

Healthy Eating



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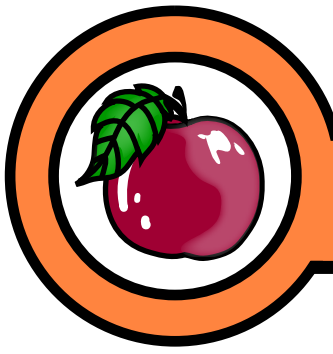
Vocabulary List of Food Illustrations

The following list was chosen to closely match the food actually shown in Canada's Food Guide and to give instructors illustrations of some food vocabulary that often are not covered by conventional food cards (tofu; soya drink; flour; bagel; flat breads etc.) Instructors are encouraged to limit the vocabulary presented to their learners as is appropriate.

Fruit/Vegetables	Grains	Milk etc.	Meat etc.
Banana	Flat Bread	Cheese	Beef
Apple	Bread (loaf)	Milk	Hamburger
Berries	(tortillas etc.)	Yogurt	Chicken
Cherry	Bagel	Soya drink	Beans/
Grapes	Cereal		Lentils
Lemon	Rice		Eggs
Melon	Noodles		Fish
Orange	Flour		Seafood
Peach			Tofu
	<u>Other (fats etc.)</u>		
Avocado	Donut		
Beets	Cake		
Broccoli	Cookies		
Corn	Ice cream		
Cucumber	Potato chips		
Eggplant	French fries		
Lettuce			
Tomato			
Peppers			
Potato			

Literacy instructors are encouraged to use a very limited list of food items so as not to overwhelm learners. The literacy worksheets are limited to using the following 15 items commonly seen in Canadian grocery stores. You may choose to truncate or alter this list further depending on the level of your literacy learners:

Fruit	Vegetables	Meat	Grains	Dairy
apple	broccoli	beef	bread	milk
cherry	carrot	chicken	rice	cheese
banana	lettuce		noodles	
peach	potato			



Healthy Eating

Warm-up Talk Line

ELSA Level: Literacy and Level 1
Activity: Listening and Speaking warm-up activity
Time: 30 minutes
Materials: A set of downloadable food illustration and word cards

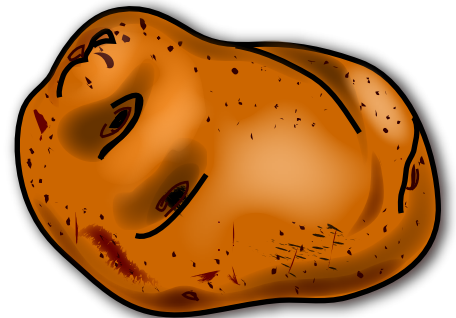
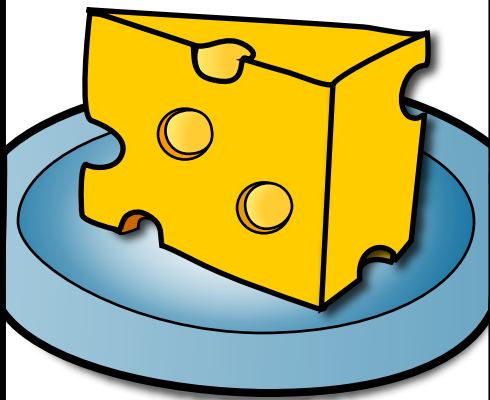
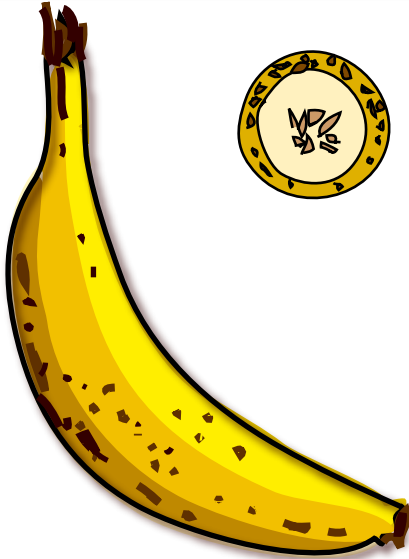
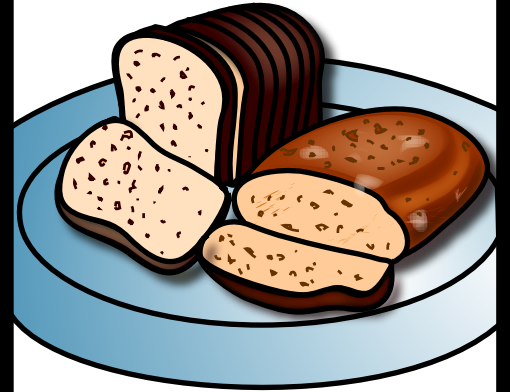
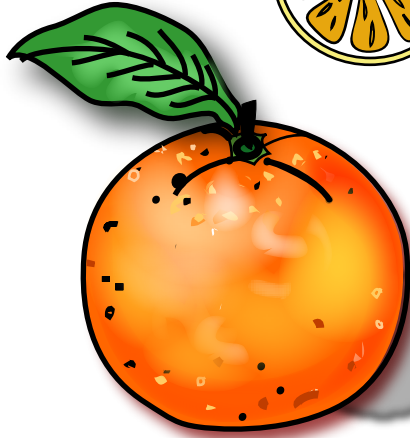
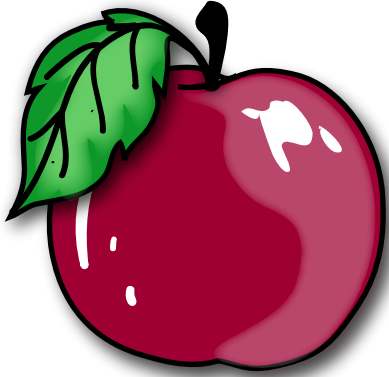
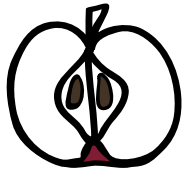
Learning Outcomes:

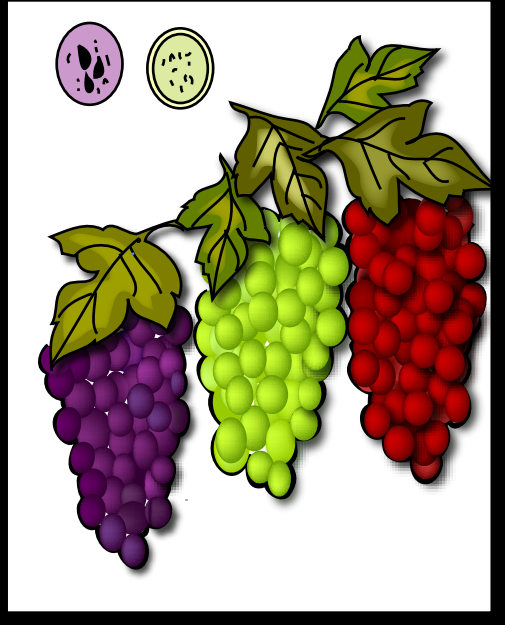
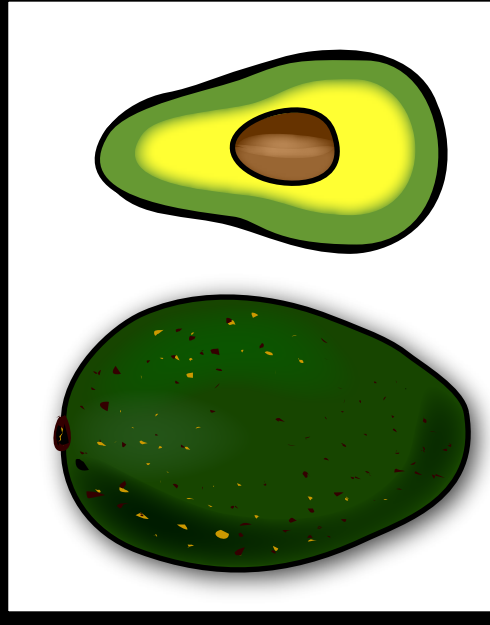
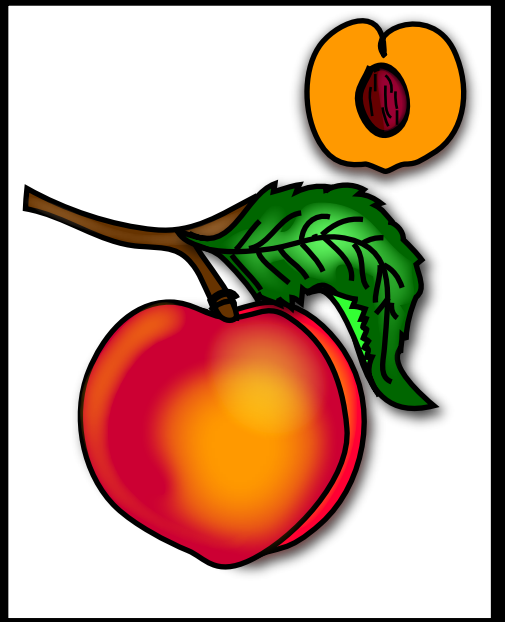
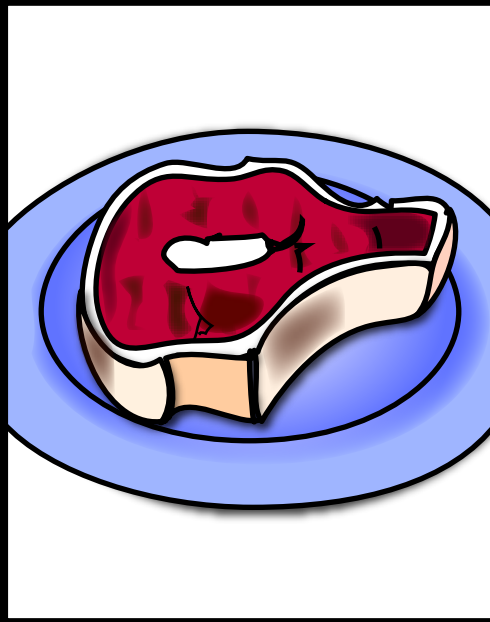
Learners will be able to:

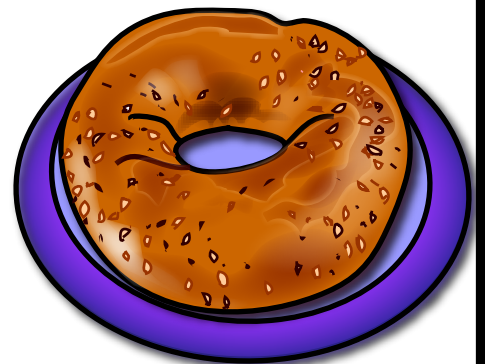
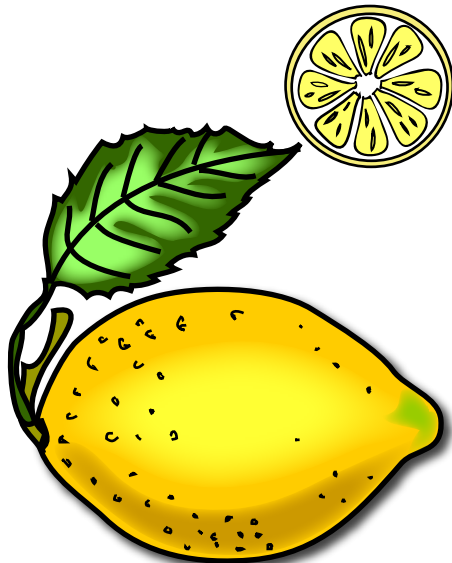
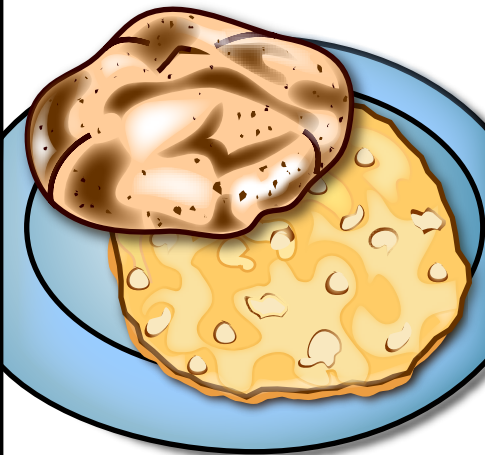
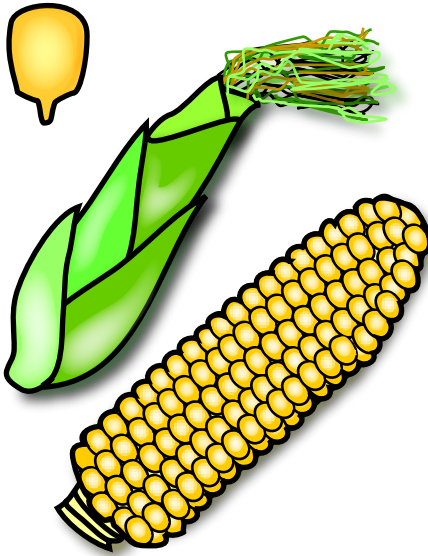
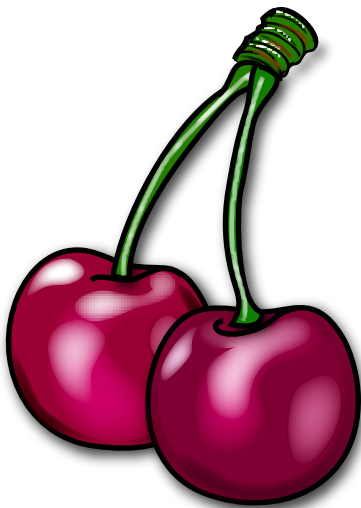
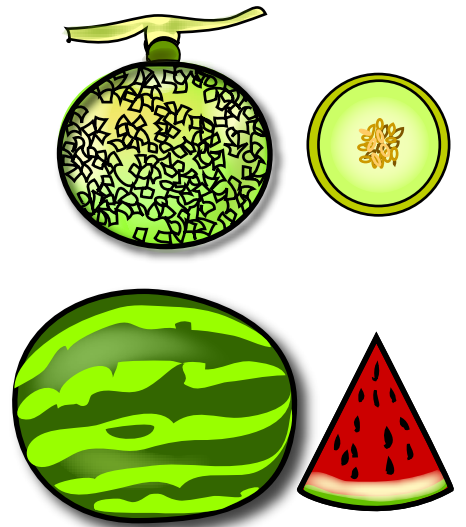
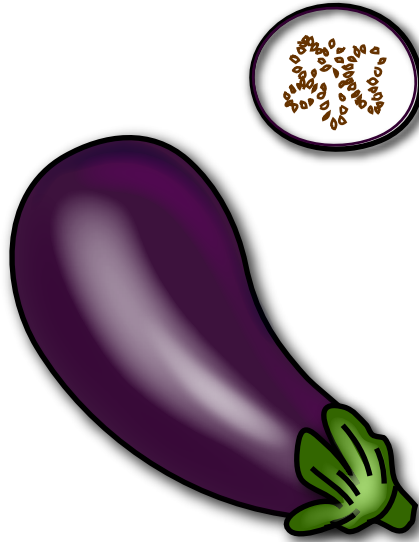
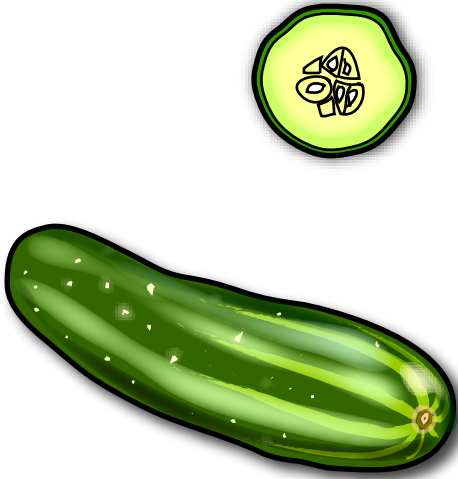
- Express personal food likes and dislikes (express preferences)
- Express food preparation habits

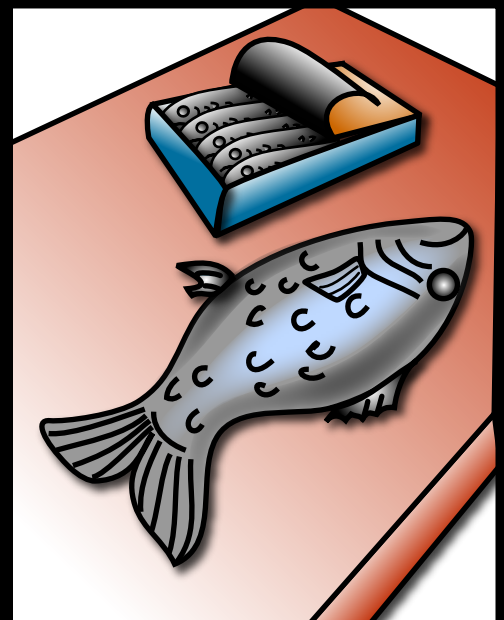
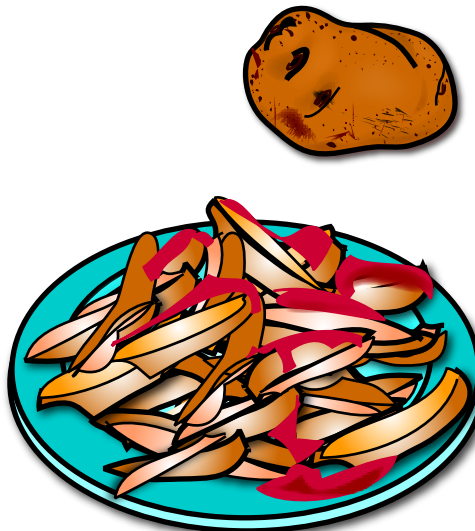
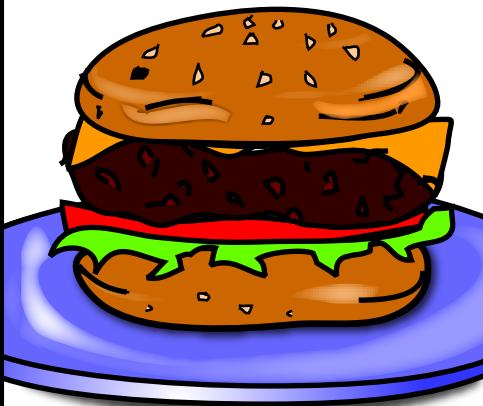
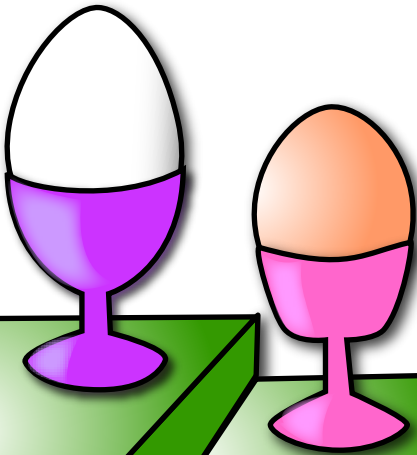
Suggested Approach:

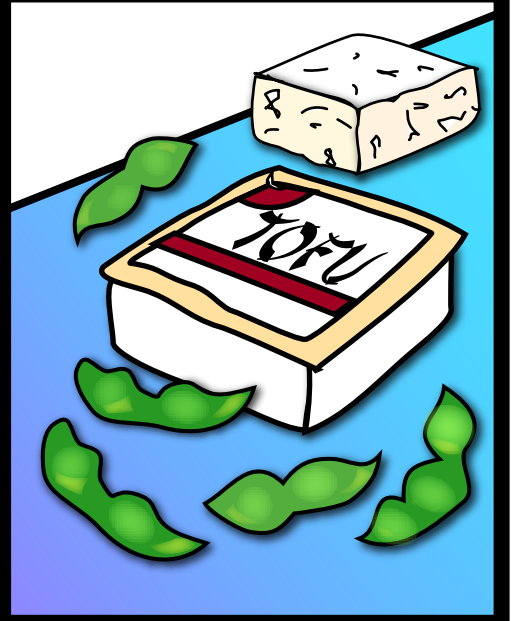
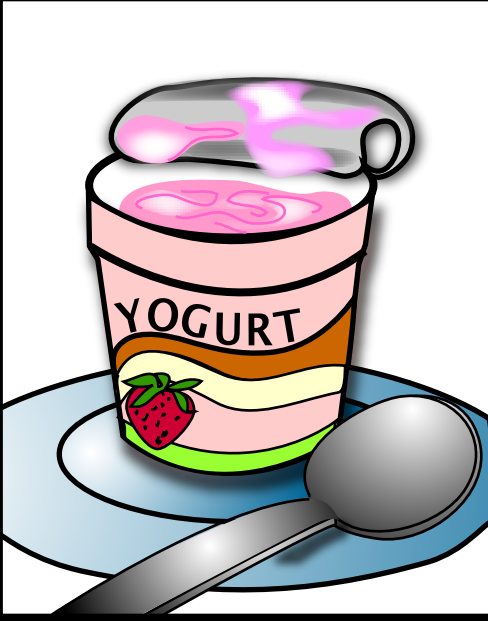
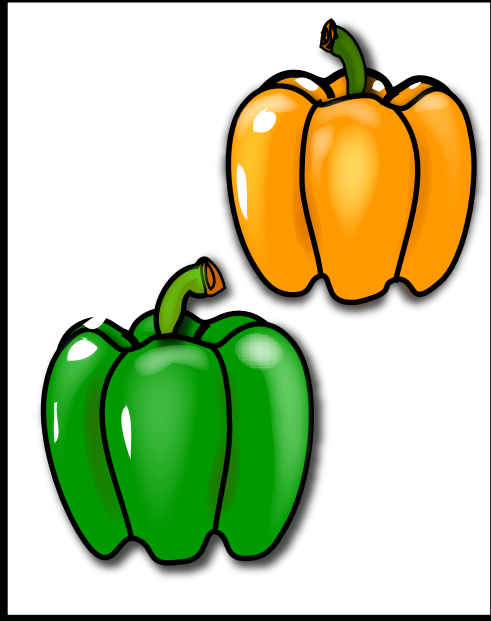
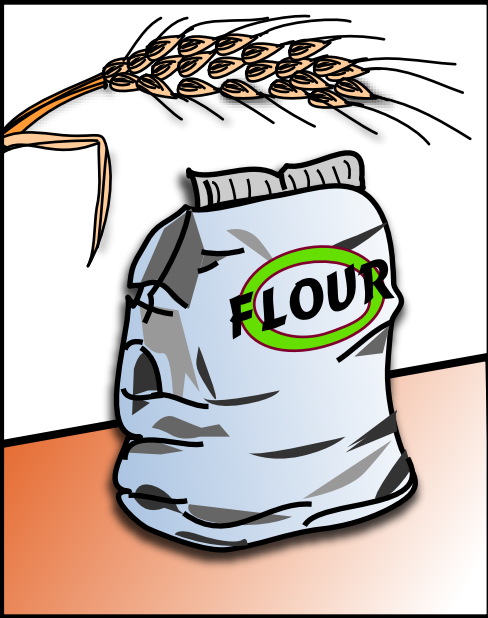
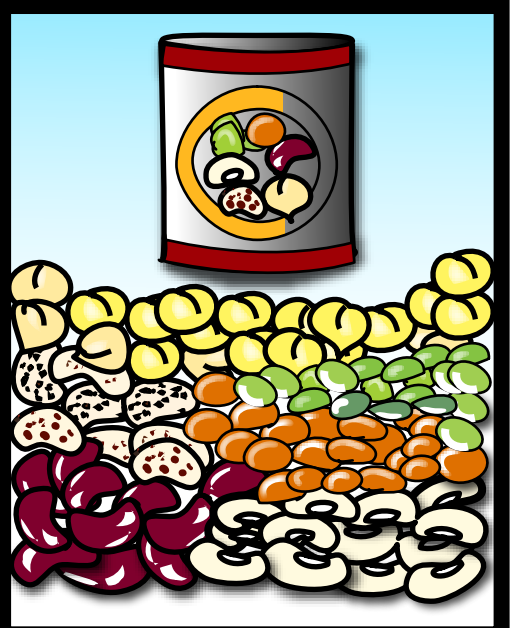
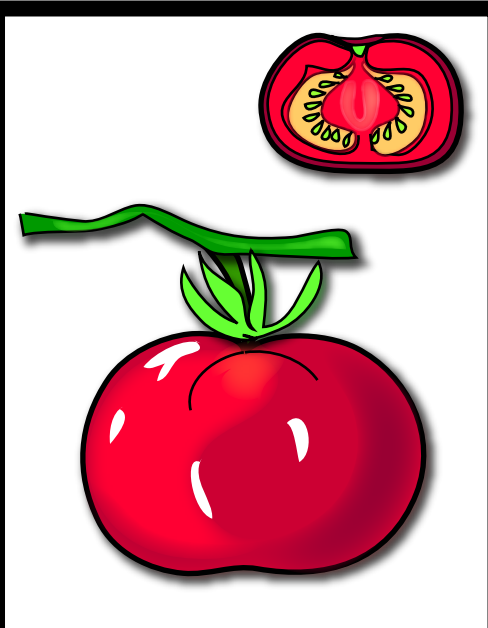
- Prior to doing this talk line, instructors may have learners simply match the pictures with the words first to familiarize learners with the vocabulary.
- Instructors can choose as many cards (from the set of 45) as is appropriate for the abilities of the class. Learners stand facing each other in two parallel lines. In one line, each learner holds a different card with a common food item on it. The learner opposite asks questions about the card: What is it? Do you like it? When do you eat it? Do you cook it? etc. After a minute or two, the line without the cards shifts and asks the next learner about the food on the card.
- Extension activities may include using these cards for a game of “Concentration” or “Fish”. Use only the number of vocabulary cards appropriate for the vocabulary level of the class, but make two copies of each (on card stock if possible) so the deck has pairs.
- Literacy learners can try a simplified version of this activity with a very short list of target vocabulary items (15 food items from 5 food groups as suggested on the previous page) after the instructor has spent some time familiarizing learners with these items.











banana

orange

rice

peach

beef

broccoli

carrot

lettuce

milk

potato

cheese

bread

chicken

apple

noodles

cereal

melon

lemon

beets

yogurt

cake

eggplant

**french
fries**

**ice
cream**

donut

cookies

**potato
chips**

fish

corn

tofu

bagel

peppers

grapes

cherry

hamburger

avocado

beans

seafood

flour

cucumber

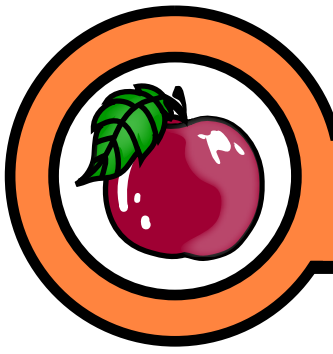
tomato

berry

eggs

**flat
bread**

**soya
drink**



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

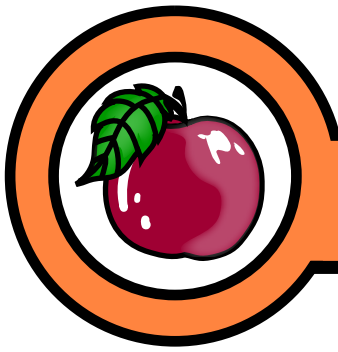
Learning Outcomes:

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.

Worksheet 1A – Literacy

Say

Read

Write

1.



apple

2.



orange

3.



banana

4.



peach

5.



carrot

6.



lettuce

7.



potato

8.



broccoli

Worksheet 1B – Literacy

Say

Read

Write

1.



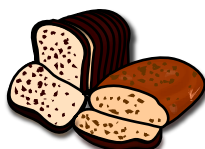
chicken

2.



beef

3.



bread

4.



rice

5.



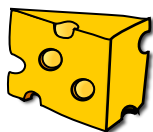
noodles

6.

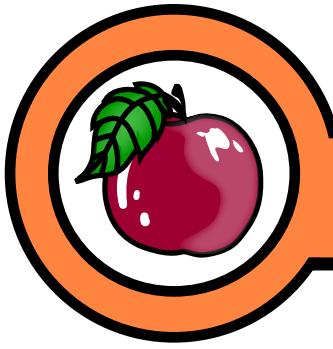


milk

7.



cheese



Healthy Eating

Using Canada's Food Guide

ELSA Level: Level 1
Activity: Reading/Writing Using Canada's Food Guide
Time: 30 minutes
Materials: Printer-friendly Version of Canada's Food Guide:

www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/index_e.html

Downloadable Worksheets #1-4

Learning Outcomes:

Learners will be able to:

- Differentiate between different food groups
- Recognize and write common food from each of the food groups

Suggested Approach:

- Download Canada's Food Guide, or order a class set of the Food Guide. Use only the picture on the first page.
- As a whole class, have learners name the food they recognize from the picture. You can write these words on the board to help them with their individual worksheets.
- Give each group a copy of Canada's Food Guide (pictorial version) and give each learner Worksheet #1: Canada's Food Guide.
- Learners practice writing the names of food they recognize from the Food Guide picture.
- Help learners recognize that there are four distinct groups of food in the Food Guide picture.
- Extension Activities:
Worksheet #2: Food Groups, learners circle which word does not belong.
Worksheet #3: learners look at the "Recommended Number of Food Servings" page in the Food Guide and complete the worksheet.
Worksheet #4: Canada's Food Guide servings

Worksheet #1: Canada's Food Guide

Look at the pictures in the Food Guide. Write.

Write the names of 3 fruits:

1. _____

2. _____

3. _____

Write the names of 3 vegetables:

1. _____

2. _____

3. _____

Write the names of 3 grain foods:

1. _____

2. _____

3. _____

Write the names of 3 meats or fish:

1. _____

2. _____

3. _____

Write the names of 3 things you see in the milk group:

1. _____

2. _____

3. _____

Worksheet #2: Food Groups

Look at the words. One word is from a different food

1. Apple Banana Orange Lettuce

2. Fish Chicken Apple Beef

3. Broccoli Apple Banana Orange

4. Lettuce Corn Broccoli Apple

5. Cheese Milk Yogurt Orange

6. Cereal Rice Lettuce Bread

7. Beef Corn Lettuce Tomato

8. Bread Cereal Noodles Apple

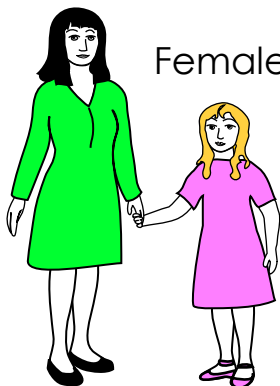
9. Lettuce Broccoli Orange Corn

10. Yogurt Cheese Banana Milk

11. Apple Lettuce Broccoli Corn

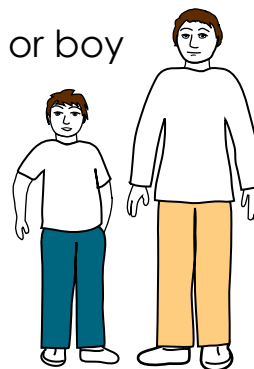
Worksheet #3: Recommended Servings

Look at the Food Guide. Answer the Questions:



Female = woman or girl

Male = man or boy



1. I am a woman. I am 35 years old. I need _____ servings of vegetables and fruit every day.
2. My son is 7 years old. He needs _____ servings of grains every day.
3. My grandmother is 72 years old. She needs _____ servings of milk every day.
4. Your father is 49 years old. _____ needs _____ servings of meat or beans every day.
5. My sister is 17 years old. _____ needs _____ servings of vegetables and fruit every day.
6. My daughter is 3 years old. _____ needs _____ servings of milk every day.
7. My brother is 22 years old. _____ needs _____ servings of meat or beans every day.
8. **How about YOU?** I am _____ years old. I need _____ servings of vegetables and fruit, _____ servings of grain, _____ servings of milk, and _____ servings of meat.

Worksheet #4: Canada Food Guide Servings

Look at the chart. Answer the questions.

Number of servings to eat every day:

	Children (boys and girls) 9-13 years old	Women 19-50 years old	Men 19-50 years old
Vegetables and fruit	6	7-8	8-10
Grains	6	6-7	8
Meat/ fish	1-2	2	3

1. Sasha is a 13 year old girl. How many servings of vegetables and fruit does she need to eat every day?

She needs to eat _____ servings of vegetables and fruit every day.

2. Donna is a 32 year old woman. How many servings of grains does she need to eat every day?

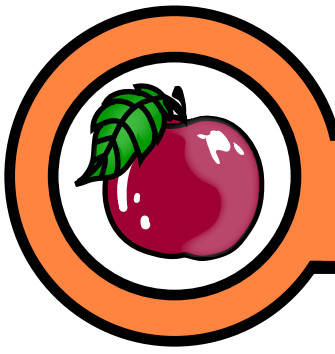
She needs to eat _____ servings of grains every day.

3. Sam is a 48 year old man. How many servings of meat or fish does he need to eat every day?

He needs to eat _____ servings of meat or fish every day.

4. Carlo is a 10 year old boy. How many servings of meat or fish does he need to eat every day?

He needs to eat _____ servings of meat or fish every day.



Healthy Eating

Using the Picture Dictionary

ELSA Level: Level 1
Activity: Using a Picture Dictionary
Time: 20 minutes
Materials: Canada's Food Guide
Picture Dictionary

Learning Outcomes:

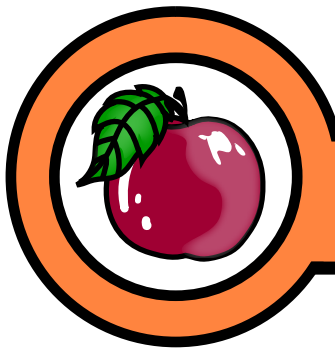
Learners will be able to:

- Name different methods of food preparation
- Identify healthier methods of preparing food

Suggested Approach:

- Students use a picture dictionary to check the meaning of recommended methods of cooking food from the Food Guide.

(Vocabulary found in the Food Guide: steam; bake; stir fry; roast; poach)



Healthy Eating

Vocabulary Review

ELSA Level: Literacy and Level 1
Activity: Matching pictures with vocabulary
Time: 20-30 minutes
Materials: Downloadable Worksheets #5-9

Learning Outcomes:

Learners will be able to:

- Identify, read and write familiar foods from Canada's Food Guide
- Read and apply information from a simplified Food Guide Servings Chart.

Suggested Approach:

- Learners match pictures of common food taken from Canada's Food Guide on a series of worksheets.
- The Worksheets (5,6,7,8) are categorized into common fruits, vegetables, grains, and meat/fish to mirror the food groups.
- Learners simply draw a line from the picture to the word, and then practice spelling the words.
- Worksheet #9 can serve as an easier vocabulary review for literacy learners.
- Extension activities can include alphabetizing the vocabulary on these pages, categorizing the words according to food groups or number of syllables, or focussing on plurals.

Worksheet # 5 : Fruit

Look at the picture. Draw a line to the name



berries



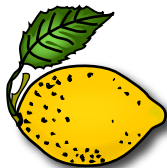
grapes



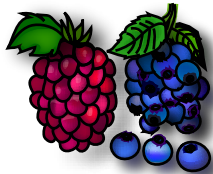
orange



apple



melon



lemon



banana



What is the word?

papel _____

rerby _____

ganore _____

seprag _____

lomen _____

anaban _____

Worksheet #6: Vegetables

Look at the picture. Draw a line to the name.



peppers



cucumber



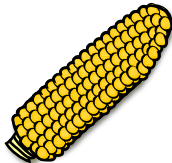
tomato



lettuce



corn



broccoli

What is the word?

oncr _____

amotto _____

tecutel _____

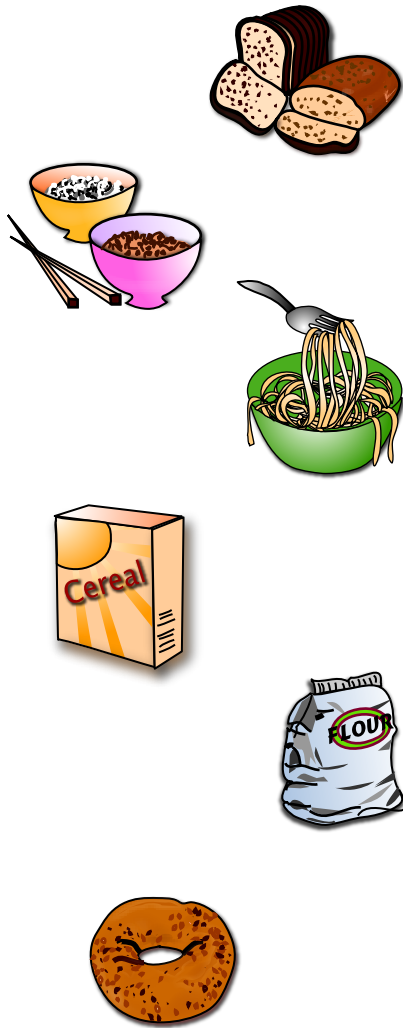
colicobr _____

sprepep _____

ucbremuc _____

Worksheet #6: Grains

Look at the picture. Draw a line to the name.



bagel

cereal

flour

noodles

bread

rice

What is the word ?

lagbe _____

frolu _____

dearb _____

ecir _____

nodleso _____

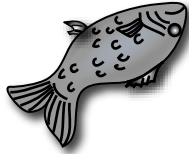
elarec _____

Worksheet #8: Meat/Fish

Look at the picture. Draw a line to the name.



beans



tofu



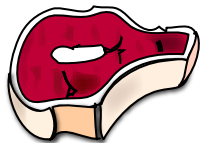
chicken



beef



fish



seafood

What is the word ?

saneb _____

neckhic _____

sifh _____

efeb _____

ofut _____

feasdoo _____

Worksheet #9 – (Literacy)

Do you like...?



Yes, I do

No, I don't



Yes, I do

No, I don't



Yes, I do

No, I don't



Yes, I do

No, I don't



Yes, I do

No, I don't



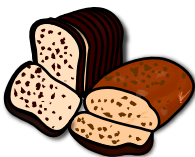
Yes, I do

No, I don't



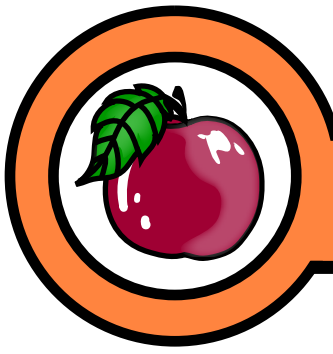
Yes, I do

No, I don't



Yes, I do

No, I don't



Healthy Eating

Scavenger Hunt

ELSA Level:	Literacy and Level 1
Activity:	Grocery Flyers Scavenger Hunt
Time:	45 minutes
Materials:	Flyers from local grocery stores Downloadable Worksheet #10

Learning Outcomes:

Learners will be able to:

- Respond to written/oral prompts about food
- Locate food that corresponds to written/oral prompts

Suggested Approach:

- Review different fruit, vegetables, meat etc.
- Groups can cut out items from the flyers and paste them on chart paper under categories selected by instructor:
e.g. Meat - Fruit - Vegetables - Healthy - Not healthy
- Alternatively, for reading and writing practise, give each learner, or pair, a flyer and Worksheet #10. (instructor may review colours - red, green, orange - as they are used on the worksheet). Individual learners or pairs can go through the flyers and write down the names of food that correspond to the prompts on the worksheet. (For lower level learners, instructor can shorten the worksheet).
- Literacy instructors can modify this activity by using big coloured paper/bristol board, corresponding to the colours used in the food guide, and having learners cut and paste items onto the correct coloured paper.

Worksheet # 10: Grocery Flyers

Look in the grocery flyer. Write.

a) 3 kinds of meat:

1. _____ 2. _____ 3. _____

b) 3 kinds of fruit:

1. _____ 2. _____ 3. _____

c) Something green: _____

d) Something orange: _____

e) Something sweet: _____

f) Something red: _____

g) Something to drink: _____

h) Something you eat after dinner: _____

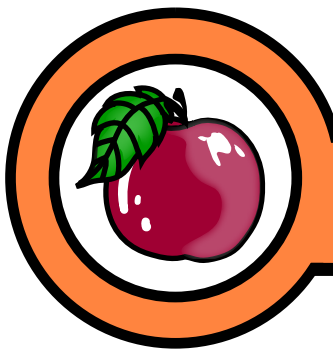
i) A food that is a grain: _____

j) A healthy snack: _____

k) Something made with milk: _____

l) Something with seeds: _____

m) Something that is NOT healthy: _____



Healthy Eating

Guided Gap Fill

ELSA Level: Level 1
Activity: Reading and Writing: Guided Gap fill
Time: 20 minutes
Materials: Downloadable Worksheets #11 and 12

Learning Outcomes:

Learners will be able to:

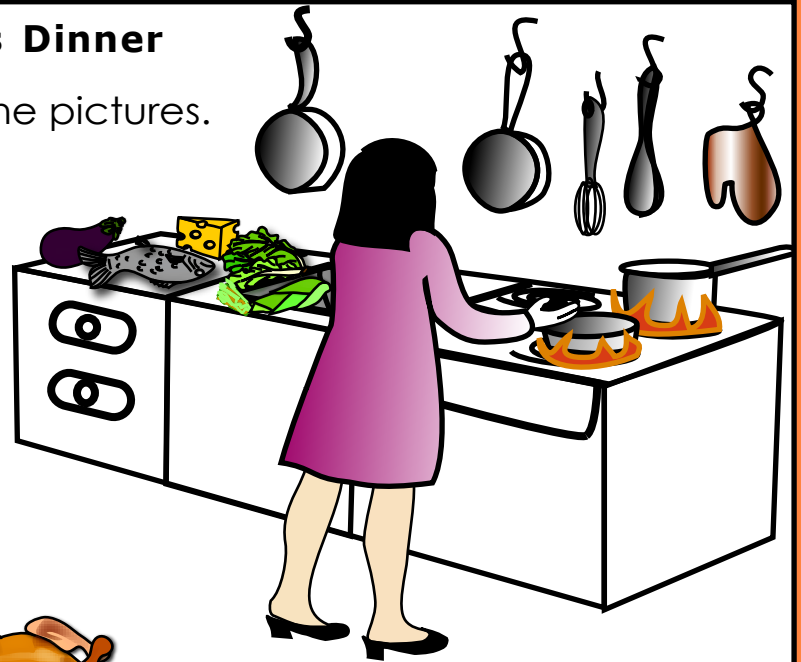
- Recognize and write familiar food related vocabulary in context

Suggested Approach:



- Review food vocabulary as needed.
- Distribute Worksheet #11 and have learners fill out the worksheet at their own pace.
- Extension Activity: Learners who finish more quickly can do Worksheet #12. Categorizing the food in the previous worksheet into food groups, and completing a set of Yes/No questions.


Worksheet # 11 – Ling Cooks Dinner

Read. Write the words beside the pictures.




Ling is in the kitchen. She puts  _____ in the oven.

She cuts  _____ and  _____


and puts them in a pot on the stove. She puts the _____ in a rice cooker. She washes  _____

and puts it in a bowl. She cuts  _____

and  _____ and puts them in the bowl too.

Ling and her family sit down and eat dinner together. After dinner

they eat a big bowl of  _____ and 

with  _____.

Worksheet #12 – Ling Cooks Dinner

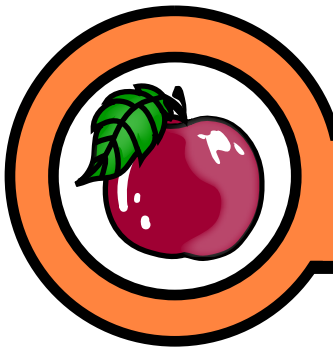
Write food from the story in the correct box below:

Grains	Milk Products	Fruit

Vegetables	Meat Products

Circle the answer:

- | | | |
|-----------------------------------|-----|----|
| Ling is in the living room. | Yes | No |
| Ling puts chicken in the oven. | Yes | No |
| Ling puts rice in the oven. | Yes | No |
| Ling washes the lettuce. | Yes | No |
| Ling puts tomato in the bowl. | Yes | No |
| Ling eats dinner with her family. | Yes | No |
| Ling eats ice cream after dinner. | Yes | No |



Healthy Eating

More Food Categories

ELSA Level: Level 1
Activity: Categories
Time: 30 minutes
Materials: Downloadable food illustration cards
Index cards

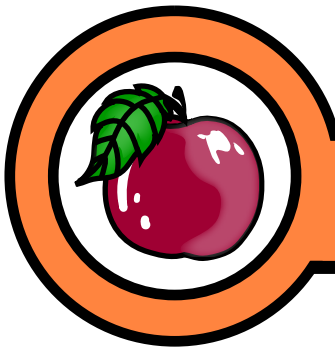
Learning Outcomes:

Learners will be able to:

- Identify the health and convenience characteristics of common foods

Suggested Approach:

- Instructor writes some categories such as: Drinks; Good for snacks; Healthy; Not healthy; Good for breakfast; Good for lunch; etc. on index cards – one set for each group – and learners manipulate the food cards under the appropriate categories in their groups.
- Alternatively, instructor can write categories on the board and have learners come to the board with a card and attach it under the appropriate category (if a white board is available, a set of magnets is a handy resource purchase, so learners can attach the cards to the white board under the categories using the magnets or mactac).



Healthy Eating

Poster Presentation

ELSA Level:	Literacy and Level 1
Activity:	Creating a Food Guide Poster
Time:	1 hour
Materials:	Local grocery store flyers; realia like empty boxes, labels from cans etc. (Learners can also include their own illustrations) Flipchart paper or bristol board Assortment of coloured pencils, markers etc. A copy of Canada's Food Guide (picture) as a template to follow Glue/tape

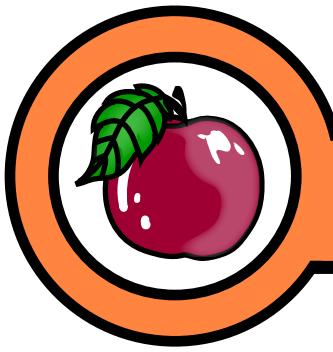
Learning Outcomes:

Learners will be able to:

- Demonstrate their knowledge of the food groups in Canada's Food Guide.

Suggested Approach:

- Learners create their own poster versions of the Food Guide using pictures from flyers, labels from different food products, or their own illustrations. Learners should be encouraged to include food they typically eat at home.
- Learners present/display their poster to the class/in the classroom. Tell classmates what they included on their poster and why. (they liked that food, easy to prepare, healthy, etc).



Healthy Eating

Class Potluck

ELSA Level: Literacy and Level 1
Activity: Class Potluck
Time: Full class 2-3 hours
Materials: Downloadable Menu Card

Learning Outcomes:

Learners will be able to:

- Identify and write ingredients in a traditional food/dish.

Suggested Approach:

- Each class member prepares and brings a dish and fills out a menu card to state the ingredients used in its preparation.
- A nice alternative for literacy learners is to create healthy snacks together: buy some basic food items from the 15-word target vocabulary: apples, oranges, broccoli, carrots, bread (pita, naan or regular), yogurt for a veggie dip, hummus etc. Divide learners into groups and have each group prepare a different part of the snack: a fruit tray, a vegetable tray, a yogurt based dip, pita, naan and bread slices, and maybe some hummus. This way all of the food groups are represented.



MENU CARD

Name: _____

Country: _____

The food in this dish:
