

Canada's Food Guide Lesson Plans

Foundation L and CLB 1

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

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](#)
- Large pictures of common foods in Canada and from other countries
- Pens or pencils
- White board or flip chart
- Markers

Vocabulary

Prior Knowledge: like, favourite, today, different, healthy, drinks

Warm-up: fit, whole grain, protein, fruit, vegetable

Activity 1: match, draw, line, circle, word, picture, same, correct

Activity 2: your turn, Canada's Food Guide, Eat Well Plate, vegetables and fruits, protein foods, whole grain foods, like, write

* 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:

- 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 foods did you eat today? What new foods did you eat when you first arrived in Canada?
- Use open-ended questions to talk about foods in general that are healthy and foods that are unhealthy. For example:
 - How is food different in Canada?
 - What new foods have you eaten in Canada?
 - What foods are healthy for us? What foods are not healthy? Why?
 - What do you drink every day? Which drinks are healthy?
- Use flip chart paper to write new words that learners may want to copy and use for review.

Warm-up activity

- Talk together as a class using the large food pictures (pick foods that are vegetables and fruits, whole grains and protein foods; pick foods that would be common in various different countries). Talk about the names of the foods and what part of the Eat Well Plate they belong to.
- Draw the Eat Well Plate on the white board to refer to each part of the Eat Well Plate during the discussion.
- Some sample questions could include:
 - Do you have this food in your country?
 - What is the name in English?
 - Do you eat/like this food?
 - Where does it fit on the Eat Well Plate?

- Cut up and hand out the pictures from [Warm-up Picture Cards](#) (there is one set with words underneath the food and one set without) 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?
 - Who has a picture of a vegetable?
- 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's a whole grain food?

Activity 1 – Matching Food Pictures and Words

- Use Activity 1 [Worksheet 1](#), [Worksheet 2](#), or [Worksheet 3](#), (depending on the language level) to review vocabulary.
- Learners match, circle or write the correct word beside the pictures.

Activity 2 – Talking About Food

- Copy the questions from [Activity 2 Worksheet 1](#) onto the white board or flip chart paper.
- Instructor reads aloud and asks individual learners questions to check comprehension.
- Learners can read together as a group, and a different learner answers each time.
- All learners can take turns asking the person on their right or left and go around the room, if the size of the group permits.
- Optional: Using class name cards, learners pick a name and ask a question of the person whose name they chose. The person who answers picks the next name to ask another question.
- Questions can be asked out of sequence and learners can pick a number and name to vary the order and keep people interested.
- Learners can use a copy of the worksheet to practice with a partner.
- As a review, the questions can be written onto strips of paper to hand out to practice again in small groups.
- Learners can use [Activity 2, Worksheet 2](#) to write their answers

Assessment 1 and 3 – Reading: Food Match

Reading: IV. Comprehending Information

- Handout appropriate assessment based on learner level; [Assessment 1 – Foundation L](#) or [Assessment 3 – CLB 1](#)
- Ask learners to cut out the cards with food pictures and words on them. Have them match the word card with the appropriate food picture.
- 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 – Reading/Writing: Eat Well Plate

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

Handout appropriate assessment based on learner level; [Assessment 2 – Foundation L](#) or [Assessment 4 – CLB 1](#)

- Learners review [Canada’s Food Guide](#) as a group
- Learners answer the questions alone as an assessment
- See marking information at the bottom of the page. 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.

Resources

For more healthy eating resources visit:

Alberta Health Services, Health Eating Starts Here: www.healthyeatingstartshere.ca

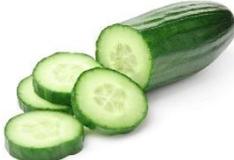
Dietitians of Canada: www.unlockfood.ca

Canada’s Food Guide, translated into many languages. Available to download or order at: www.food-guide.canada.ca/en/food-guide-snapshot/

Healthy eating resources: www.food-guide-canada.ca/healthy-eating-resources

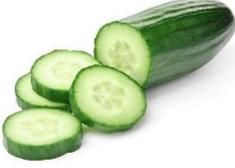
Warm-up – Picture and Word Cards



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

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



vegetables and fruits	whole grain foods	protein foods	
			
			
			

Newcomer Nutrition Education Toolkit

Activity 1, Worksheet 1 – Matching Food Pictures and Words

Task: Draw a line to match the word and the picture.

1. apple



2. bread



3. chicken



4. milk



5. cheese



6. banana



Activity 1, Worksheet 1 (continued)

Task: Draw a line to match the word and the picture.

1. tomatoes



2. potatoes



3. rice



4. carrots



5. eggs



6. nuts



Activity 1, Worksheet 2 – Matching Food Pictures and Words

Task: Look at the picture. Read the word. Circle the word that is the same.

1.		eggs	eggs	bread	milk
2.		banana	rice	bread	banana
3.		tomatoes	eggs	tomatoes	milk
4.		bread	banana	eggs	bread
5.		rice	banana	rice	tomatoes
6.		milk	milk	tomatoes	rice

Activity 1, Worksheet 3 – Matching Food Pictures and Words

Task: Circle the correct word beside each picture.

1.



banana

apple

potato

2.



apple

chicken

bread

3.



rice

eggs

milk

4.



carrots

apple

potatoes

5.



apple

rice

eggs

6.



potatoes

tomatoes

milk

Activity 2, Worksheet 1 – Talking About Food

Task: Read the question. Answer the question when it is your turn.

1. What fruits do you like?



2. What vegetables do you like?



3. What whole grains do you like?



4. What protein foods do you like?



Activity 2, Worksheet 2 – Talking About Food

Task: Write your answers to each question

1. What fruits do you like?

I like _____ and _____.

2. What vegetables do you like?

I like _____ and _____.

3. What whole grains do you like?

I like _____.

4. What protein foods do you like?

I like _____.

Assessment 1: FL, Canada's Food Guide

Reading: IV. Comprehending Information

Task: cut out the following food cards and have learners match the word with the picture.



carrots



milk



potatoes



Instructor's Feedback: Canada's Food Guide – FL, Assessment 1

Reading: IV. Comprehending Information

Name: _____

Date: _____

Correctly matched words to pictures.

1 point per correct match

Pass: 3/3

Total: ___/3

with / without help

Assessment 2: FL, Canada's Food Guide

Writing: II. Reproducing Information

Name: _____

Date: _____

Task: Instruct learners to copy the words for each food on the Eat Well Plate in Canada's Food Guide.

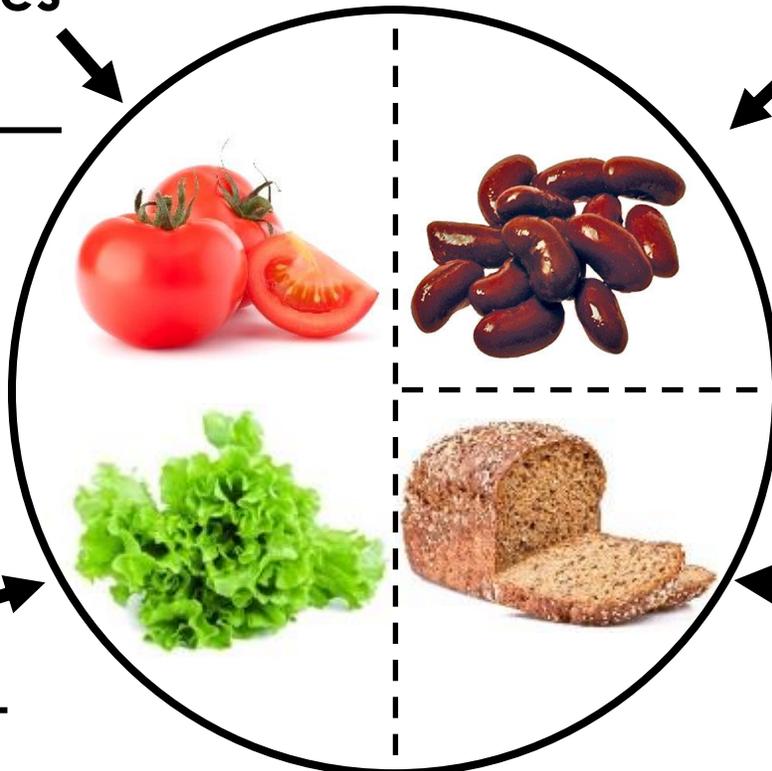
tomatoes

beans

beans

lettuce

bread



Instructor's Feedback: Canada's Food Guide – FL, Assessment 2

Writing: IV. Sharing Information

Name: _____ Date: _____

	Yes 	Not Yet 
Holistic: Copies words legibly*		
Analytic:		
Copies all 3 words		
Writes on the lines		
Good lowercase letters		
For next time:		

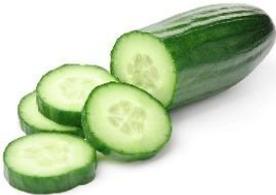
*Must be 'YES' Pass: 3/3 Total: ___/3 with / without help

Assessment 3: CLB 1, Canada's Food Guide

Reading: IV. Comprehending Information

Task: cut out the following food cards and have learners match the word with the picture.



soy beverage	
COUSCOUS	
cooked pasta	
cucumber	

shellfish



cottage cheese



flat bread



orange



chicken



Instructor's Feedback: Canada's Food Guide – CLB 1, Assessment 3
Reading: IV. Comprehending Information

Name: _____ Date: _____

Correctly matched words to pictures.

1 point per correct match

Pass: 7/9

Total: ___/9

with / without help

Assessment 4 – CLB 1, Canada’s Food Guide

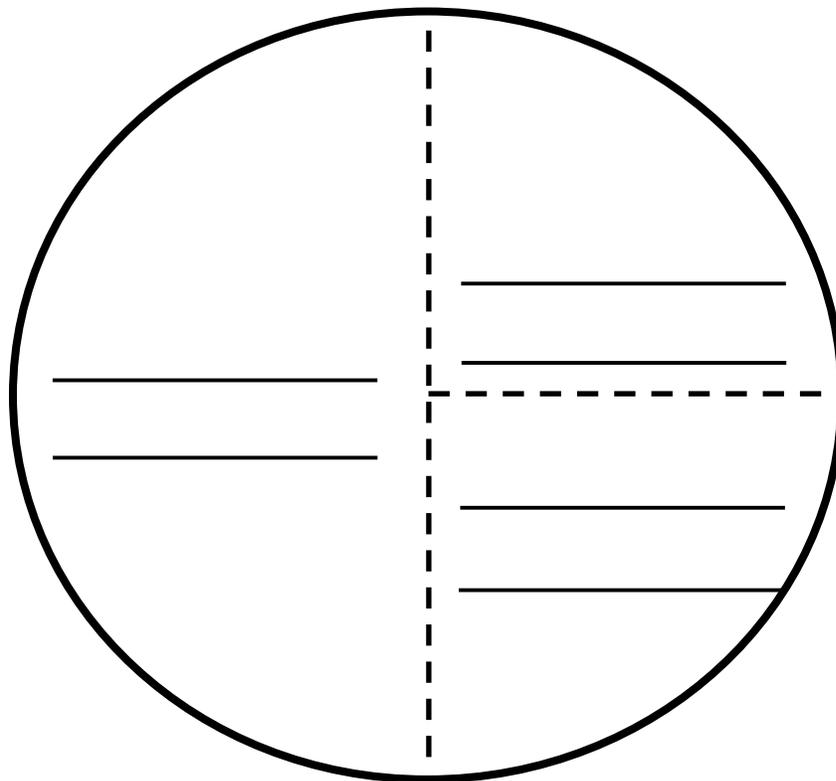
Reading: IV. Comprehending Information

Writing: II. Reproducing Information

Name: _____ Date: _____

Use Canada’s Food Guide to answer the questions:

1. Write the names of the 3 parts of the Eat Well Plate.



2. Using the word bank, write 2 food words under each part of the Eat Well Plate.

Word Bank

banana	carrot	bread
rice	cheese	chicken

Vegetables and fruits	Whole grain foods	Protein foods

Instructor's Feedback: Canada's Food Guide – CLB 1, Assessment 2
Reading: IV. Comprehending Information

Name: _____ Date: _____

1: Labeled the 3 parts of the Eat Well Plate correctly. (1 point per section) ____/3

2: Added words under correct heading. (1 point per word) ____/6

Pass: 7/9

Total: ___/9

with / without help

Instructor's Feedback: Canada's Food Guide – CLB 1, Assessment 2
Writing: II. Reproducing Information

Name: _____ Date: _____

	Yes 	Not Yet 
Holistic: Student can copy words legibly onto the Eat Well Plate in Canada's Food Guide*		
Analytic:		
Copies all words		
Writes on the line		
Forms uppercase letters well		
Forms lowercase letters well		
For next time please:		

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

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