

Newcomer Nutrition Education Toolkit

# Canada's Food Guide

## Lesson Plans

CLB 4–5

2020

## Table of contents

Introduction .....	3
Instructor Notes .....	4
Core contents .....	4
Learning objectives .....	4
Background information .....	4
Materials you'll need .....	4
Vocabulary .....	5
Discover current knowledge .....	5
Warm-up activity .....	5
Activity 1 – 2 .....	6
Assessment 1 – 4 .....	6
Resources .....	8
Warm-up – Picture and Word Cards .....	9
Activity 1 – Discussion Questions .....	15
Activity 2 – Healthy Food Hunt .....	17
Assessment 1 – CLB 4, Canada's Food Guide, Reading: IV .....	18
Assessment 2 – CLB 4, Canada's Food Guide, Writing: IV .....	21
Assessment 3 – CLB 5, Canada's Food Guide, Reading: IV .....	24
Assessment 4 – CLB 5, Canada's Food Guide, Writing: IV .....	27
Appendix 1 – Canada's Food Guide – Overview of Healthy Eating Recommendations	30
Acknowledgements .....	32

# 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:

- Review the names of common foods
- Categorize foods into the parts of the [Eat Well Plate](#): vegetables and fruits, protein foods, and whole grains
- Examine and write about their own eating habits
- 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:** eating habits, changed, healthy, every day

**Warm-up:** Canada's Food Guide, Eat Well Plate, vegetables and fruits, whole grain foods, protein foods, rotate, take a turn, repeat, copy, review

**Activity 1:** together, discuss, share, benefit, typically, common, healthy choices, native, difficult, ideal

**Activity 2:** appendix, pattern, mostly, healthy fats, healthier, plant-based proteins, more often, examples

\* 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 drinks, 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 did you change your eating habits when you came to Canada?
  - Why do you think they changed?
  - What types of foods are healthy to eat every day?
  - Do you think Canadians eat healthy food? Explain.
  - What are some healthy foods that people eat in your home country?

## Warm-up activity

- Divide the class into 3 or 4 groups of three or four students.
- Put four pieces of flipchart paper on the wall labelled with part of the Eat Well Plate (vegetables and fruits can be two separate categories to make four groups, if needed)
- Give each group a marker and have them stand together at one part of the Eat Well plate to start.
- The groups have three or four minutes to work together to list as many foods in their part of the Eat Well Plate they can.
- All groups rotate to the next flipchart paper, read what is there and add more foods to the list.
- Have each group member take a turn writing and they cannot repeat any words that are already on the list.
- Encourage them not to worry about spelling, just work together to spell as well as they can.
- Go over the activity as a class, correcting spelling and any misplaced words.
- Learners can copy lists to review later.
- [Warm-up Word and Picture Cards](#) are two sets of food pictures (with and without words) that learners can sort together in small groups as a way of reviewing vocabulary.

## Activity 1 – Food Discussion

- Use the list of questions in [Activity 1](#) for small groups of learners to discuss healthy food. This can also be used as an independent writing activity
- The activity questions could be put on flipchart paper or the whiteboard and students could copy them to avoid handing out more paper. If the learners have strong language skills and enjoy dictation, this could be used as a dictation activity first and then the group discussion could follow.

## Activity 2 – Healthy Food Hunt

- Instructor can point out all the other detailed information found on [Appendix 1](#) which highlights main points from the Canada’s Food Guide website—answering any questions about vocabulary that learners have while they take a quick look.
- Learners read through this information independently to answer questions on [Activity 2](#).
- Correct with a partner.
- Learners can write answers on the whiteboard and discuss.
- If learners have access to a computer/tablet/smartphone with internet access, they can use the [Health Canada website](#) instead of Appendix 1 to answer the questions on the worksheet. Direct them to [www.food-guide.canada.ca/en/healthy-eating-recommendations/](http://www.food-guide.canada.ca/en/healthy-eating-recommendations/) where they can expand the different sections to read more detail on each topic. This task can help fulfill the “Comprehending Information” competency.

## Assessment 1 and 3 – Reading: Healthy Eating Recommendations

Reading: IV. Comprehending Information

- Handout appropriate assessment based on learner level; [Assessment 1 – CLB 4](#) or [Assessment 3 – CLB 5](#)
- Ask learners to read the paragraph and answer questions.
- 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 and 4 –Writing: Create a Menu

Writing: IV. Sharing Information

- Handout appropriate assessment based on learner level; [Assessment 2 – CLB 4](#) or [Assessment 4 – CLB 5](#)
- Ask learners to read the paragraph in 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 1

#### **Answer Key:**

1. Answers may include: getting a variety of nutrients, feeling full and satisfied, feeling energized, strong bones, and strong muscles.
2. Answers may vary. If needed, use [Canada's Food Guide snapshot](#) to help students compare. You can ask: do you have protein foods, whole grains, and fruits and vegetables at each meal?
3. Answers may vary based on their different countries and cultures.
4. Answers may vary based on their different countries and cultures. Healthy choices would be foods that fit within Canada's Food Guide, while foods high in sugar, salt, and saturated fat would be considered foods to limit.
5. Answers may vary based on their different countries and cultures.
6. Answers may vary based on preference.

### Activity 2

#### **Answer Key:**

1. Plant based foods which include vegetables and fruits, whole grain foods, and plant-based protein foods.
2. Choosing mostly healthy fats instead of saturated fats can help lower your risk of heart disease.
3. Fibre, vitamins, and minerals.
4. Answers may vary but types of foods include nuts, seeds, avocado, fatty fish, vegetable oils, and soft margarine.
5. Whole grains include the whole part of the grain while refined grains remove some parts of the grain which are good for you.
6. Plant-based proteins can provide more fibre and less saturated fats than other types of protein.
7. Answers may vary but types of food include beans, peas, lentils, nuts, seeds, soybeans or other soy products (like soy beverage and tofu).
8. Answers may vary but types of food include quinoa, brown or wild rice, oatmeal, and whole grain pastas, bread and oats.

### Assessment 1

#### **Answer Key:**

- 1) b
- 2) vegetables and fruits, protein foods, whole grain foods, water
- 3) answers may vary
- 4) a
- 5) answers may vary
- 6) b

### Assessment 3

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

- 1) c
- 2) answers may vary
- 3) c
- 4) a
- 5) b
- 6) answers may vary
- 7) answers may vary
- 8) answers may vary

## Resources

For more healthy eating resources visit:

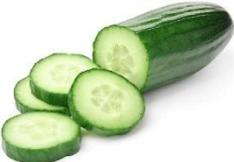
Alberta Health Services, Health Eating Starts Here: [www.healthyeatingstartshere.ca](http://www.healthyeatingstartshere.ca)

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/)

## 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



watermelon



noodles



lamb



pineapple

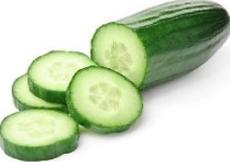


rice



dried  
beans

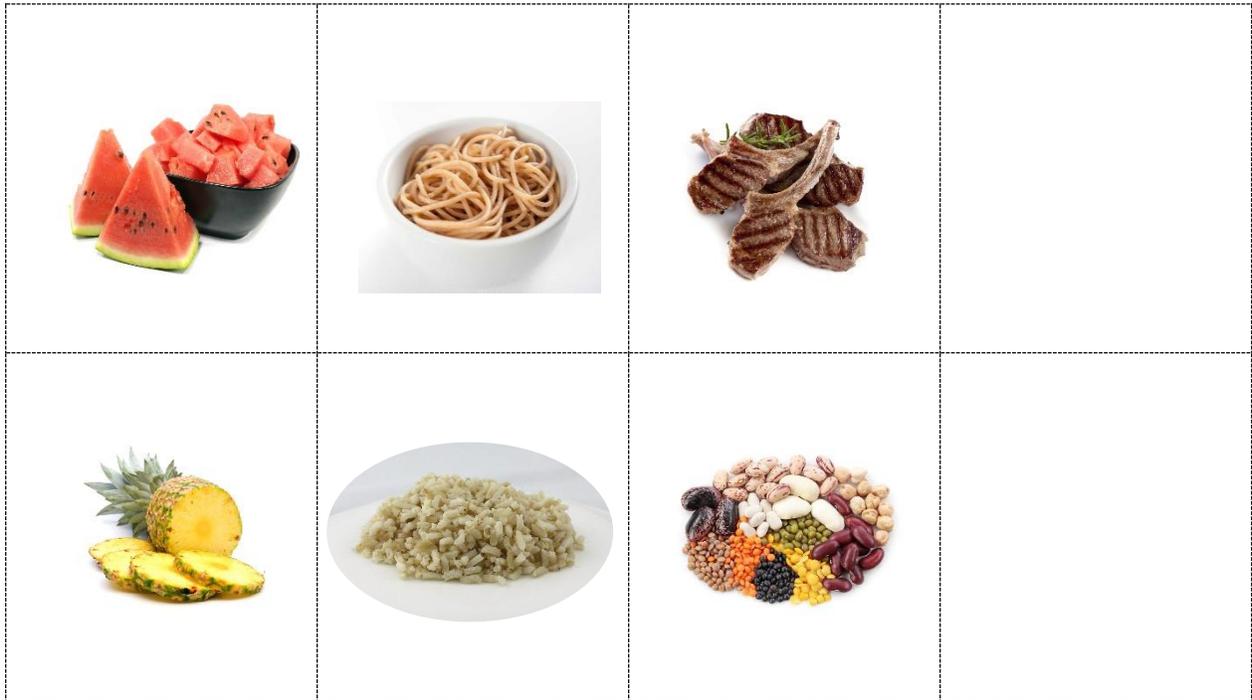


<b>vegetables and fruits</b>	<b>whole grain foods</b>	<b>protein foods</b>	
			
			
			

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## Activity 1 – Discussion Questions

**Task:** Work together in a small group to discuss the questions then write your answers in the space under each question. Be ready to share your answers with the whole class.

1. What benefits do we get from the different foods on our plates?

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2. Do your family's meals typically match Canada's Food Guide? Why or why not?

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3. Describe some of the common foods from your country/culture and how they fit into Canada's Food Guide.

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4. What foods were totally new for you when you arrived in Canada? Are they healthy choices?

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5. What foods or ingredients from your native country are difficult to find in Canada?

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6. What is your ideal meal?

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## Activity 2 – Healthy Food Hunt

**Task:** Use information from Canada's Food Guide (Appendix 1) to answer the questions below.

1. What kind of foods are found in healthy eating patterns?

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2. How can choosing mostly healthy fats help our health?

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3. What nutrients can be found in vegetables and fruits?

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4. What foods do you eat that have healthy fats in them?

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5. Why are whole grain foods healthier than refined grains?

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6. Why is it good to eat plant-based proteins more often?

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7. What are some examples of plant-based protein foods that you eat?

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8. What are some whole grain foods that you eat?

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# Assessment 1 – CLB 4, Canada’s Food Guide

**Reading:** IV. Comprehending Information

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

**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:

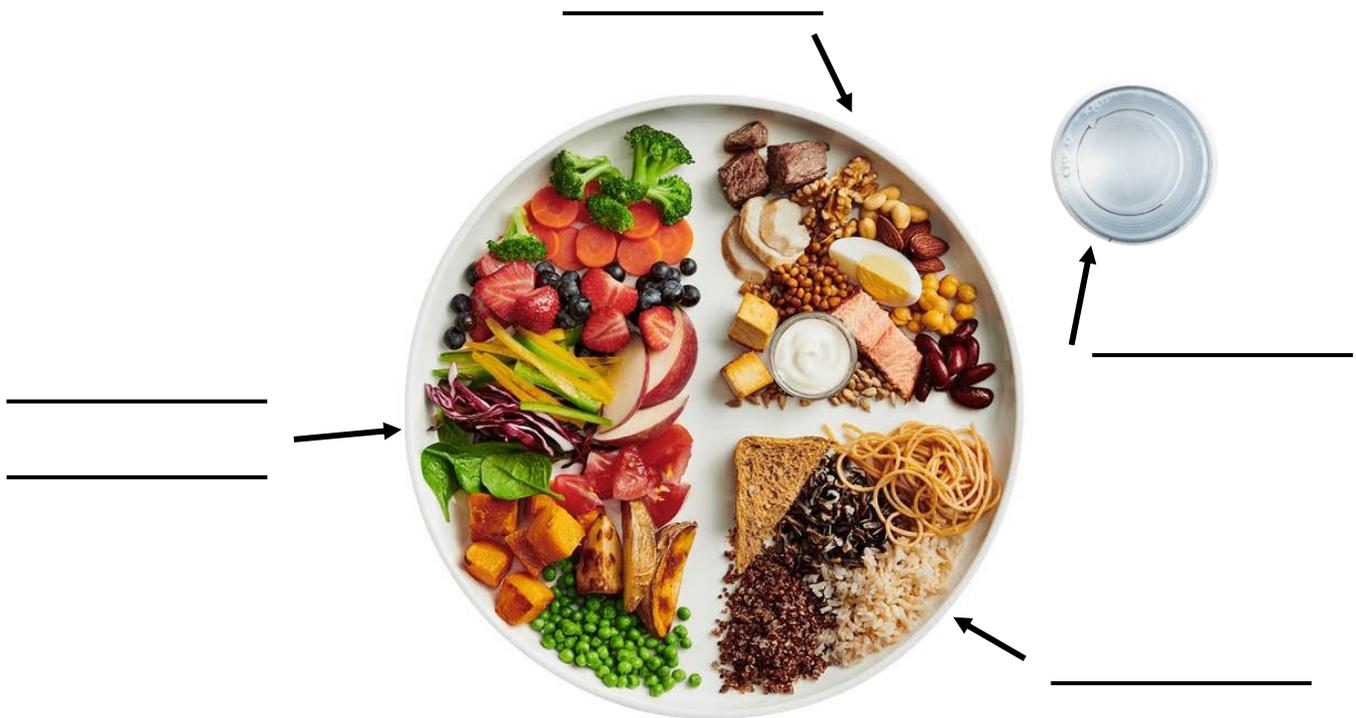
- Notice when you are hungry and when you are full
- Don’t eat quickly – take time to eat
- Cook more often: this is a great way to save money and rely less on highly-processed food
- Plan what you eat: save time on grocery shopping and reduce food waste
- Enjoy your food: try and taste new foods and experience food from other cultures as well
- Eat meals with others: share, connect, and enjoy quality time with loved ones

Be aware that food marketing can influence your choices. Food marketing is advertising that promotes the sale of certain food products. Besides TV commercials or in magazines, newer forms of marketing include promotion on social media. This can make it hard to know when you are being advertised to. Many foods that are marketed are high in sodium, sugars or saturated fats. Be aware of marketing and stick to your grocery list, read labels, and avoid impulse buys.

Adapted from: [www.food-guide.canada.ca/en/healthy-eating-recommendations/](http://www.food-guide.canada.ca/en/healthy-eating-recommendations/) and [www.food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/](http://www.food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/)

1. What's the main purpose of the **first** paragraph? (1 point)
  - a) to tell readers about how and what to eat in Canada
  - b) to give an overview of the Eat Well Plate
  - c) to give readers some tips on healthy eating

2. According to the reading, please label the Eat Well Plate (4 points):



3. Why do you think healthy eating also includes where, when, why and how you eat? (2 points)

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4. This article says to 'notice when you are hungry and when you are full.' What does 'notice' mean? (1 point)

- a) pay attention to 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

5. Do you think that all food advertising is bad? Why or why not? (2 points)

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6. Why does advertising make it difficult for us to make good food choices? (1 point)

- a) because the information they give is not the same as Canada's Food Guide
- b) because the information they give is often changing
- c) because the message they give is high in sugar

Pass: 8/11

Total: \_\_\_/11

with / without help

# Assessment 2 – CLB 4, Canada’s Food Guide

**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 (5-7 sentences) to your friend describing your menu for the day to check if they will be ok with your meals. Think about what you've learned from Canada's Food Guide and explain why you've made the choices you did for your meal plan.

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

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See you tomorrow! Your friend,

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**Instructor's Feedback:** Canada's Food Guide – CLB 4, Assessment 2

**Writing:** IV. Sharing Information

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

	Yes	Not Yet
<b>Holistic:</b> Student can write a description and their rationale for a menu (about a paragraph)*		
<b>Analytic:</b>		
1. Uses basic paragraph structure		
2. Gives main ideas and support or explanation		
3. Almost all words are spelled correctly		
4. Vocabulary is good (uses good food items)		
5. Has good capitalization and punctuation		
6. Has good control of simple grammatical structures and some coordinated clauses		
7. Proper use of future tense		
For next time please:		

\*Must be 'YES'    Pass: 5/7    Total: \_\_\_/7    with / without help

## Assessment 3 – CLB 5, Canada’s Food Guide

**Reading:** IV. Comprehending Information

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

### 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 saturated 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. First, try to cook more often - this is a great way to save money and rely less on highly-processed food. Also, plan out what you eat. Use recipes with overlapping ingredients to reduce food waste. This saves time on grocery shopping and gets meals on the table with less stress. Third, take the time to enjoy your food. Eat at a leisurely pace, try and taste new foods, and enjoy foods from other cultures as well. Finally, there are many benefits to eating meals with others. You can share, connect, and enjoy quality time together with your family, or get to know a co-worker or friend better. As a parent, it’s also important to be a role-model and demonstrate healthy eating habits to your children.

Be aware that food marketing can influence your choices. Food marketing is advertising that promotes the sale of certain food products. This can make it hard to make healthy food choices because the advertising messages are often changing. Besides TV commercials or magazine advertisements, newer forms of marketing include promotion on social media. This can make it hard to know when you are being advertised to. Many of the foods that are marketed are high in sodium, sugars, or saturated fats. Be aware of marketing and try to stick to your grocery list, read labels, and avoid impulse buys.

Adapted from: [www.food-guide.canada.ca/en/healthy-eating-recommendations/](http://www.food-guide.canada.ca/en/healthy-eating-recommendations/) and [www.food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/](http://www.food-guide.canada.ca/en/healthy-eating-recommendations/marketing-can-influence-your-food-choices/)

1. What's the **main** purpose of this article? (1 point)
  - a) to tell readers about how and what to eat in Canada
  - b) to warn readers of foods they never eat
  - c) to give readers some tips on a healthy eating
  
2. How can ideas from the **second** paragraph help you choose foods that have little or no added sodium, sugar, or saturated fats? (2 points)  

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3. What 'saves time on grocery shopping and gets meals on the table with less stress? (1 point)
  - a) using recipes with overlapping ingredients
  - b) cooking at home more often rather than eating out
  - c) planning your meals ahead of time
  - d) using Superstore's *Click and Collect*
  
4. What does it mean to 'eat at a leisurely pace'? (1 point)
  - a) to take time to eat and enjoy your food
  - b) to eat at a fast pace
  - c) to always eat your favorite foods
  - d) to eat at a pace similar to the other guests

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5. This article says, "Be aware of marketing and try to stick to your grocery list, read labels, and avoid impulse buys." What does 'impulse' mean? (1 point)

- a) unhealthy
- b) doing something quickly without thinking about it
- c) taking your time to make a decision
- d) a heartbeat

6. Give an example of how advertising could have a message that goes against some of the healthy eating messages in the **first** or **second** paragraph. (2 points)

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7. Do you think that all food advertising is bad? Why or why not? (2 points)

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8. What do you think are ways that parents can be a good role-model and show their children healthy eating habits? (2 points)?

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Pass: 10/12

Total: \_\_\_/12

with / without help

## Assessment 4 – CLB 5, Canada’s Food Guide

**Writing:** IV. Sharing Information

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

**Part A:** At your workplace, you've been asked to create some meal plans according to Canada's Food Guide for the children at the daycare. Plan out three dinners from all the 3 food parts of the Eat Well Plate. Create one meal using plant-based protein.

Dinner 1:

Dinner 2:

Dinner 3:



**Instructor's Feedback:** Canada's Food Guide – CLB 5, Assessment 4

**Writing:** IV. Sharing Information

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

	Yes	Not Yet
<b>Holistic:</b> Student can write an adequate meal plan and their rationale for it (about a paragraph)*		
<b>Analytic:</b>		
1. Addresses the purpose of the task		
2. Gives main ideas with support, explanation, and rationale		
3. Uses appropriate connective words		
3. Vocabulary is appropriate and level-appropriate		
4. Spelling is good		
5. Has good capitalization and punctuation		
6. Demonstrates good control of simple grammatical structures and some complex structures		
7. Provides introduction, development, and conclusion in an adequate paragraph structure		
For next time please:		

\*Must be 'YES' Pass: 5/7 Total: \_\_\_/7 with / without help

# Appendix 1

## Canada's Food Guide – Overview of Healthy Eating Recommendations

### **Benefits of healthy eating patterns**

Making healthy food choices can help you develop a healthy eating pattern. A healthy eating pattern helps you improve your overall health. Many of the well-studied healthy eating patterns include mostly plant-based foods.

Plant-based foods can include:

- vegetables and fruits
- whole grain foods
- plant-based protein foods

### **Vegetables and fruits are good for you**

Eating a variety of vegetables and fruits may lower your risk of heart disease.

Vegetables and fruits have important nutrients such as fibre, vitamins, and minerals.

Include plenty of vegetables and fruits in your meals and snacks. Try making half of your plate vegetables and fruits.

Fruit juice and fruit juice concentrates are high in sugars. Replace juice with water. Choose whole or cut vegetables and fruits instead of juice.

### **Whole grain foods are good for you**

Whole grain foods are a healthier choice than refined grains because whole grain foods include all parts of the grain. Refined grains have some parts of the grain removed during processing.

Enjoy a variety of whole grain foods such as:

- quinoa
- whole grain pasta
- whole grain bread
- whole oats or oatmeal
- whole grain brown or wild rice

## Protein foods are good for you

Choose protein foods that come from plants more often. Plant-based protein foods can provide more fibre and less saturated fat than other types of protein foods.

Try to eat protein foods such as:

### Plant Based Proteins

- beans, peas and lentils
- nuts and seeds
- fortified soy beverages, tofu, soybeans and other soy products

### Animal Based Proteins

- fish and shellfish eggs
- lower fat dairy products
- lean meats and poultry

## Benefits of choosing foods with healthy fats

Choosing foods that contain mostly healthy fats instead of foods that contain mostly saturated fat can help lower your risk of heart disease. The type of fat you eat over time is more important for health than the total amount of fat you eat.

These foods contain healthy fats:

- nuts
- seeds
- avocado
- fatty fish
- vegetable oils
- soft margarine

These foods contain saturated fat:

- fatty meats
- high fat dairy products
- some highly processed foods
- some tropical oils such as palm oil and coconut oil

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Language Learning for Health

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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans