrots



peppers



bread



brown rice

eggs

meat

bananas

chicken

bread

carrots

peach

bananas

bananas

bread

chicken

bread

apple

cucumbers

chicken

peppers

apple

brown rice

milk

milk

beans

eggs

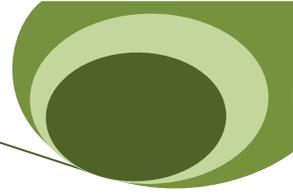
carrots

eggs

milk

bread

chicken



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

Circle the correct word.



banana

apple

strawberry



apple

chicken

bread



brown rice

eggs

milk



lettuce

bread

milk



carrots

blueberries

quinoa



oats

beans

eggs



carrots

peppers

apple



bananas

chicken

carrots

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

Match.

bread



chicken



milk



cucumbers



bananas



peppers



apple

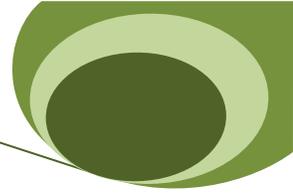


brown rice



eggs





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

Talking About Food



A. Copy or cut and stick the questions in your notebook. Write your answers.

What fruits do you like?



What vegetables do you like?



What protein foods do you like?



What whole grains do you like?



What drinks do you like?



B. Ask the questions to your friend. Do you and your friend have the same answers? Circle them.

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

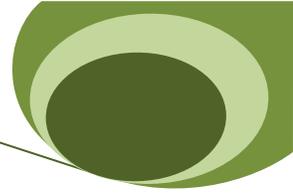
C. Complete the sentence.



My friend and I like _____



In my class, we like _____



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

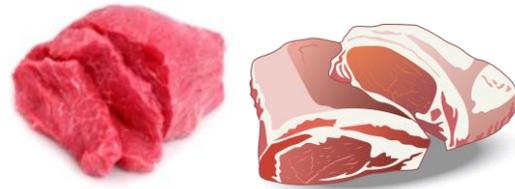
EAT HEALTHY FOOD

1. Eat more ↑ vegetables and fruits.



2. Whole grains are healthy.
Eat more ↑ brown rice.
Eat less ↓ white rice.

3. Lean meat is healthy.
Fatty meat is unhealthy.



4. Choose foods with healthy fats:
nuts, seeds, fatty fish, and
vegetable oils.

5. Beans, lentils, tofu, nuts and
seeds are healthy proteins.



6. Drink more ↑ water.
Drink less ↓ fruit juice.

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

A. Match.

1. Lean meat

a.



2. Olive oil

b.



3. Water

c.



4. Vegetables and Fruits

d.



5. Whole grains

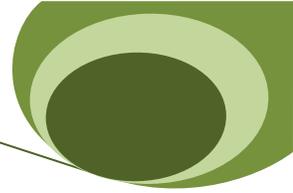
e.



6. Fish

f.





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

B. Circle the correct word.



more

less

- | | | |
|----------|------------------------|---------------|
| 1. Drink | more ↑ / less ↓ | juice. |
| 2. Eat | more ↑ / less ↓ | vegetables. |
| 3. Eat | more ↑ / less ↓ | whole grains. |
| 4. Eat | more ↑ / less ↓ | brown rice. |
| 5. Eat | more ↑ / less ↓ | fatty meat. |
| 6. Drink | more ↑ / less ↓ | water. |

Canada's Food Guide – Task 1: Skill-Building Activity 4, Worksheet 1

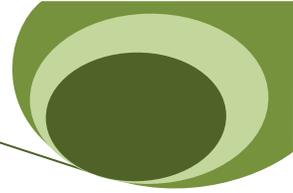
Using the Food Guide to Plan Meals

A. Write protein, whole grains, and vegetables and fruits on the lines.



B. Watch the videos. Check the foods you remember.

<u>BREAKFAST</u>		<u>FAMILY MEALS</u>	
Lettuce	_____	Chicken	_____
Eggs	_____	Brown rice	_____
Carrots	_____	Fish	_____
Pepper	_____	Peppers	_____
Olive oil	_____	Bread	_____
Milk	_____	Cucumber	_____
Bread	_____	Cabbage	_____
*Do you remember any other foods?		*Do you remember any other foods?	



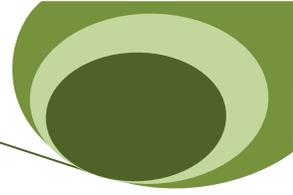
Canada's Food Guide – Task 1: Skill-Building Activity 4, Worksheet 2

Plan a Dinner – Pair Work

Member names:	
Our dinner is:	

C. What food do you need for your dinner? Write a grocery list. Use your picture cards.

Vegetables and Fruits	
<hr/> <hr/> <hr/> <hr/>	
Whole Grains	
<hr/> <hr/> <hr/> <hr/>	
Protein	
<hr/> <hr/> <hr/> <hr/>	



Task 1: Assessment & Learner Self-Reflection

Canada's Food Guide – Task 1: Assessment

Skill: Writing

Competency: Sharing & Reproducing Information

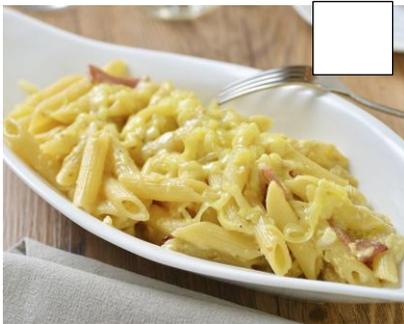
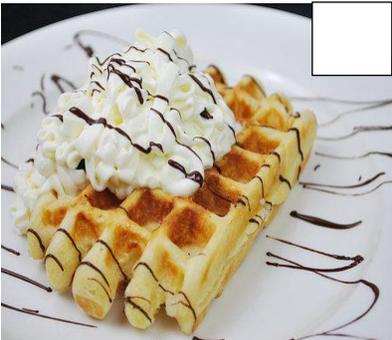
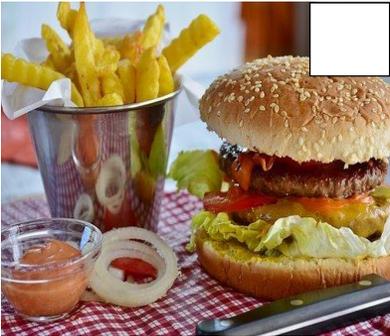
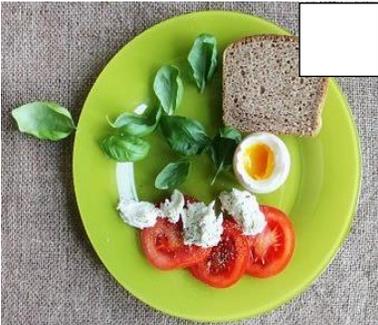
Name: _____ Date: _____

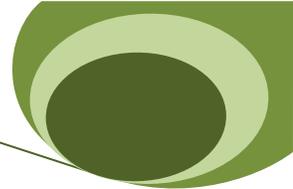
Part A – Choose the healthy breakfast, lunch and dinner. Write a checkmark ✓

Breakfast

Lunch

Dinner

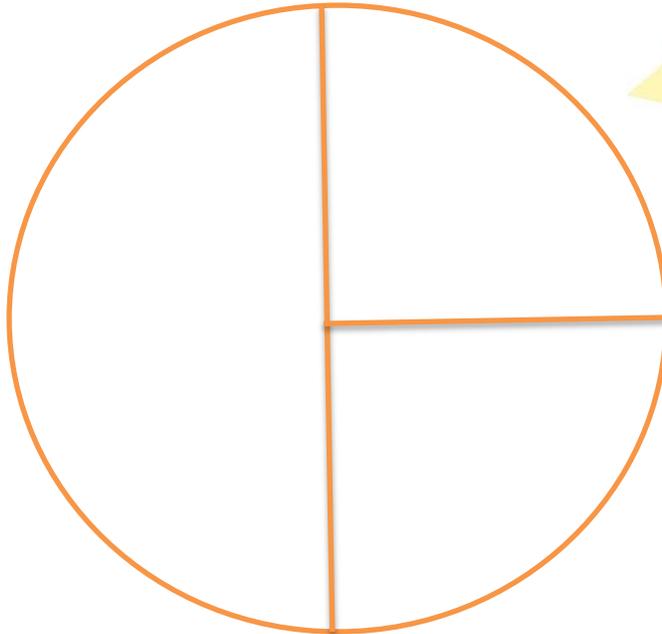




Canada's Food Guide – Task 1: Assessment

Part B

- Think about a healthy meal.
- Write the foods on the plate below.



Write a shopping list for your healthy meal.

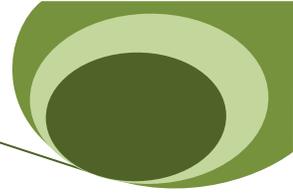
<u>Vegetables and Fruits</u>	<u>Whole Grains</u>	<u>Protein</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
		

Canada's Food Guide – Task 1: Assessment

Shopping for a Healthy Meal		Writing
Theme: Health		CLB Level: 1/1L
Topic: Canada's Food Guide	Competency: Reproducing Information	

You can...	Not Yet (0)	Some (2)	All (4)
choose a healthy meal 			
You can...	Not Yet (0)	Some (1)	All (2)
copy 2 vegetables or fruits 			
copy 2 protein 			
copy 2 grains 			
copy words with correct spelling			
write lower and upper case letters clearly; write letters of similar shape correctly.			
write on the lines and use good spacing between letters.			
			Total: ___/16

SUCCESS: 11/16	SCORE: ___ / 16	PASS: YES NO
-----------------------	------------------------	---------------------



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

Shopping for a Healthy Meal		Writing
Theme: Health		CLB Level: 1/1L
Topic: Canada's Food Guide	Competency: Reproducing Information	

Name: _____ Date: _____

Circle your answers.

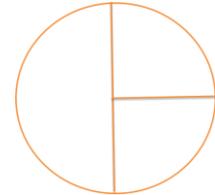
1. I will use my shopping list to make a healthy meal.

yes no maybe



2. I learned about the three parts of a healthy plate of food.

no a little a lot



3. I will eat vegetables and fruit, whole grains, and protein every day.

no a little a lot

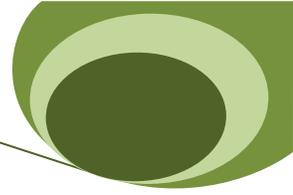
4. I know the English names for some new vegetables and fruit.

no a few a lot



5. I will try a new vegetable or fruit this week.

yes no maybe



Task 2: Worksheets

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

Healthy Ways of Cooking

A. Match the picture and the word.



Bake



steam



grill

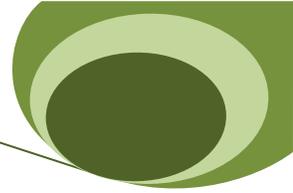


stir-fry



deep-fry

B. Which is the most ↑ healthy? _____
Which is the least ↓ healthy? _____



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

C. Copy the oils and fats under the pictures.

olive oil

butter

coconut oil

sunflower oil

soft margarine



a. _____

b. _____



c. _____

d. _____



e. _____

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

D. What oils and fats are better to eat? Write ↓ or ↑.

Oils/ Fats	↑ OR ↓
1. Olive oil 	
2. Sunflower oil 	
3. Butter 	
4. Coconut oil 	
5. Soft Margarine 	

E. Circle the correct word.

1. It's **healthy** to grill vegetables with **butter / sunflower oil**.

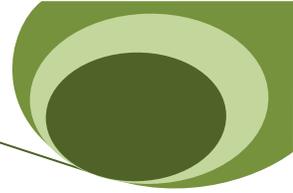


2. It's **less ↓ healthy** to bake bread with **soft margarine / butter**.



3. It's **healthy** to stir-fry vegetables with **coconut oil / olive oil**.





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

How do you eat?

Check ✓

When I eat,	 A Lot	 Some	 Never
I eat slowly.			
I know when I am full.			
I sit down at the table.			
I don't use my cell phone or watch TV when I eat.			
I eat with my family or friends.			
I eat at the same time every day.			

Now think about...

- Are you *happy* about how you eat?
- Do you want to change how you eat?



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

Do you think about what you eat?

Ask your partner:

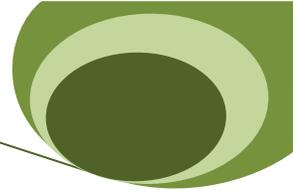


Think about your last meal ...

<p>What? What did you eat and drink?</p>	A photograph of a person's hands using a fork to eat from a bowl of food on a table with a glass of water and a plate of food.
<p>How Much? Did you eat a lot or a little?</p>	Two white plates on a patterned surface, one containing a large pile of nuts and the other containing a small pile of nuts.
<p>How? Did you eat slowly or fast?</p> <p>Did you watch TV or use your phone?</p> <p>Did you eat with friends/ family?</p>	An illustration of a family of five sitting around a dining table with a white tablecloth, eating a meal together.

Did you partner remember their last meal? **YES** **NO**

Did you remember your last meal? **YES** **NO**



Task 2: Assessment & Learner Self-Reflection

Canada's Food Guide – Task 2: Assessment

Skill: Speaking

Competency: Sharing Information, Getting Things Done

Name: _____

Date: _____

AT THE DIETITIAN'S

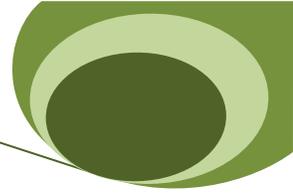
Think...

You want good health. You want to change how you eat. You go to see a Dietitian.

Part A: Answer the dietitian's questions.

- Do you cook at home?
- Do you eat at the same time every day?
- Do you use your phone or TV when you are eating?





Part B

Listen to the dietitian. Point to the pictures you hear.



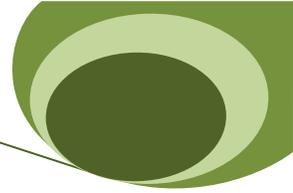
Talking about Healthy Food Habits		Speaking
Theme: Health		CLB Level: 1/1L
Topic: Canada's Food Guide	Competency: Sharing Information	

Name: _____ **Date:** _____

You can:		No (0)	So-so (1)	Yes (2)
understand the dietitian's questions and talk about your eating habits				
talk about where you eat				
talk about when you eat				
talk about using a phone or TV when you are eating				

Good = 6/8	You: _____ /8	Pass: Yes No
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TEACHER COMMENTS:



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

Talking about Healthy Food Habits		Speaking
Theme: Health		CLB Level: 1/1L
Topic: Canada's Food Guide	Competency: Sharing Information	

Name: _____ Date: _____



Circle your answers.

- Do you eat slowly?
Yes Sometimes No
- Do you think about what you eat?
Yes Sometimes No
- Did you learn new things about healthy eating?
No A little A lot
- Do you want to try new ways of cooking?
Yes No Maybe
- Will you eat differently now?
Yes No Maybe





Language Learning for Health