

# Canada's Food Guide

## Lesson Plans

CLB 2–3

2020

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# Introduction

## What is included in this lesson plan?

- **Instructor Notes** provide tips and suggestions on how to use the lesson plans.
- **Activities** designed to focus on listening, speaking, reading or writing skills. The activities are interactive and encourage learning through participation and dialogue.
- **Assessments** designed to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PBLA).

## Who is this lesson plan for, and how can it be used?

- Anyone who teaches ESL/LINC, and who would like to include healthy eating content into their language teaching.

The lesson plans seek to introduce newcomers to Canadian food culture and healthy eating practices, while encouraging learners to maintain healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it's not possible to include foods and practices of all learners. Instead, we encourage instructors to start discussions with learners on popular foods and healthy eating practices from their countries of origin.

Alberta Health Services, 2020

## Contact

For more information regarding the lesson plans, please contact:

Public Health - Nutrition Services  
Alberta Health Services  
[publichealth.nutrition@ahs.ca](mailto:publichealth.nutrition@ahs.ca)

# Instructor notes

## Core contents:

Learn about Canada's Food Guide and healthy eating.

## Learning objectives:

- Learn the names of common foods
- Categorize foods into the parts of the [Eat Well Plate](#): vegetables and fruits, protein foods, and whole grains
- Use a chart to find information—words and numbers
- Become aware of healthy eating habits for themselves and their families

## Background information:

- Canada's Food Guide is available in English and French and has been translated into many other languages. It is available to order or download through the [Health Canada website](#).
- It is important for learners to know that Canada's Food Guide was developed for all Canadians. People with diabetes, heart disease, or other health conditions can still use Canada's Food Guide, but they may need additional individual guidance from a dietitian, doctor, or other health professional.
- As the class discusses this topic, it is also important for the instructor to stress that healthy foods from any country fit into the food guide. Limit foods high in sodium, sugars, or saturated fat such as cakes, French fries, or ice cream. They are not part of a healthy eating pattern.
- As part of the lesson, reviewing the Eating for Good Health presentation (found in [Newcomer Nutrition Education Toolkit](#)) may help participants complete the activities.

## Materials you'll need:

- Eating for Good Health presentation (found in [Newcomer Nutrition Education Toolkit](#))
- Copies of worksheets
- [Canada's Food Guide](#)
- Pens or pencils
- White board or flip chart
- Markers
- Optional: Large pictures of common foods in Canada and from other countries

## Vocabulary

**Prior Knowledge:** eat, drink, healthy, unhealthy, favourite, food, kinds, different

**Warm-up:** Canada's Food Guide, Eat Well Plate, vegetables and fruit, whole grain foods, protein foods, categorize, match

**Activity 1:** favourite, plant protein food, healthy, like, prefer, morning, evening, cook

**Activity 2, Worksheet 1:** sugar, salt, saturated fat, fresh, frozen, canned, whole grains, vegetable oils, describe, thirsty

**Activity 2, Worksheet 2:** true, false, refined, lean meat, low fat, plant based beverages, baking, grilling, roasting, poaching

\* You may choose or adapt any of the activities based on the needs of your learners. Assessments are based on using all the activities in a lesson plan.

## Discover current knowledge

Find out what learners know about healthy eating, so activities can build on what they already know.

Lead a discussion to find out what learners' know about healthy eating:

- Use open-ended questions to talk about foods and healthy eating to allow learners to speak and share information. For example:
  - How is the food different in Canada from food in your country?
  - What new foods do you eat in Canada?
  - What different food do you eat?
  - What kinds of foods are healthy? Why are they healthy?
  - What kinds of food are unhealthy and why?
- Write down vocabulary that comes from this discussion on flipchart paper. This will help visual learners.

## Warm-up activity

- Draw the Eat Well Plate from Canada's Food Guide on the blackboard or on flipchart paper and discuss.
- Make copies of the [Warm-up Picture and Word Cards](#) and hand out one picture to each learner (you can choose the set with or without the accompanying food word)
- Ask learners to categorize the food items into the parts of the Eat Well Plate orally, as a class (vegetables and fruits, protein foods and whole grain foods).
- Have the word cards ready to match with the pictures.
- Instructor can also hold up the word cards and the learner with that picture can hold up their picture, read the word and match.

## Activity 1 – Talking About Food

- Read questions before handing out the [Activity 1](#) so vocabulary can be clarified if needed.
- Have learners work together with a partner to answer the questions.
- This activity can be expanded to a writing activity, if you would like the learners to write their answers or their partners' answers to these questions.
- These questions can be put on cards and used as a review in class on another day.
- Together as a group, have learners pick a question card and ask a classmate, then that classmate can pick another card and ask a different classmate, and so on
- Instructor can go back and review answers and ask if classmates remember each other's answers to review and orally practice grammar: I like, She likes, He eats, etc.

## Activity 2 – Information about Healthy Food

- Read the information on Canada's Food Guide listed on the top of either [Worksheet 1](#) or [Worksheet 2](#) depending on the learners' language level and answer questions that follow.

## Assessment 1 – Reading/Writing: Eat Well Plate/Create a Menu

Reading: IV. Comprehending Information / Writing: II. Reproducing Information

- Handout [Assessment 1](#) to CLB 2 learners
- Ask learners to write the correct word for each part of the Eat Well Plate.
- Ask learners to create a menu for their day using the word bank. Encourage learners to use works from each section of the Eat Well Plate for each meal and snack.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading or Writing section.

## Assessment 2 – Reading/Writing: Eat Well Plate/Create a Menu

Reading: IV. Comprehending Information / Writing: IV. Sharing Information

- Handout [Assessment 2](#) to CLB 3 learners
- Ask learners to read the paragraph in Part A of assessment and answer multiple choice questions.
- Ask learners to write the correct word for each part of the Eat Well Plate.
- Ask learners to read the paragraph in Part B of the assessment.
- Ask learners to create a menu for the day and write this in a paragraph to share with their friend.
- Learners should include foods from all 3 parts of the Eat Well plate for each meal and snack.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading or Writing section.

[Activity 2](#)

**Answer Key-pictures:**

vegetable oil #7	bread #6	peas #4	pizza #3	donut #3
water #1	corn #4	broccoli #5	chickpeas #2	cracker #6

[Activity 2](#)

**Answer Key-fill in the blank:**

- 1) whole grain
- 2) more
- 3) fresh, frozen, canned
- 4) half
- 5) salt, saturated fat, sugar
- 6) water
- 7) vegetable

[Activity 3](#)

**Answer Key:**

- 1) False
- 2) True
- 3) False
- 4) True
- 5) False
- 6) False
- 7) True
- 8) True

[Assessment 2](#)

**Answer Key-fill in the blank:**

- 1) c
- 2) vegetables and fruits, protein foods, whole grain foods
- 3) a
- 4) b
- 5) c
- 6) a
- 7) true

## Resources

For more healthy eating resources visit:

Alberta Health Services, Health Eating Starts Here: [www.healthyeatingstartshere.ca](http://www.healthyeatingstartshere.ca)

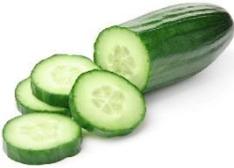
Dietitians of Canada: [www.unlockfood.ca](http://www.unlockfood.ca)

Canada's Food Guide, translated into many languages. Available to download or order at: [www.food-guide.canada.ca/en/food-guide-snapshot/](http://www.food-guide.canada.ca/en/food-guide-snapshot/)

Healthy eating resources: [www.food-guide.canada.ca/en/healthy-eating-resources/](http://www.food-guide.canada.ca/en/healthy-eating-resources/)

## Warm-up – Picture and Word Cards

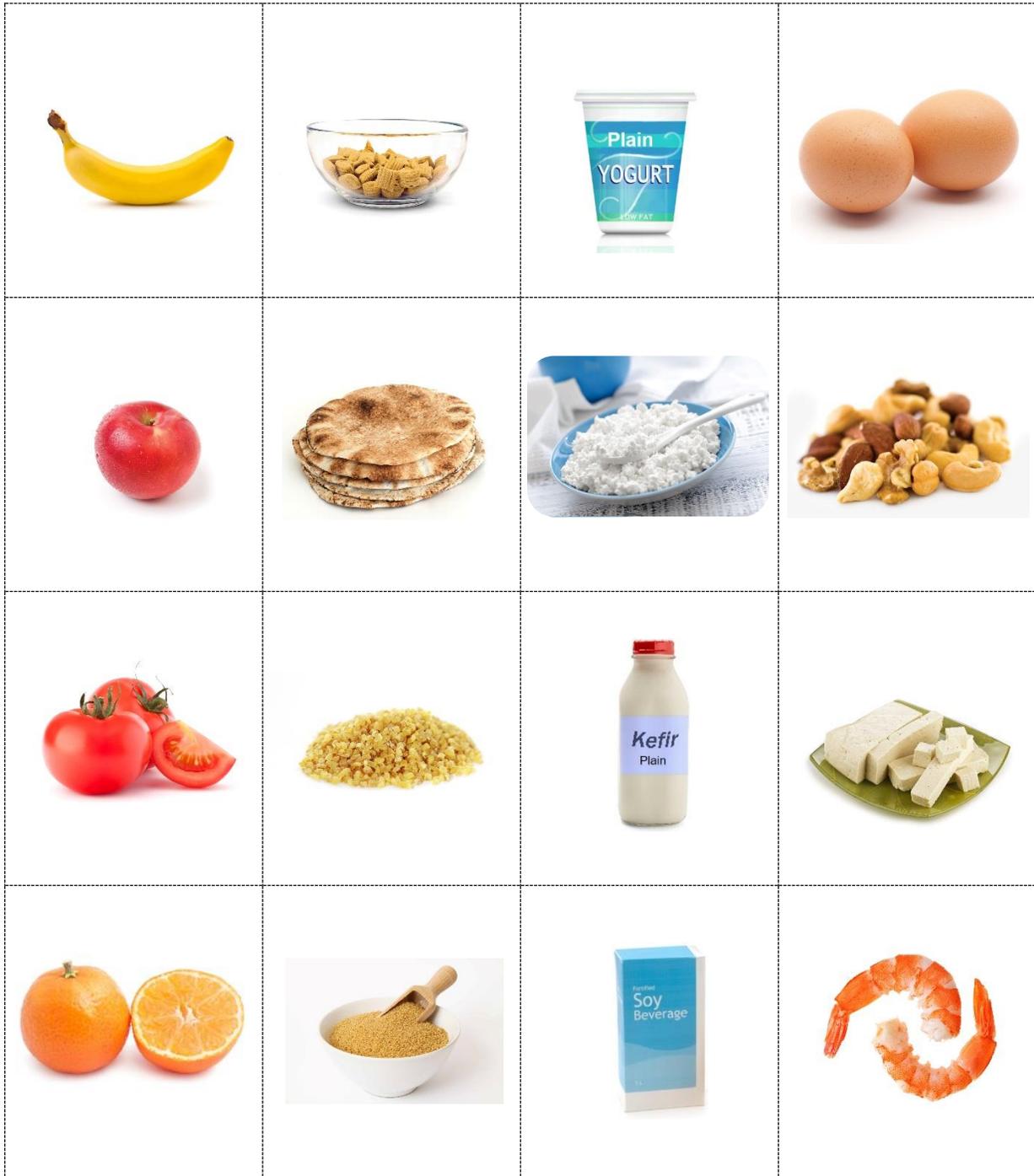


<b>vegetables and fruits</b>	<b>whole grain foods</b>	<b>protein foods</b>	
 carrots	 bagel	 cheese	 chicken
 lettuce	 cooked pasta	 milk	 beef
 cucumber	 bread	 powdered milk	 fish

			
banana	cereal	yogurt	eggs
			
apple	flat bread	cottage cheese	nuts
			
tomato	bulgur	kefir	tofu
			
orange	couscous	soy beverage	shellfish

<b>vegetables and fruits</b>	<b>whole grain foods</b>	<b>protein foods</b>	
			
			
			

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## Activity 1 – Talking about Food

**Task:** Talk with a partner and compare your answers. If you have time, change partners and practice the questions again.

1. What is your favourite fruit?

---

2. What is your favourite vegetable?

---

3. Do you prefer to eat bread or rice?

---

4. What is your favorite protein food?

---

5. Are there any plant protein foods you like?

---

6. What is your favourite drink in the morning or evening? Is this a healthy drink?

---

7. What is your favourite meal? Is this a healthy meal?

---

8. What food do you like to cook? Is this healthy food?

---

9. Who do you like to eat with?

---

## Activity 2, Worksheet 1 – Information about Healthy Food

**Task:** Read the information below from Canada's Food Guide.

1. Make water your drink of choice.
2. Choose protein foods that come from plants more often.
3. Limit food high in salt, saturated fat, and sugar.
4. Fresh, frozen, and canned fruits and vegetables can all be healthy choices.
5. Make half of your meal vegetables and fruits.
6. Choose whole grain foods.
7. Choose healthy fats like vegetable oils.

**Part A:** Write the number of the sentence that best describes the pictures on the page. You will need to use some numbers more than once. Then write the name of the food under each picture below.



# 7

vegetable oil



# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_



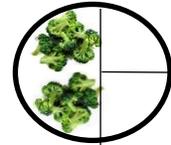
# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_



# \_\_\_\_\_

\_\_\_\_\_

**Part B:** Answer the questions or fill in the blanks:

1. Choose \_\_\_\_\_ grain foods to keep your heart healthy.
2. Choose protein foods that come from plants \_\_\_\_\_ often.
3. \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ fruits and vegetables can all be healthy choices.
4. How much of your meal should be vegetables and fruits?  
\_\_\_\_\_
5. Name 3 things that are not healthy if we eat too much of them:  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_
6. What is the best drink when you are thirsty? \_\_\_\_\_
7. Choose healthy fats like \_\_\_\_\_ oils.

## Activity 2, Worksheet 2 – Information about Healthy Food

1. Read the information about healthy food below.
2. With a partner, answer True or False to the questions below.

Choose whole grain foods. Whole grains are healthier than refined grains. Whole grains include all parts of the grain. Refined grains have some parts of the grain removed.

Choose protein foods that come from plants more often. When you do choose protein foods from animals, choose lean meat and low fat milk, cheese, and yogurt.

Make water your drink of choice. Other healthy drinks choices include milk, plant-based beverages, or coffee and teas without added sugars.

Choose foods with healthy fats like fatty fish, or nuts and seeds. Cook with healthy fats like vegetable oils. Use a small amount of fat for cooking.

Start with recipes with simple ingredient lists and easy instructions, especially if you are busy or new to cooking.

Try cooking methods that use little or no added saturated fat. These include methods such as, baking, grilling, roasting, and poaching.

Choose foods that have little to no added salt, sugars, or fat.

## Activity 3

**Answer by circling TRUE or FALSE:**

1. It is good to use a lot of fat for cooking. **True / False**
2. Nuts and seed have healthy fats. **True / False**
3. Eating a lot of sugar and fat is healthy. **True / False**
4. Whole grains are healthier than refined grains. **True / False**
5. Choose animal proteins more often than plant proteins. **True / False**
6. Milk is not a healthy drink. **True / False**
7. Vegetable oils are healthy fats. **True / False**
8. It is good to choose foods and drinks with no added sugar. **True / False**

# Assessment 1 – CLB 2, Canada's Food Guide

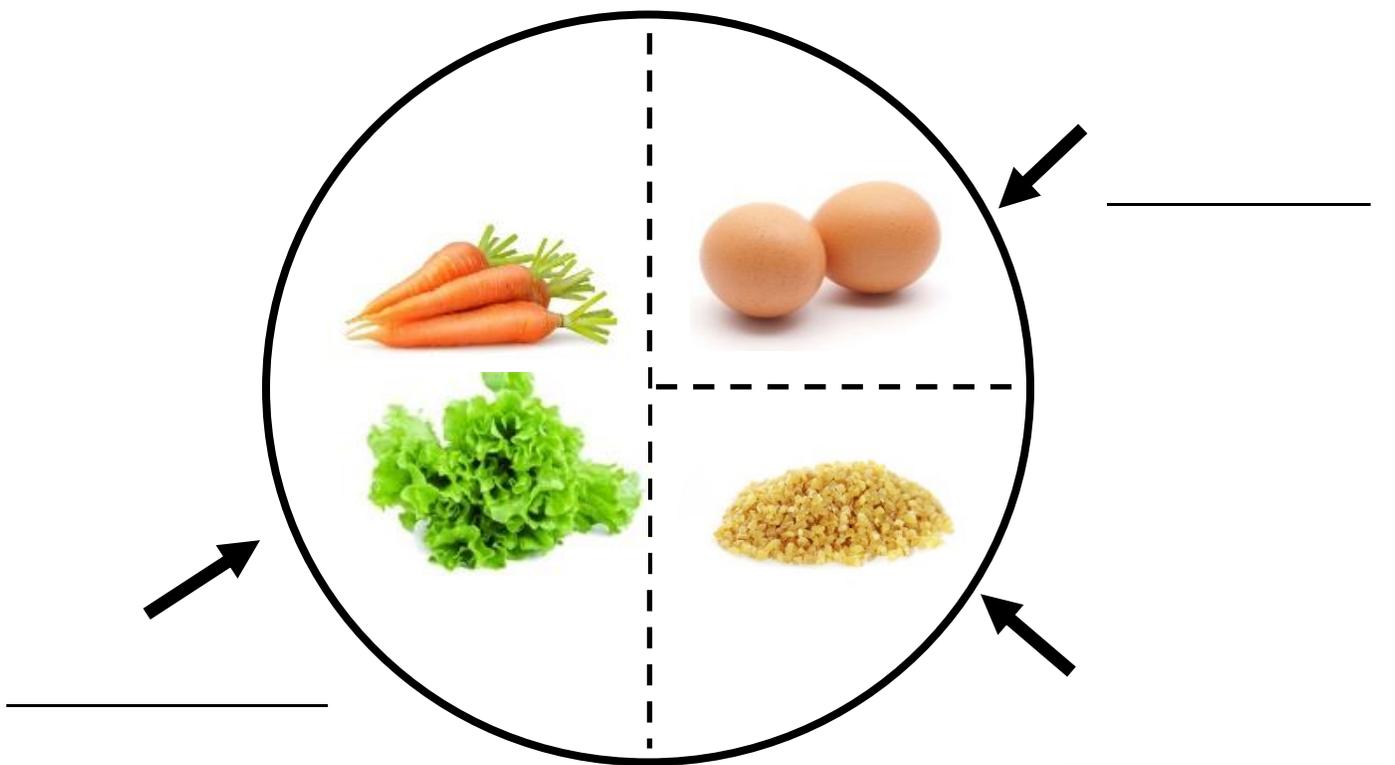
**Reading:** IV. Comprehending Information

**Writing:** II. Reproducing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** According to Canada's Food Guide, what are the 3 parts of the Eat Well Plate? Label them:

<b>protein foods</b>	<b>vegetables and fruits</b>	<b>whole grains</b>
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**Part B:** Look at the Eat Well Plate and use the words in the word bank to plan a healthy menu for one day. Make sure you have food from all three parts of the Eat Well Plate at each meal.

**Word Bank:**

Vegetables and fruits		Protein foods		Whole grain foods
peppers	apple	fish	cheese	rice
banana	lettuce	milk	beans	cereal
corn	carrots	chicken	tofu	cracker
tomato		yogurt	eggs	pasta
cucumber		nuts		bagel
Breakfast:				
Lunch:				
Dinner:				
Snacks:				

**Instructor's Feedback:** Canada's Food Guide – CLB 2, Assessment 1

**Reading:** IV. Comprehending Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Part A:** Labeled the 3 parts of the Eat Well Plate correctly \_\_\_/3

**Part B:** Added logical food/drink words into their meal plan.

3 points per section \_\_\_/12

Total: \_\_\_/15

Pass: 11/15

Total: \_\_\_/15

with / without help

**Instructor's Feedback:** Canada's Food Guide - CLB 2, Assessment 1

**Writing:** II. Reproducing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Yes	Not Yet
<b>Holistic:</b> Student can copy words legibly onto the Eat Well Plate in Canada's Food Guide and food words onto a menu*		
<b>Analytic:</b>		
Copied words/phrases into appropriate spaces (didn't leave blanks or major omissions)		
Wrote on the line or onto the chart		
Formed uppercase letters well		
Formed lowercase letters well		
Had good spacing between words		
For next time please:		

\*Must be 'YES'    Pass: 4/5    Total: \_\_\_/5    with / without help

## Assessment 2 – CLB 3, Canada’s Food Guide

### **Part A**

**Reading:** IV. Comprehending Information

**Task:** Read the article about healthy eating and answer the questions below.

#### **Canada’s Healthy Eating Recommendations**

According to Canada’s ‘Eat Well Plate,’ it is good to have plenty of fruits and vegetables, eat protein foods, and choose whole grain foods. Choose water to drink instead of sugary drinks. Try to prepare meals and snacks using ingredients that have little or no added sodium, sugar, or unhealthy fats. It’s a good idea to read food labels to find out if the ingredients are healthy.

But healthy eating is more than the foods you eat. It’s also about where, when, why, and how you eat. Here are some other tips:

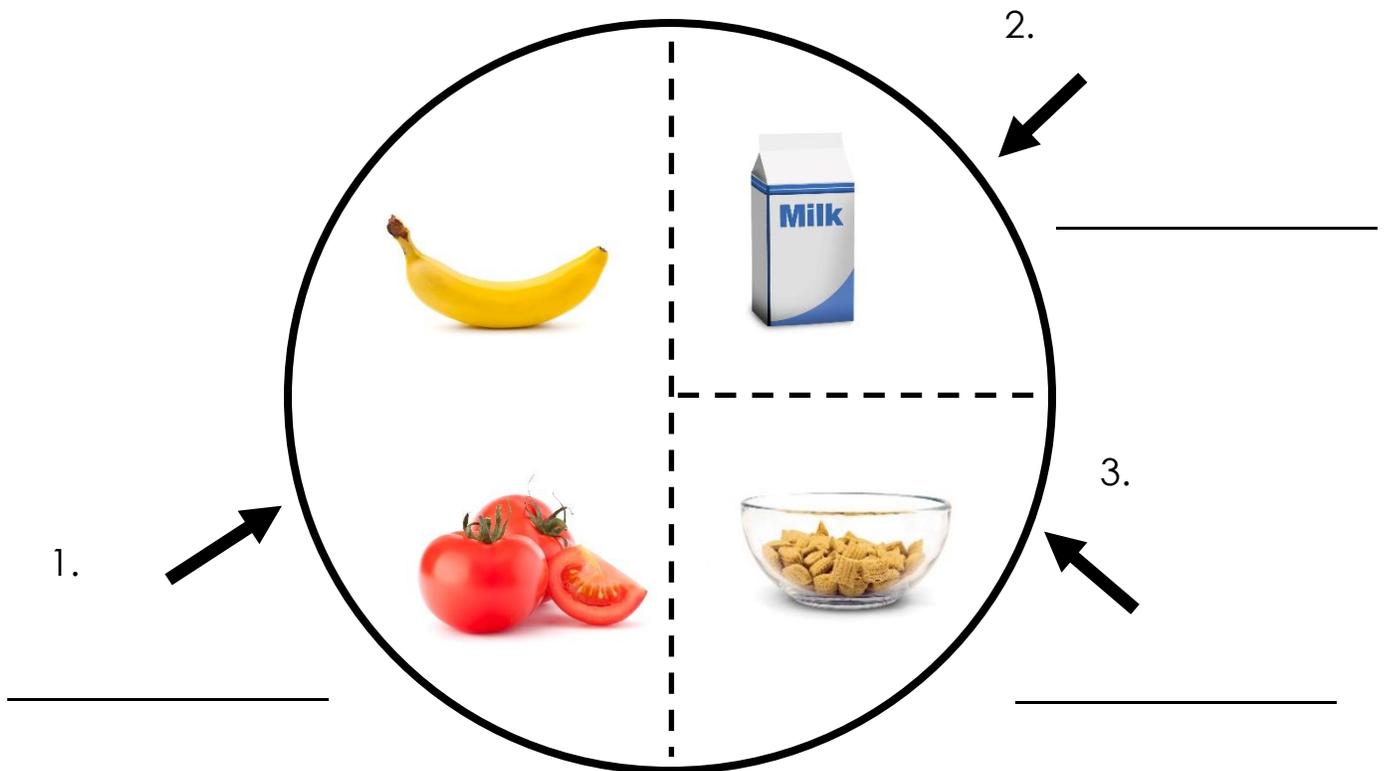
- Notice when you are hungry and when you are full
- Don’t eat quickly – take time to eat
- Cook more often
- Plan what you eat
- Enjoy your food
- Eat meals with others

Adapted from: <https://food-guide.canada.ca/en/healthy-eating-recommendations/>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What's the **main** purpose of this article?
  - a) To tell readers about new kinds of foods?
  - b) To warn readers of foods they never eat?
  - c) To give readers some tips on a healthy diet?

2. According to the reading, please label the Eat Well Plate (3 points):



3. What kind of food are good to eat plenty of?

- a) fruits and vegetables
- b) processed foods
- c) unhealthy fats
- d) sugary drinks

4. Why does this article say it is good to read food labels?

- a) To find out if the ingredients are high in salt?
- b) To find out if the ingredients are healthy?
- c) To find out if there are unhealthy fats in the ingredients?
- d) To find out how many calories are included?

5. Who can you eat your meals with?

- a) no one
- b) other animals
- c) other people

6. This article says to 'notice when you are hungry and when you are full.' What does 'notice' mean?

- a) Pay attention to observe when you are hungry or full?
- b) A warning about the danger of being too hungry or too full?
- c) To tell others or write a notice about when you are hungry or full?
- d) Don't eat when you are hungry?

7. If possible, it's good to eat your meals slowly TRUE FALSE

Pass: 7/9

Total: \_\_\_/9

with / without help

# Assessment 2 – CLB 3, Canada’s Food Guide

## **Part B**

### **Writing:** IV. Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your friend is coming to visit you tomorrow and you need to plan some healthy meals to share with them. Write a note to your friend describing your menu for the day to check if they will be ok with your meals. Make sure you include food from all 3 parts of the Eat Well Plate! Tell your friend what you will serve for breakfast, lunch, dinner and snacks.

Hi \_\_\_\_\_,

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See you tomorrow! Your friend,

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**Instructor's Feedback:** Canada's Food Guide - CLB 3, Assessment 2

**Writing:** IV. Sharing Information

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Yes	Not Yet
<b>Holistic:</b> Student can write a short description of a healthy menu (up to about 5 sentences)*		
<b>Analytic:</b>		
1. Used a few connected sentences		
2. Most words were spelled correctly		
3. Vocabulary was good (used 8-10 food items).		
4. Had mostly good capitalization and punctuation		
5. Has developing control of simple grammatical structures		
For next time please:		

\*Must be 'YES'    Pass: 4/5    Total: \_\_\_/5    with / without help

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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans