

Healthy Eating

Canada's Food Guide - Introduction: Level 1

ELSA Level: Level 1
Activity: Categorizing Food
Time: 30 minutes
Materials: A set of downloadable food illustration and word cards

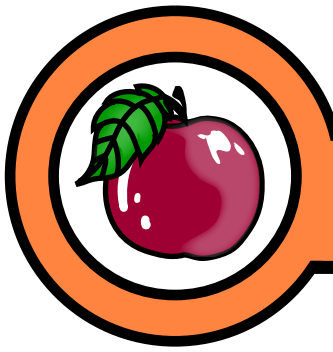
Learning Outcomes:

Learners will be able to:

- Identify familiar, and some less familiar, food
- Identify the different food groups in the Food Guide

Suggested Approach:

- Using the set of food cards from the warm-up talk line activity, instructor can review the names of the food, elicit when learners eat these types of food (for breakfast? lunch? dinner?), or how they prepare these types of food – (this can be for higher levels: refer to the Oxford Picture Dictionary for food preparation vocabulary: cook/boil/fry etc.) See Page 22.
- Instructor can then guide learners to begin to categorize the foods in their groups: Hold up the apple picture – What is it? What kind of food is it? (fruit). Hold up the carrot picture. What is it? What kind of food is it? (vegetable) Write the category "vegetables and fruit" on the board and attach the pictures under this category.
- Continue to elicit the other food group categories: Grains (likely a new word so instructor can bring in some examples of oats, bulgur, cereal etc.); Milk products; Meat and alternatives- again examples of beans, lentils etc. will be helpful).
- Once all the food groups have been elicited, have learners complete the categorization of the cards into food groups.
- As an extension, other food could be added to the categories. (Instructor can either use additional food cards from his/her own resource library, or have learners cut pictures of food out of flyers and add them to the appropriate category).



Healthy Eating

Canada's Food Guide - Introduction: Literacy

ELSA Level:	Literacy
Activity:	Categorizing Food
Time:	30 minutes
Materials:	Set of downloadable food illustration and word cards (first 15 items only) Downloadable worksheets 1A and 1B

Learning Outcomes:

Learners will be able to:

- Identify, read and spell familiar foods
- Identify the different food groups in the food guide

Suggested Approach:

- Literacy instructors may want to introduce the 15 words in two days: on the first day, enlarge the first 8 picture cards to 8.5 x 11 and put them on the board, naming the items orally as you go. Learners can then move from oral practise of the first 8 food items, to the spelling of these words. (Instructors can have learners guess the first/last letters of each picture card as a start to the spelling exercise)
- With learners having guessed the first/last letters, continue as a class with writing the words beside the pictures, or matching enlarged word cards to the correct picture. These large pictures and matching vocabulary can be kept on the wall throughout the module (having them printed out in colour might be a small investment your school could consider).
- Learners can then practice reading and copying the vocabulary using Worksheet 1A.
- The second day could start with a review of the first 8 words, and an introduction of the final 7 words followed by worksheet 1B.
- Prior to introducing food groups, instructors may want to spend some time making sure learners have a concrete grasp of the word "group". Make physical groups of "men" "women" "students" "teachers" "things that are red" etc. before moving on to categorizing the food cards.