

# Healthy Eating Toolkit

## A Resource for Teaching English as an Additional Language



Canadian Language Benchmark Phase 1  
& Canadian Language Benchmark 1

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Author: **Nicole Sibilleau**

EAL Instructor and Module Developer

Members of the Healthy Eating Toolkit Advisory Group:

**Lavonne Harms**

Public Health Dietitian, Winnipeg Regional Health Authority

**Lana Pestaluky**

Public Health Dietitian, Winnipeg Regional Health Authority

**Lydia Lee**

Healthy Nutrition Coordinator, Winnipeg Regional Health Authority

**Colleen Rand,**

Regional Manager, Clinical Nutrition – Community, Winnipeg Regional Health Authority

**Jo-Anne Schick**

Coordinator – Curriculum Development and Implementation, Adult Language Training Branch, Manitoba Labour and Immigration

**Rosemary Szabadka**

Public Health Dietitian, Winnipeg Regional Health Authority

The Advisory Group would like to thank the following individuals for their involvement in piloting the toolkit.

Pilot Test Coordinator: **Phyllis Reid-Jarvis**, Registered Dietitian

Pilot Test EAL Teachers:

**Brenda Beer**, Winnipeg School Division

**Richard Castro**, Age and Opportunity

**Jenny Chan**, Age and Opportunity

**Charlotte DeFehr**, Winnipeg School Division

**Tracy Klassen**, Seven Oaks School Division

**Tara McLeod**, Seven Oaks School Division and River East School Division

**Miranda Sidler**, Winnipeg School Division

**Anita Suen**, Age and Opportunity

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## Introduction

### Who is this toolkit for?

The Healthy Eating Toolkit was developed for English as an Additional Language (EAL) instructors teaching students at the Canadian Language Benchmark (CLB) 1 and Phase 1 levels. With the use of the extension activities and necessary modifications, it could be used with students up to the CLB 4 level. With some adaptation, this toolkit can also be used by leaders working with English learners at a beginner level in more informal settings such as conversation circles and tutoring.

### How can this toolkit be used?

This toolkit was developed using the EAL concept of scaffolding – building on vocabulary and learning in previous activities to develop the language needed for more complicated concepts and language in later activities.

The curriculum can be taught from beginning to end to provide a basic introduction to nutrition including food vocabulary, Canada's Food Guide, serving sizes, grocery shopping, meal planning and basic food safety. However, educators can also pick and choose activities to use based on the needs and interests of their learners. For example, educators may choose more advanced activities in Modules 3 and 4 and support it with vocabulary activities in Module 1 as necessary. The toolkit is meant to be a framework that EAL educators can build upon to tailor their lessons to the unique needs of their learners.

### Each activity includes:

- a worksheet for CLB 1 and CLB Phase 1 language learners
- suggested methodology and materials for the teacher
- background information on nutrition content for the teacher, online resources and community resources

A complete list of online and community resources in the activities can be found in Appendix A and B.

### Why was this toolkit developed?

Adapting to a new food environment is something that every newcomer to Canada faces and often struggles with. Feeding a family on a limited budget, navigating the grocery store, learning about Canadian foods and responding to their children's demands for foods their friends eat are just some of the challenges that newcomers may face.

Food and nutrition is often identified by EAL learners as a topic they wish to know more about. As a result, many EAL educators adapt and develop their own materials on this topic for their students. This curriculum was developed by an experienced EAL instructor and public health dietitians to provide EAL educators with the tools they need to teach relevant and accurate nutrition concepts and information to their students in a culturally sensitive way.

### What does CLB 1 and Ph 1 refer to?

The Canadian Language Benchmarks (CLB) is the national standard used in Canada for describing and measuring the English language proficiency of adult newcomers. They cover reading, writing, speaking and listening skills. The benchmarks range from 1 to 12. CLB Phase 1 (Ph 1) refers to the literacy stream of the Canadian Language Benchmarks, designed for learners with little or no literacy skills in their first language. For more information, visit the Centre for Canadian Language Benchmarks at [www.language.ca](http://www.language.ca).

# Module 1: Food Basics

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# Not Enough Money



1. This is Regina.
2. She is 42 years old and single.
3. She came to Canada 1½ years ago.
4. Every Monday to Friday, she studies English.
5. She doesn't work, because she doesn't speak English.
6. Money is a big problem for her.
7. She doesn't have enough.
8. She only has \$100 a month to buy food.

Often, she is hungry.

# Not Enough Money

## CLB 1 + CLB Ph 1

### Learning Objective:

Students will build vocabulary by discussing a story about a personal experience related to nutrition.

### Nutrition Objectives:

Students will use nutrition vocabulary to discuss:

1. the constraints of eating on a budget
2. choosing healthy foods on a budget
3. resources available in the community

**Materials:** pictures, activity worksheet, alternate activity for Group B, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by asking students about the problems they face as newcomers. Discuss.
2. On the board or overhead projector, show the pictures of Regina, the wallet and the bag of groceries from the worksheet.
3. Solicit predictions from the students about the story. (E.g. Look at the woman's face. Is she happy or sad? Why? Why are there pictures of food and the wallet?) Read the title. This will draw out the relevant vocabulary.
4. Divide the class into two groups. Group A stays in the class and listens to the story. Group B leaves the room with a chosen activity (e.g. word search, related personal questions).
5. Orally recount the story to the students using the pictures and key words written on the board. (At this point, students do not see the written text.) Read the story to the students three times. Allow students a chance to ask questions for clarification.
6. Ask Group B to return to the class.
7. Pair each Group A student with a Group B student. Ask each Group A student to recount the story to their partner.
8. Once the Group A student has explained the story, ask each Group B student to retell the story to his/her partner. This allows the Group A student to assess the transfer of information.
9. Next, have all the Group B students stand at the front of the class. In turn, ask each one to tell a portion of the story. This allows you to assess the transfer of information.
10. Finally, recount the entire story to the whole class. Discuss the process with the students and whether any information was left out or altered. Discuss Regina's situation, draw parallels, and allow time to share feelings and experiences. Hand out the worksheet.

### Debrief/Transfer:

Discuss the importance of eating healthy and eating on a budget. Discuss and provide a list of support agencies that could help students in a situation like Regina's.

### Extension Activity:

In groups, ask students to plan a week's worth of food for Regina using store flyers. They only have a \$25 budget. Discuss their conclusions.

# Not Enough Money

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

For many newcomers to Canada, lack of money is an issue. It may be due to many factors including not being able to speak English which prevents them from being able to find work. As an EAL educator, you will have the opportunity to learn about your students' lives and challenges. They may often turn to you as a resource to help them navigate their new life in Canada.

We have included a short list of support agencies in Appendix B that provide services to immigrants including emergency food and nutrition services in Winnipeg. For further information, please call the public health office in your area.

#### **Eating Healthy on a Budget**

Many people believe that it is not possible to eat healthy when you are living on a small budget. We recognize it is difficult, but there are strategies you can use to help you eat healthier. With a bit of planning, taking advantage of sales, and preparing more food at home, you can enjoy tasty and healthier foods.

### 2. RESOURCES ONLINE

#### **Everybody's Food Budget Book**

<http://ottawa.ca/cs/groups/content/@webottawa/documents/pdf/mdaw/mduy/~edisp/con041398.pdf>

#### **You Can Eat Healthy on Any Budget**

<http://www.hamiltonhealthsciences.ca/documents/Patient%20Education/EatingHealthyAnyBudget-trh.pdf>

#### **Healthy Eating Cheap and Easy**

<http://www.health.gov.bc.ca/library/publications/year/2002/HealthyEatingdoc.pdf>

#### **The Basic Shelf Cookbook**

<http://publications.cpha.ca/products/3-1bk04220>

All the recipes in this cookbook are prepared from one list of low cost, nutritious ingredients.

They are quick and easy to make, requiring a minimum of cooking experience and equipment.

### 3. RESOURCES IN THE COMMUNITY

To obtain emergency food, contact Winnipeg Harvest at 204-982-3671 or email [morgan@winnipeg Harvest.org](mailto:morgan@winnipeg Harvest.org). Clients will be registered and then will be able to pick up food at a local food bank in their area. Community service workers (including EAL teachers) can call Winnipeg Harvest to register their clients.

#### **Agape Table**

All Saint's Church  
175 Colony Street, Winnipeg, MB R3C 1W2  
204-783-6369  
[www.agapetable.ca](http://www.agapetable.ca)

Provides subsidized breakfasts, hot meals, low cost bagged lunches, a low cost grocery, an emergency food bank and a weekly kids program.

#### **Community Financial Counselling Services**

3rd Floor, 238 Portage Avenue, Winnipeg, MB  
204-989-1900 or 1-888-573-2383  
[info@cfcs.mb.ca](mailto:info@cfcs.mb.ca)

Teaches Manitobans how to budget.

#### **Fort Garry Women's Resource Centre**

1150-A Waverley Street, Winnipeg, MB  
204-477-1123  
[info@fgwrc.ca](mailto:info@fgwrc.ca)  
[www.fgwrc.ca](http://www.fgwrc.ca)

Workshops for women who want to learn budgeting and how to save money.

**See Appendix B for a complete list of resources in the community.**



# Naming Vegetables

Write the name of each vegetable.

1.



carrots

2.



3.



4.



5.



6.



onions  
tomatoes

carrots  
garlic

potatoes  
peppers

What vegetables do you have at home?  
Circle the pictures.

# Naming Vegetables

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use basic vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 vegetables
2. Develop language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use basic vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different vegetables, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia or large pictures of the vegetables.
2. Ask guiding questions such as: What do you see? What vegetables do you eat? Do you like vegetables? Do you know the names of these vegetables?
3. Pair up students and give them time to brainstorm the names of the vegetables.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the vegetables.
6. Confirm the names and discuss each vegetable. (E.g. Do you eat this veggie? Is it expensive? Do you have this vegetable back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each vegetable.
8. Ask the students to try to read the flashcard and then point to the actual vegetable or large picture.
9. Continue with all six vegetables.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like...? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask the students: What did you learn today? Why did you learn it? When would you use this information? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

- Hand out grocery store flyers and ask students to look for vegetables and their prices.
- Cut up pictures of vegetables from grocery store flyers and make a collage.
- Provide samples of vegetables for students. Ask them to name the ones they like and the ones they dislike. Encourage the students to explain why they like or dislike each fruit. (E.g. too sweet, too sour, no taste, like the colour, don't like the smell, etc.)

# Naming Vegetables

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Vegetables and fruit have important nutrients such as vitamins, minerals and fibre. They usually are low in fat and calories. A healthy diet rich in vegetables and fruit may help reduce the risk of cardiovascular disease and some types of cancer. Nutrients provided by vegetables and fruit include carbohydrate, vitamins A and C, potassium, magnesium and some B vitamins such as folate.

The Vegetables and Fruit food group is the most prominent arc in the rainbow on Canada's Food Guide, emphasizing the important role these foods play in a healthy eating pattern. This food group makes up the largest proportion of the Food Guide Servings in the healthy eating pattern and includes vegetables and fruit in many different forms: fresh, frozen, as juice, canned and dried.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### **Eating Well with Canada's Food Guide**

[www.canadasfoodguide.org](http://www.canadasfoodguide.org)

#### **A Resource for Educators and Communicators: Canada's Food Guide**

<http://www.hc-sc.gc.ca/fn-an/foodguide-aliment/educ-comm/resource-ressource-eng.php>

#### **Get Your Copy of Canada's Food Guide**

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

#### **Food Picture Cards from Dairy Farmers of Manitoba**

<http://www.milk.mb.ca/TeacherOrder/default.asp>

### 3. RESOURCES IN THE COMMUNITY

#### **Farmers' Markets Association of Manitoba**

<http://fmam.ca/>

Information on farmers' markets across Manitoba

**See Appendix B for a complete list of resources in the community.**

# Naming Vegetables

Write the name of each vegetable.

1.



corn

2.



3.



4.



5.



6.



peas      beets      cabbage  
broccoli      corn      eggplant

What vegetables do you have at home?  
Circle the pictures.

# Naming Vegetables

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use basic vocabulary found in Canada's Food Guide to:

1. introduce the names of 6 basic vegetables
2. develop language needed for shopping in Canada
3. discuss food likes and dislikes

### Nutrition Objective:

Students will use basic vocabulary found in Canada's Food Guide to use as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different vegetables, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia or large pictures of the vegetables.
2. Ask guiding questions such as: What do you see? What vegetables do you eat? Do you like vegetables? Do you know the names of these vegetables?
3. Pair up students and give them time to brainstorm the names of the vegetables.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the vegetables.
6. Confirm the names and discuss each vegetable. (E.g. Do you eat this veggie? Is it expensive? Do you have this vegetable back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each vegetable.
8. Ask students to try to read the flashcard and then point to the actual vegetable or large picture.
9. Continue with all six vegetables.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like....? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask students: What did you learn today? Why did you learn it? When would you use this information? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Ask students to bring in pictures or real samples of traditional vegetables that they normally eat. If possible, sample traditional vegetable recipes from the students' countries. Take pictures of the "vegetable pot luck" and write about the event.

# Naming Vegetables

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

**Eat at least one dark green and one orange vegetable each day.**

Dark green and orange vegetables are mentioned specifically because they are rich in folate and vitamin A, respectively. Eating these vegetables each day will ensure that people consume adequate amounts of these nutrients.

Examples of dark green vegetables are arugula, asparagus, broccoli, Brussels sprouts, collards, fresh parsley, green peas, mustard greens, romaine lettuce and spinach.

Orange vegetables are rich in carotenoids such as beta-carotene, which the body converts to vitamin A. These include carrots, pumpkins, orange-coloured squash and sweet potatoes.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

**MES English: Vegetables (audio)**

<http://www.youtube.com/watch?v=b4CCcFuX6Go&feature=relmfu>

**Vegetables Vocabulary (audio)**

<http://www.youtube.com/watch?v=aUvNs1UsxVg&feature=related>

### 3. RESOURCES IN THE COMMUNITY

**Farm to School: Manitoba Healthy Choice Fundraiser**

<http://www.farmtoschoolmanitoba.ca/>

Farm to School provides fresh, local vegetables at or below supermarket prices, offers healthy food choices to students and their families, supports local Manitoba farmers and supports your school's nutrition policy.

**See Appendix B for a complete list of resources in the community.**

# Vegetables Word Search



h n t y z u i o c e c e a r l  
m o r v c c p n b t a s n p q  
p e p p e r s t e s b a o r w  
h g i l m n t a e r b s e e t  
s g e c a r r o t s a n d e a  
j p a t y i k z s x g w t d d  
a l o r e e t q k f e c o r n  
h a u t l c i c j t n o m a a  
q n t u a i o p s o n t a c s  
b t d r e t c q m n i o t e d  
j b r o c c o l i i n t o j h  
a r r c t h j e p o k l e v w  
b b c a d u p k s n l e s r o  
g g p l e p p a b s s c a b b  
t p e a s o r n a r l i c z q

carrots

beets

tomatoes

onions

eggplant

peppers

potatoes

broccoli

garlic

peas

corn

cabbage

# Vegetables Word Search

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use the names of 12 vegetables to:

1. Develop listening skills
2. Develop speaking skills
3. Develop reading skills
4. Develop writing skills needed to facilitate shopping in Canada

### Nutrition Objectives:

Students will use basic vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. On the board or overhead projector, place the word search worksheet.
2. Solicit input from the students about the word search. (E.g. What do you see? What do you think it is?)
3. Group students into pairs or threes and ask them to try to read the 12 names of vegetables at the bottom of the page.
4. Once students are finished, hold up a vegetable or picture (e.g. carrots).
5. Ask students: What is this vegetable? Yes, it's carrots. This is #1 on your worksheet. Can you write #1 beside the **WORD** carrots on your worksheet?" Demonstrate.
6. Continue showing all the vegetables.
7. Ask students to number the rest of the vegetables. This activity provides a review of the vegetables and their names in written form.
8. If this is the first time students are attempting a word search, complete it as a class. Subsequent word searches can be done as a review and can be completed independently at home or with a partner in class.
9. Once completed, ask students to submit the word search.

### Debrief/Transfer:

Ask about students' family members. E.g. Do they eat healthily? Do they like veggies? Do their children eat well? What vegetables do they eat?

Ask about students' experience with vegetables in their home country. E.g. What vegetables did they eat in their home country? Did they have a garden?

### Extension Activities:

- Use the pictures of vegetables to discuss students' preferences and eating habits.
- For students who enjoy word searches, introduce the following website:  
<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>



# Vegetables Word Search

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

**Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**

Most vegetables and fruit are naturally low in fat. Vegetables and fruit become high sources of fat when they are breaded, fried or served with cream-based sauces, whipped cream or butter. French fries, onion rings, salads with large amounts of dressing and fruit served with cream are just a few examples of higher fat choices. People can cook vegetables or enhance the flavours of a salad using a small amount of unsaturated oil, such as canola or olive oil.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### Vegetable Art

<http://www.youtube.com/watch?v=ub6GTjY031Y&feature=related>

### 3. RESOURCES IN THE COMMUNITY

#### Community Gardens in Winnipeg

<http://winnipeg.ca/publicworks/ParksandFields/CommunityGardens/communitygardens.asp>

A community garden is managed by a community group. The group takes care of all aspects of membership, gardening and maintenance. Community gardens transform empty lots into green, living spaces. This website provides more information on community gardens, links to where they can be found and how to start one. Some community agencies may also have their own community garden plots.

#### Grow-A-Row Project of Winnipeg Harvest

<http://winnipegharvest.org/grow-a-row-project/>

For those who have a garden, Grow-A-Row is a way to share their produce with those in need.

**See Appendix B for a complete list of resources in the community.**

# Reading a Grocery Store Flyer



Fill in the prices per kilogram (kg) and per pound (lb).

Vegetable	Price per kg or each	Price per lb or each
1.		
2.		
3.		
4.		
	Total \$	Total \$

# Reading a Grocery Store Flyer

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use a grocery store flyer to:

1. Demonstrate understanding of units of measurement of vegetables
2. Demonstrate how to choose items based on price
3. Discuss prices of vegetables
4. Demonstrate how to read a grocery store flyer

### Nutrition Objectives:

Students will use a grocery store flyer to compare prices in kilograms and pounds.

**Materials:** pictures or realia, scale, flyers, overhead transparency and overhead projector / computer screen / smart board, calculators (optional)

## Method:

1. Introduce the topic of comparing the prices of vegetables with realia (i.e. a scale and vegetables).
2. Solicit input from the students by asking: What do you see? What do you think we'll be doing today?
3. Ask for a volunteer to demonstrate one kilogram using the scale.
4. Ask for another volunteer to demonstrate one pound. Compare and ask students to predict the implications for pricing. (E.g. Is a kilogram of carrots the same price as a pound of carrots? Why or why not? Explain that one kilogram is equal to about two pounds.)
5. Continue the demonstration with 2 kg vs. 2 lbs, ½ lb vs. ½ kg, etc. Continue as needed.
6. Introduce the worksheet on the board or overhead projector.
7. Ask the students: What do you see? What do you think we will do today?
8. Explain the task to the students. They will be looking at flyers and comparing the prices of vegetables per kilogram and per pound, then recording their findings in the chart on the worksheet.
9. Hand out the flyers and divide the students into pairs.
10. Initially, guide the students. (E.g. Look for the onions in this flyer. Do you see it? What page is it on? What is the price per kilogram? What is the price per pound? Or What is the price for each bag?)
11. In pairs, ask students to look for the prices of vegetables.
12. Ask students to compare and discuss their results with another pair.
13. Discuss the results as a class.

## Debrief/Transfer:

- Ask students: What did you learn today? Why did we study this? Where can you use this information?
- Ask students how and where they shopped in their home countries. Initially, support the discussion with pictures (e.g. outdoor market, fruit and vegetable stand).
- Ask students where they shop in Canada.

## Extension Activity:

Ask students to calculate the total cost of the vegetables in the chart for the column per kilogram and then for the column per pound. For literacy learners, provide the support needed. If education has been limited, provide calculators and guide learners through the process.

# Reading a Grocery Store Flyer

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Working with Grocery Store Flyers

If students are not familiar with using flyers, preteaching will need to be done. Suggested topics to cover include:

- What is a flyer?
- Why are they important or helpful?
- What information do they contain?
- How can you use a flyer?
- Where can you find flyers?

It may be helpful to bring in the current week's flyers from a few different grocery stores, so the information is relevant to the students and they can look for the sale items when they shop for groceries that week.

#### Making the most of your food dollar with vegetables and fruit

- Store vegetables and fruit separately to avoid spoiling.
- Use up fresh vegetables and fruit first, and then use canned and frozen.
- Use leftover vegetables in a stir fry or add to a tossed salad.
- Add ripe fruit to cereal or mix into batter for baked goods (e.g. muffins, quick breads).
- Freeze fruit that is over-ripe. Use later in baking or in fruit smoothies. (Note: Bananas can be frozen whole with the peel on.)

Source: *Four Weeks of Healthy Menus, Winnipeg Regional Health Authority*

### Ways to Add More Veggies

- Chop vegetables finely and add to soups, sauces, chili, quesadillas and casseroles.
- Use cut up veggies to beef up meatloaf and meatballs.
- Use tomato juice as a broth for vegetable soup.
- Include onions, peppers, mushrooms and other vegetables in omelettes.
- Include lettuce, tomato and onions on all your sandwiches and wraps.
- Top your pizza with your favourite veggies.

### 2. RESOURCES ONLINE

Many grocery store flyers are available online. See below for a sample of stores whose flyers can be found on their websites.

**Superstore** [http://www.superstore.ca/LCLOnline/store\\_selector.jsp?\\_requestid=3534282](http://www.superstore.ca/LCLOnline/store_selector.jsp?_requestid=3534282)

**Safeway** [www.safeway.ca](http://www.safeway.ca)

**Sobeys** [www.sobeys.com](http://www.sobeys.com)

**Extra Foods** [www.extrafoods.ca](http://www.extrafoods.ca)

**Family Foods** <http://www.familyfoods.ca/home/>

### 3. RESOURCES IN THE COMMUNITY

For a list of ethnic grocery stores in Winnipeg, their hours and locations, see Appendix B.

# Naming Fruit

Write the name of each fruit.

1.

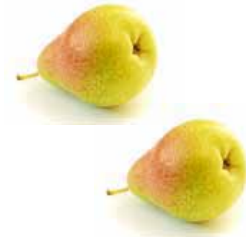


bananas

2.



3.



4.



5.



6.



grapes      strawberries      lemons  
pears      apples      bananas

What fruits do you have at home?  
Circle the pictures.

# Naming Fruit

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use basic vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 basic fruits
2. Develop language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use basic vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different fruit, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia or large pictures of the fruit.
2. Ask guiding questions such as: What do you see? What fruit do you eat? Do you like fruit? Do you know the names of these fruit?
3. Pair up students and give them time to brainstorm the names of the fruit.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the fruit.
6. Confirm the names and discuss each fruit. (E.g. Do you eat this fruit? Is it expensive? Do you have this fruit back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up the flashcard with the name of each fruit.
8. Ask students to try to read the flashcard and then point to the actual fruit or large picture.
9. Continue with all six fruits.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like...? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask students: What did you learn today? Why did you learn it? When would you use this information? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

- Hand out grocery store flyers and ask students to check for fruits and their prices.
- Cut up pictures of fruit from grocery store flyers and make a collage.
- Provide samples of fruits for the students. Ask them to name the ones they like and the ones they dislike. Encourage students to explain why they like or dislike each fruit. (E.g. too sweet, too sour, like the colour, don't like the smell, etc.)

# Naming Fruit

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

**Eat at least one dark green and one orange vegetable a day.**

Some orange-coloured fruit such as apricots, cantaloupe, mango and papaya are also important sources of carotenoids. People can eat them in place of an orange vegetable. Oranges, though a good source of nutrients such as folate and vitamin C, are not a good source of carotenoids.

For a list of orange-coloured fruit, see <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/serving-portion-eng.php>

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

**Fruits and Vegetables Vocabulary for English Study (audio)**

[www.eslgold.com/vocabulary/fruit.html](http://www.eslgold.com/vocabulary/fruit.html)

**Mix it up!**

[www.5to10aday.com](http://www.5to10aday.com)

The Mix it up! campaign is a social marketing initiative aimed at helping Canadians of all ages eat more fruits and vegetables as part of a healthy diet and active lifestyle to better their health. The campaign focuses on simple and practical ways to add a variety of fruits and veggies to every meal and snack.

### 3. RESOURCES IN THE COMMUNITY

**Manitoba's Local Produce Guide**

<http://www.gov.mb.ca/agriculture/food/upick/markets.html>

A guide to Manitoba's farmers' markets, pre-picked market stands, U-Pick vegetable gardens and community supported agriculture farms.

**See Appendix B for a complete list of resources in the community.**

# Naming Fruit

Write the name of each fruit.

1.



peaches

2.



3.



4.



5.



6.



plums  
pineapple

peaches  
oranges

kiwi  
blueberries

What fruits do you have at home?  
Circle the pictures.



# Naming Fruit

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use basic vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 basic fruits
2. Develop language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use basic vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different fruit, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia or large pictures of the fruit.
2. Ask guiding questions such as: What do you see? What fruit do you eat? Do you like fruit? Do you know the names of these fruit?
3. Pair up students and give them time to brainstorm the names of the fruit.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the fruit.
6. Confirm the names and discuss each fruit. (E.g. Do you eat this fruit? Is it expensive? Do you have this fruit back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each fruit.
8. Ask students to try to read the flashcard and then point to the actual fruit or large picture.
9. Continue with all six fruit.
10. Cut up one copy of the activity worksheet and hand out a small picture card to each student.
11. Practice the structure: Do you like...? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask students how much fruit they eat each day. Compare the results and discuss.

### Extension Activity:

- Ask students to check the prices of fruit where they shop. Ask them to record some of the prices per kg on their worksheet(s). On chart paper, write down the information as it is gathered by the students. Compare the prices at local stores. Discuss the differences.
- Organize students into two groups - one group cashiers and the other group shoppers. Have students practice going shopping using flyers with prices and realia. Students will ask cashiers what is the price per kilogram for \_\_\_\_ (name the fruit). Have students take turns with each role.

# Naming Fruit

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

#### **Have vegetables and fruit more often than juice.**

Choose vegetables and fruit more often than juice to get more fibre. It can help you feel full and satisfied, which may help reduce the risk of obesity.

Some products with “vegetable” or “fruit” in their names or on their packaging are composed mainly of fat or sugar or are very high in salt. Fruit candies, vegetable chips, fruit jams or spreads, ketchup, as well as vegetable or fruit drinks or punches do not belong in the Vegetables and Fruit food group. People should choose 100% vegetable or fruit juices. Vegetable or fruit “drinks” or “beverages” may contain only a small amount of real vegetable or fruit juice. To make informed choices, people can be encouraged to read labels on packaged foods carefully.

Frozen and canned vegetables and fruit are a healthy and convenient option. Fruit in heavy syrup, however, has more sugar and adds extra calories. Choose unsweetened frozen fruit or fruit packed in juice or water.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### **Manitoba Vegetables and Fruit Availability Guide (page 48)**

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_HealthyMenu.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_HealthyMenu.pdf)

When vegetables and fruit are in season, they tend to be cheaper. See this guide for a list of produce and when they are in season or stored in Manitoba.

#### **ESL for Kids: Fruit Flashcards**

<http://www.esl-kids.com/flashcards/fruit.html>

### 3. RESOURCES IN THE COMMUNITY

#### **Health Links-Info Santé**

A 24-hour, 7-days a week telephone information service. Staffed by registered nurses with the knowledge to provide answers over the phone to health care questions and guide you to the care you need. Call anytime 204-788-8200 or toll-free 1-888-315-9257.

**See Appendix B for a complete list of resources in the community.**

# Fruit Word Search



b l u e b e r r i e s h g e r  
t e s p e e r i s h n m e u t  
s m i p e a c h o s p l u m s  
t o e e s g h k a r l q z w x  
r n y a u r d f g j a q c f s  
a s n c b a n a n a s n a g g  
w p o h i p u y t r e r g w q  
b a s e f e g h j k l l z e x  
e s v s b s n m u i p e a r s  
r r e t g h n j k a a s p o i  
r e p i n e a p p l e w k i w  
i n e a p p l s t u v r i k i  
e m k a p p l e s t r a w r r  
s y h h n o p a s g f f i w n

grapes

lemons

kiwi

bananas

strawberries

plums

apples

oranges

blueberries

pears

pineapple

peaches

# Fruit Word Search

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use the names of 12 fruit to:

1. Develop listening skills
2. Develop speaking skills
3. Develop reading skills
4. Develop writing skills needed to facilitate shopping in Canada

### Nutrition Objective:

Students will use basic vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. On the board or overhead projector, place the word search worksheet.
2. Solicit input from the students about the word search. (E.g. What do you see? What do you think it is?)
3. Group students into pairs or threes and ask them to try to read the 12 names of fruit at the bottom of the page.
4. Once students are finished, hold up a fruit or picture (e.g. grapes).
5. Ask students: What is this fruit? Yes, grapes. This is #1 on your worksheet. Can you write #1 beside the WORD grapes on your worksheet? Demonstrate.
6. Continue showing all of the fruits.
7. Ask students to number the rest of the fruits. This activity provides a review of the fruits and their names in written form.
8. If this is the first time students are attempting a word search, complete it as a class. Subsequent word searches can be done as a review and can be completed independently at home or with a partner in class.
9. Once completed, ask students to submit the word search.

### Debrief/Transfer:

Ask about students' family members. E.g. Do they eat healthily? Do they like fruit? Do their children eat well? What fruit do they eat? What was their favourite fruit back home?

### Extension Activities:

- Make a fruit collage from a grocery store flyer.
- For students who enjoy word searches, introduce the following website: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
- Ask students to write out the names of their family members' favourite fruit. Share this with a partner, and then ask the partner to read it back to the student. Alternatively, have the student read it to the class, and then have the class repeat back what was read.

# Fruit Word Search

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Tips for adding more vegetables and fruit

- Experiment with recipes that call for different leafy greens such as beet greens, chard, chicory, collards and kale. Make a salad with spinach or arugula instead of iceberg lettuce.
- Steam or microwave vegetables with sliced ginger or garlic.
- Use fresh or dried herbs, spices, flavoured vinegars or lemon juice instead of salt to enhance the flavour of veggies.
- Ask for salad dressing on the side and use only a small amount.
- Avoid choosing fruit products “sugar” or “syrup” near the beginning of the ingredient list. These foods can contain more calories per serving than unsweetened varieties.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### Home Storage Guide for Fresh Fruits and Vegetables

<http://www.cpma.ca/Files/CPMA.HomeStorageGuide.English.pdf>

Information on ripening, washing and storing fruit and vegetables.

#### English Fruit Vocabulary (audio)

[http://www.youtube.com/watch?v=\\_iByQYK2dls&feature=related](http://www.youtube.com/watch?v=_iByQYK2dls&feature=related)

### 3. RESOURCES IN THE COMMUNITY

#### Winnipeg Regional Health Authority

[www.wrha.mb.ca](http://www.wrha.mb.ca)

Main line: 204-926-7000

**See Appendix B for a complete list of resources in the community.**

# Reading a Grocery Store Flyer



Fill in the prices per kilogram (kg) and per pound (lb).

Fruit	Price per kg or each	Price per lb or each
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		
<b>4.</b>		
	Total \$	Total \$

# Reading a Grocery Store Flyer

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use a grocery store flyer to:

1. Demonstrate understanding of units of measurement of fruit
2. Demonstrate how to choose items based on price
3. Discuss prices of fruit
4. Demonstrate how to read a grocery store flyer

### Nutrition Objectives:

Students will use a grocery store flyer to compare prices in kilograms and pounds.

**Materials:** pictures or realia, scale, flyers, overhead transparency and overhead projector / computer screen / smart board, calculators (optional)

### Method:

1. Introduce the topic of comparing the prices of fruit with realia (i.e. a scale and fruit).
2. Solicit input from the students by asking: What do you see? What do you think we'll be doing today?
3. Ask for a volunteer to demonstrate one kilogram using the scale.
4. Ask for another volunteer to demonstrate one pound. Compare and ask students to predict the implications for pricing. (E.g. Is a kilogram of grapes the same price as a pound of grapes? Why or why not? Explain that one kilogram is equal to about two pounds.)
5. Continue the demonstration with 2 kg vs. 2 lbs, ½ kg vs. ½ lb, etc. Continue as needed.
6. Introduce the worksheet on the board or overhead projector.
7. Ask the students: What do you see? What do you think we will do today?
8. Explain the task to the students. They will be looking at flyers and comparing the price of fruit per kilogram and per pound, then recording their findings in the chart on the worksheet.
9. Hand out the flyers and divide the students into pairs.
10. Initially, guide the students. (E.g. Look for a watermelon in this flyer. Do you see it? What page is it on? What is the price per kilogram? What is the price per pound? What is the price for each watermelon?)
11. In pairs, ask students to look for the prices of the fruit.
12. Ask students to compare and discuss their results with another pair.
13. Discuss the results as a class.

### Debrief/Transfer:

Ask the students: What did you learn today? Why did we study this? Where can you use this information? See Activity 60 for a worksheet to support this exercise.

Ask the students how and where they shopped in their home countries. At first, support the discussion with pictures (e.g. outdoor market, fruit and vegetable stand).

Ask the students where they shop in Canada.

### Extension Activity:

Ask students to calculate the total cost of the vegetables in the chart for the column per kilogram and then for the column per pound. For literacy learners, provide the support needed. If education has been limited, provide calculators and guide learners through the process.

# Reading a Grocery Store Flyer

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Working with Grocery Store Flyers

If students are not familiar with using flyers, pre-teaching will need to be done. Suggested topics to cover include:

- What is a flyer?
- Why are they important or helpful?
- What information do they contain?
- How can you use a flyer?
- Where can you find flyers?

It may be helpful to bring in the current week's flyers from a few different grocery stores, so the information is relevant to the students and they can look for the sale items when they shop for groceries that week.

#### Best Buys in Vegetables & Fruit

- Some vegetables and fruit are a good buy all year round (e.g. apples, bananas, cabbage, carrots, potatoes and spinach).
- It is less expensive to buy bags of produce, such as apples, oranges and potatoes, instead of single pieces. Share with a friend or be sure that you can use them all before they spoil.
- Grow your own vegetables. You can get started with a small garden or window box (e.g. tomatoes, peppers and fresh herbs are easy to try).
- Frozen and canned vegetables and fruit cost less and are nutritious.
- Look at the price of canned foods using the unit price (price/100 ml) on the store shelf sticker to find the best buy.
- Save money by buying store brands of canned vegetables and fruit.
- Frozen concentrated juices are the best buy for juice.
- A juice box costs more per serving than juice bought in a large container. For lunches use a small thermos or bottle to bring from home.

Source: *Four Weeks of Healthy Menus*, Winnipeg Regional Health Authority

### 2. RESOURCES ONLINE

Many grocery store flyers are available online. See below for a sample of stores whose flyers can be found on their websites.

**Superstore** [http://www.superstore.ca/LCLOnline/store\\_selector.jsp?\\_requestid=3534282](http://www.superstore.ca/LCLOnline/store_selector.jsp?_requestid=3534282)

**Safeway** [www.safeway.ca](http://www.safeway.ca)

**Sobeys** [www.sobeys.com](http://www.sobeys.com)

**Extra Foods** [www.extrafoods.ca](http://www.extrafoods.ca)

**Family Foods** <http://www.familyfoods.ca/home/>

### 3. RESOURCES IN THE COMMUNITY

#### Immigrant Centre

100 Adelaide Street,  
Winnipeg, MB  
204-943-9158

[info@icmanitoba.ca](mailto:info@icmanitoba.ca)

[www.icmanitoba.com](http://www.icmanitoba.com)

Provides a broad range of resources assisting new immigrants in transitioning to life in Manitoba. Services include needs assessments, settlement information, referral, advocacy, translation and interpretation, English conversation circles, tutoring and nutrition programs. The nutrition services include grocery store tours, nutrition planning during pregnancy, infant nutrition education including making baby food, individual counselling for those with health concerns, nutrition presentations in the community and onsite cooking and nutrition classes.

**See Appendix B for a complete list of resources in the community.**



# Making a Fruit Salad

1.



Wash tables with soap and a clean cloth.

2.



Take the fruit out of the bags.

3.



Wash hands and fruit.

4.



Take a knife and peel the fruit.

5.



Cut the fruit into small pieces.

6.



Mix the fruit pieces.

7.



Clean up. Put the peels and seeds in the garbage.

8.



Put the fruit salad into small bowls.

9.



Sit down and eat.

# Making a Fruit Salad

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Demonstrate how to make a fruit salad
2. Build on vocabulary previously learned
3. Demonstrate how to follow basic instructions
4. Develop language needed for food preparation in Canada

### Nutrition Objectives:

To introduce students to a simple healthy recipe.

**Materials:** pictures or realia: spoons, bowls, knives, washcloth, soap, pail, garbage bag, fruit; flashcards with vocabulary words; overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Set out the realia needed for the lesson (i.e. fruit, bowls, etc.).
2. Ask the students to look at the items and brainstorm the names of each of them.
3. Ask the students to match the flashcards with the appropriate item (e.g. apple).
4. Solicit predictions from the students about the upcoming activity.
5. Together, brainstorm what the class will be doing and how this will happen. This introduces the vocabulary.
6. Demonstrate (using gestures) the steps of making a fruit salad. Drill as needed.
7. On the board or overhead projector, guide the students through the steps again. Provide scaffolding by focusing on the pictures first and then reading the instructions.
8. Cut up the steps of making a fruit salad from one activity sheet, mix them up and have the students put the steps in order.
9. Divide the class into three or four groups. Ask students to work together to make a fruit salad.
10. Discuss the results. (E.g. Is fruit salad a dish that people eat or prepare in their home country? Do they like yogurt on their fruit salad? Is fruit salad good for them? What is another food made with fruit that they prepare or ate in their home country?)

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information? See Activity 60 for a worksheet to support this exercise.
- Practice the oral language using choral repetition, chain drill and individual response.

### Extension Activities:

- Have students write about the day's activities. (E.g. Yesterday we washed the tables with soap and .....)
- This fruit salad activity was a review of the fruit vocabulary. As a review of all of the food vocabulary, a pasta salad could be made using foods from each of the four food groups at the end of Module 1.

# Making a Fruit Salad

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

### 2. RESOURCES ONLINE

#### **Basic Skills for Living - Now You're Cooking! Cookbook**

<http://www.basicsskillsforliving.ca/Cookbook.html>

This cookbook contains many easy recipes in pictorial format. It is available in metric or imperial measurement versions.

#### **MES English - Fruit**

<http://www.youtube.com/watch?v=mKOkXlrRXeM&feature=related>

### 3. RESOURCES IN THE COMMUNITY






For those on a limited income and no dental insurance, see **Where to Go for Dental Care in Your Community**, available at: [www.wrha.mb.ca/prog/oralhealth/files/WhereToGo.pdf](http://www.wrha.mb.ca/prog/oralhealth/files/WhereToGo.pdf) for a list of community dental clinics.

**See Appendix B for a complete list of resources in the community.**

# Categorizing Vegetables and Fruit by Colour



Put a ✓ for each ½ cup you eat or drink.

Colour	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total
								orange and yellow
								blue and purple
								red
								green
								brown tan white

\*For raw, leafy vegetables, check off a full cup

# Categorizing Vegetables and Fruit by Colour

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Review the names of 12 fruits and vegetables
2. Demonstrate how to follow basic instructions
3. Build on previously learned vocabulary

### Nutrition Objective:

Students will record their vegetable and fruit intake to ensure a variety of colours is eaten.

**Materials:** picture cards of the 12 vegetables and fruit, flashcards with the names of the 12 vegetables and fruit, 5 large coloured flashcards (orange and yellow; blue and purple; red; green; brown, tan and white), activity worksheet, overhead transparency and overhead projector / computer screen / smart board, measuring cups

### Method:

1. Introduce the topic by reviewing the names of the 12 vegetables and 12 fruit taught in Activities 2, 3, 6 and 7.
2. Divide the large picture cards into four stations.
3. Divide the students into four groups. Have each group visit each station.
4. At each station, the students match the pictures of the vegetable or fruit to the appropriate flashcard with its name on it.
5. Once all four groups have visited all the stations, divide the class into five groups.
6. Give each group a coloured flashcard (e.g. red). The object of that group is to gather up all the vegetables and fruit that are the colour of their flashcard. Have each of the groups put their produce and coloured flashcard on one table.
7. Afterwards, have each group report on the vegetables and fruit in their colour category. (E.g. This apple is red.)
8. Next, introduce the dialogue. (I.e. Did you eat a red veggie or fruit yesterday? Yes, I did. How much did you eat? I ate 1 cup.)
9. Demonstrate with the one cup and half cup measuring cups.
10. Drill as needed (e.g. whole class, chain drill).
11. Pair up students and ask them to practice the mini dialogue as they visit each of the colour stations.
12. On the board or overhead projector, introduce the worksheet. Describe the task and do several examples together.
13. Hand out the worksheets. Ask students to check off what coloured vegetables and fruit they ate on Monday.
14. Continue this activity each day for the remainder of the week.
15. Discuss the results as a class.

### Debrief/Transfer:

Ask the students: What did you learn today? Why did we study this? Do you have a variety of colours checked off on your worksheet? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Learners can use this worksheet as a guide to record what they eat each day. Parents can use this worksheet to motivate children to eat a variety of vegetables and fruit from a rainbow of colours.

# Categorizing Vegetables and Fruit by Colour

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### One Food Guide Serving of vegetables is:

½ cup of fresh, frozen or raw vegetables

½ cup of cooked leafy vegetables

1 cup of raw leafy vegetables

½ cup of 100% juice

#### One Food Guide Serving of fruit is:

½ cup of fresh, frozen or canned fruit

½ cup of 100% juice

One medium-sized fruit (about the size of a tennis ball)

For more Food Guide Serving sizes of vegetables and fruit, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/serving-portion-eng.php>

#### Variety

Eating a serving of veggies and fruit from each colour group is one way to add variety to your diet. Each colour group represents a different combination of nutrients. So, the more colours you can put on your plate, the better.

#### Colours

Vegetables and fruit can be divided into five colour groups:

**Red** – apples, beets, cherries, radishes, red cabbage, red grapes, red peppers, strawberries, tomatoes, watermelon

**Yellow or orange** – cantaloupe, carrots, oranges, peaches, pumpkin, squash, sweet corn, sweet potatoes

**Green** – asparagus, avocados, broccoli, cucumbers green beans, green cabbage, kale and other dark green leafy vegetables, peas

**Blue or purple** – blueberries, eggplant, figs, plums, purple grapes, raisins

**White, tan or brown** – bananas, cauliflower, garlic, jicama, mushrooms, onions, potatoes, parsnips, turnips

For a complete list of vegetables and fruit and their colour group, visit <http://www.fruitsandveggiesmorematters.org/fruit-and-veggie-color-list>

Try to include at least one serving from each colour group every day.

Try new veggies and fruit. Choose a variety of colours.

Keep a copy of the Colour Tracking Chart on the fridge, at work or in your grocery bag.

([http://www.5to10aday.com/\\_files/documents/colourChart\\_e.pdf](http://www.5to10aday.com/_files/documents/colourChart_e.pdf))

Adapted from [www.5to10aday.com](http://www.5to10aday.com)

### 2. RESOURCES ONLINE

#### Learn English – The Alphabet (Fruit, Vegetables and Plants)

<http://www.youtube.com/watch?v=DJWwOta-5ig&feature=related>

### 3. RESOURCES IN THE COMMUNITY

#### Dial-a-Dietitian

Have questions about food and nutrition? Call to speak to a registered dietitian in Manitoba to get answers.

1-877-830-2892 or in Winnipeg 204-788-8248

[http://www.winnipeginmotion.ca/in\\_motion\\_nutrition/community\\_services/dial\\_a\\_dietitian/](http://www.winnipeginmotion.ca/in_motion_nutrition/community_services/dial_a_dietitian/)

**See Appendix B for a complete list of resources in the community.**

# Naming Grain Products

Write the name of each item.



spaghetti



cereal

tortilla

naan

rice

spaghetti

bread

What items do you have at home?  
Circle the pictures.

# Naming Grain Products

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 grain products
2. Develop the language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different grain products, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia (e.g. small packages of rice or cereal) or large pictures of the grain products.
2. Ask guiding questions such as: What do you see? What grain products do you eat? Do you like grain products? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the grain products.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the grain products.
6. Confirm the names and discuss each grain product. (E.g. Do you eat this food? Is it expensive? Do you have this food back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each grain product.
8. Ask students to try to read the flashcard and then point to the actual grain product or large picture.
9. Continue with all six items.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like....? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask how much of each grain products the students eat each day. Compare and discuss the results.

### Extension Activity:

Provide samples of grain products for students to taste. Ask them to name the ones they like and the ones they dislike. Encourage students to explain why they like or dislike each grain. (E.g. Too sweet, too sour, no taste, like the colour, don't like the smell, etc.)



# Naming Grain Products

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Grain products, particularly whole grains, are a source of fibre and typically are low in fat. Fibre rich foods can help people feel full and satisfied. A diet rich in whole grains may also help reduce the risk of cardiovascular disease.

Nutrients provided by grain products include carbohydrate, B vitamins (e.g. thiamine, riboflavin, niacin and folate), iron, zinc, magnesium and other components such as fibre.

#### One Food Guide Serving of Grain Products is:

1 slice (35 g) of bread

½ of a bagel (45 g)

½ of a pita or tortilla (35 g)

½ cup cooked rice, bulgur, quinoa, pasta or couscous

30 g of cold cereal, ¾ cup (175 ml) of hot cereal

For more Food Guide Serving sizes and foods in the Grain Products food group, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/grain-cereal/serving-portion-eng.php>

Source: *Eating Well with Canada's Food Guide – A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

**Going with the Grain** – a fact sheet on grain products

<http://www.toronto.ca/health/pdf/goingwiththegrain.pdf>

**Good Sources of Fibre**

[http://www.toronto.ca/health/nutrition/pdf/good\\_sources\\_fibre.pdf](http://www.toronto.ca/health/nutrition/pdf/good_sources_fibre.pdf)

**Fibre**

[http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3484239/k.6942/Healthy\\_living\\_\\_Fibre.htm](http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3484239/k.6942/Healthy_living__Fibre.htm)

**Top 10 High-Fibre Food List**

[http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3928885/k.8459/Top\\_10\\_highfibre\\_food\\_list.htm](http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3928885/k.8459/Top_10_highfibre_food_list.htm)

**Protein, Grain and Dairy ESL Activities**

<http://eslactivities.org/esl/classroom-themes/food/protein-grains-and-dairy/>

### 3. RESOURCES IN THE COMMUNITY

**Holy Trinity Anglican Church**

256 Smith Street

Winnipeg, Manitoba

204-942-7465

Free lunch (cup of soup and sandwich to go) Monday to Friday 11 am-12 pm, except holidays.

**See Appendix B for a complete list of resources in the community.**

# Naming Grain Products

Write the name of each item.

1.



noodles

2.



3.



4.



5.



6.



oatmeal

pita

noodles

injera

couscous

buns

What grain products do you have at home?  
Circle the pictures.

# Naming Grain Products

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 grain products
2. Develop the language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different grain products, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia (e.g. small packages of oatmeal and couscous) or large pictures of the grain products.
2. Ask guiding questions such as: What do you see? What grain products do you eat? Do you like this grain product? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the grain products.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the grain products.
6. Confirm the names and discuss each grain product. (E.g. Do you eat this food? Is it expensive? Do you have this food back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each grain product.
8. Ask students to try to read the flashcard and then point to the actual grain product or large picture.
9. Continue with all six items.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like....? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask how much of each grain products the students eat each day. Compare and discuss the results.

### Extension Activity:

Provide samples of grain products for students to taste. Ask them to name the ones they like and the ones they dislike. Encourage students to explain why they like or dislike each grain. (E.g. Too sweet, too sour, no taste, like the colour, don't like the smell, etc.).

# Naming Grain Products

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

**Make at least half of your grain products whole grain each day.**

Whole grains and whole grain foods contain all three edible layers of the grain seed or kernel. The outer bran layer provides all of the fibre as well as B vitamins, minerals such as magnesium, iron and zinc, phytochemicals and some protein. The middle endosperm layer accounts for the majority of the weight of the grain and is composed mostly of carbohydrate and protein. The inner germ layer provides B vitamins, unsaturated fats, vitamin E, minerals and phytochemicals.

Examples of whole grains include amaranth, brown rice, buckwheat, bulgur, millet, pot barley, quinoa, spelt, triticale, whole oats or oatmeal, whole rye, whole grain wheat and wild rice. Whole grains can be eaten on their own or used as ingredients in products or recipes such as buckwheat in pancakes, oats in cereal, quinoa in a pilaf or whole grain wheat in bread.

You can find out if a product is made with whole grain by reading the ingredient list on the food label. Whole grain foods will have the words “whole” or “whole grain” followed by the name of the grain as one of the first ingredients.

Source: *Eating Well with Canada's Food Guide – A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### Whole Grains Council

<http://www.wholegrainscouncil.org/>

Recipes, resources and information on the whole grain stamp.

#### Whole Grains – Get the Facts

<http://www.hc-sc.gc.ca/fn-an/nutrition/whole-grain-entiers-eng.php>

Information on whole grains from Health Canada.

#### English Language Games Online: Grains

<http://www.manycthings.org/vocabulary/lists/c/words.php?f=grains>

### 3. RESOURCES IN THE COMMUNITY

#### Immaculate Conception Church

181 Austin Street  
Winnipeg, MB  
204-942-3778

Full meal on Sundays at 2 pm, anyone can attend

**See Appendix B for a complete list of resources in the community.**

# Grain Products Word Search



b o t m e e l b u n s z u l a  
 c a t t r s e b b x m k j h y  
 r t s c i o c o u s c o u s t  
 a m e s r t e n n x z g h u t  
 t e l d p f a a n a y u b m l  
 o a t i j a e q u e a b s d p  
 r l a s d b g t t i e n a n o  
 t a d f q w e h c r a y l o a  
 i m p i v s a t e y u i m o n  
 l a e n r t y n r t n o o d l  
 l n c j x k f d e l t p a l s  
 a p p e l y u f a d e i r e s  
 p p b r e a d i l e s t a s t  
 q e r a s o p d s r e a s d f  
 t t i c o u r i c e c o p p s

spaghetti

bread

rice

cereal

couscous

noodles

buns

naan

injera

tortilla

pita

oatmeal

# Grain Products Word Search

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use the names of 12 grain products to:

1. Develop listening skills
2. Develop speaking skills
3. Develop reading skills
4. Develop writing skills needed to facilitate shopping in Canada

### Nutrition Objective:

Students will use basic vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, overhead transparency and overhead projector / computer screen / smart board, grocery store flyer (optional)

### Method:

1. On the board or overhead projector, place the word search worksheet.
2. Solicit input from the students about the word search. (E.g. What do you see? What do you think it is?)
3. Group students into pairs or threes and ask them to try to read the 12 names of grain products at the bottom of the page.
4. Once students are finished, hold up a grain product or picture (e.g. spaghetti).
5. Ask students: What is this food? Yes, it's spaghetti. This is #1 on your worksheet. Can you write #1 beside the WORD spaghetti on your worksheet? Demonstrate.
6. Continue showing all the grain products.
7. Ask students to number the rest of the grain products. This activity provides a review of the grain products and their names in written form.
8. If this is the first time students are attempting a word search, complete it as a class. Subsequent word searches can be done as a review and can be completed independently at home or with a partner in class.
9. Once completed, ask students to submit the word search.

### Debrief/Transfer:

Ask about students' family members. E.g. Do they eat healthily? Do they like grain products? What grain products do they eat? Are these grain products healthy? What are some of their favourite grain products from their home country?

### Extension Activities:

Make a grain products collage using a grocery store flyer For students who enjoy word search activities, introduce the following website:

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

# Grain Products Word Search

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

#### **Choose grain products that are lower in fat, sugar or salt.**

Grain products typically are low in fat. People should limit the amount of fat added to these foods. They can use a small amount of oil or a soft margarine low in saturated and trans fat, on grain products such as breads or pasta or when they cook or bake.

Baked good such as cakes, croissants, doughnuts, pastries, pies and most cookies and muffins will add extra calories, fat, sugar or salt (sodium) to the diet and should be limited. These foods are typically low in fibre and are not usually made with whole grains. People can use the ingredient list and Nutrition Facts table on food labels to compare products and make informed choices.

Source: *Eating Well with Canada's Food Guide – A Resource for Educators and Communicators*

#### **Whole Grains Matching Game**

It's difficult to talk about grains without looking at them. A matching game consisting of grain samples (in small plastic bags) and a set of flash cards with grain names can help to turn something quite abstract for the students into something more visual and practical. While matching the grains to their names, students have time to touch the grain, explore its color and shape, and share the ways to cook it. Some will be motivated to research more about a particular type and even give it a try.

### 2. RESOURCES ONLINE

#### **It's Always a Great Time for Grains**

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Grains/Great-Time-for-Grains.aspx>

#### **Food Sources of Fibre**

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Fibre/Food-Sources-of-Fibre.aspx>

### 3. RESOURCES IN THE COMMUNITY

#### **The Lighthouse Mission**

669 Main Street  
Winnipeg, Manitoba  
204-943-9669

Soup kitchen Monday to Friday, 2-3:30 pm

**See Appendix B for a complete list of resources in the community.**

# Naming Milk and Alternatives

Write the name of each item.

1.



yogurt

2.



3.



4.



5.



6.



cheddar cheese

soy beverage

milk

cottage cheese

paneer

yogurt

What items do you eat or drink? Circle the pictures.



# Naming Milk and Alternatives

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 milk and alternative products
2. Develop language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different milk and milk alternatives, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia or large pictures of the milks or milk alternatives.
2. Ask guiding questions such as: What do you see? Do you eat or drink any of these foods? Do you like any of these foods? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the milks and milk alternatives.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the milks and milk alternatives.
6. Confirm the names and discuss each item. (E.g. Do you eat or drink this? Is it expensive? Do you have this back home in your country?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each item.
8. Ask students to try to read the flashcard and then point to the actual item or large picture.
9. Continue with all six milks and milk alternatives.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like....? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask students how much milk and alternatives they eat or drink each day. Compare the results and discuss.

### Extension Activities:

- Encourage students to bring in milk products and milk alternatives used in their culture such as kefir or canned milk. Discuss how they use these products.
- Provide samples of unfamiliar milk and alternatives for students. Ask them to name the ones they like and the ones they dislike. Encourage the students to explain why they like or dislike each item. (E.g. too sweet, too sour, no taste, like the colour, don't like the smell, etc.)
- Ask students to match up the pictures and words from the other food groups as a review. Play Bingo with the vocabulary as it develops.

# Naming Milk and Alternatives

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

The Milk and Alternatives food group provides calcium, vitamins A, D and B12, riboflavin, zinc, magnesium, potassium, protein and fat. Many of these nutrients are important for developing strong bones and reducing the risk of osteoporosis.

#### One Food Guide Serving of Milk and Alternatives is:

1 cup (250 ml) of milk or powdered milk

1 cup (250 ml) of fortified soy beverage

$\frac{3}{4}$  cup (175 g) of yogurt

1½ oz (50 g) of cheese

For more serving sizes and foods in the Milk and Alternatives food group, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/milk-lait/serving-portion-eng.php>

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

Although soy beverage is not a dairy product, it is part of the Milk and Alternatives food group because fortified soy beverage contains calcium and vitamin D, two of the nutrients that milk provides. Foods are categorized into food groups according to the nutrients they contain.

### 2. RESOURCES ONLINE

#### Dairy Goodness

<http://www.dairygoodness.ca>

Recipes, menus, videos, health information and meal planning ideas for milk and milk products.

#### Recharge with Milk

<http://www.rechargewithmilk.ca>

A website promoting chocolate milk geared to youth and active people

#### Hormones and Antibiotics in Food Production

<http://www.eatrightontario.ca/en/Articles/Farming-Food-production/Hormones-and-antibiotics-in-food-production.aspx>

In Canada, growth hormones are only given to beef cattle (and not dairy cattle). There are no growth hormones used in poultry or pork production.

### 3. RESOURCES IN THE COMMUNITY

#### Dairy Farmers of Manitoba

36 Scurfield Blvd  
Winnipeg, MB R3Y 1N9  
204-488-6455

<http://www.milk.mb.ca/>

Information on calcium, osteoporosis, nutrition resources, school milk programs and nutrition education resources for teachers.

**See Appendix B for a complete list of resources in the community.**

# Milk and Alternatives Word Search



a m c j a y o p f e a n m z g  
p f o g p e y o g u r t s u i  
h m t z n a l s s e r u o t r  
v c t o y r n w a q s d y n e  
q w a y p l g e h s d p b u y  
r t g y s d f g e s s e e l j  
y j e b c v r t u r e a v i o  
m n c a d f e r s t u v e o p  
p a h e r b j e g h r t r u m  
c v e q u m i l k s d e a u m  
h a e t r c o k r a c k g e b  
j i s t c k l r e s a k e l l  
p r e a t h r n e m q c v b l  
s c h e d d a r c h e e s e r  
t y u n d k l a d p w c g k l

cheddar cheese

cottage cheese

paneer

milk

soy beverage

yogurt

# Milk and Alternatives Word Search

## **CLB 1 + CLB Ph 1**

### **Learning Objectives:**

Students will use the names of 6 milk and alternative products to:

1. Develop listening skills
2. Develop speaking skills
3. Develop reading skills
4. Develop writing skills needed to facilitate shopping in Canada

### **Nutrition Objectives:**

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### **Method:**

1. On the board or overhead projector, place the word search worksheet.
2. Solicit input from the students about the word search. (E.g. What do you see? What do you think this is?)
3. Group students into pairs or threes and ask them to try to read the 6 names of milks and milk alternatives at the bottom of the page.
4. Once students are finished, hold up an item or picture (e.g. cheddar cheese).
5. Ask students: What is this food? Yes, it's cheddar cheese. This is #1 on your worksheet. Can you write #1 beside the WORD cheddar cheese on your worksheet? Demonstrate.
6. Continue showing all the items.
7. Ask students continue to number the rest of the items. This activity provides a review of the milks and milk alternatives and their names in written form.
8. If this is the first time students are attempting a word search, complete it as a class. Subsequent word searches can be done as a review and can be completed independently at home or with a partner in class.
9. Once completed, ask students to submit the word search.

### **Debrief/Transfer:**

Ask about students' family members. E.g. Do they eat healthily? Do they like milk and alternatives? Do their children eat well? What milk or milk alternatives do they eat? What milk alternatives are NOT healthy?

### **Extension Activities:**

Make a collage of milk and alternatives. Once completed, have students check off the items they eat and then discuss the results.

For the students who enjoy word search activities, introduce the following website:

*<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>*

# Milk and Alternatives Word Search

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

#### **Drink skim, 1% or 2% milk each day.**

Have 500 ml (2 cups) of milk every day for adequate vitamin D. Milk is the main food source of vitamin D. Drink fortified soy beverages if you do not drink milk.

**Select lower fat milk alternatives** such as lower fat yogurt (2% M.F.\* or less) and lower fat cheese (15% to 20% M.F.) to reduce calories and saturated fat.

\*M.F. = milk fat

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

#### **What is lactose intolerance?**

Milk contains a natural sugar called "lactose". Some people can't digest large amounts of lactose at one time. This isn't dangerous, but can cause gas, stomach bloating, or diarrhea.

#### **Who can have lactose intolerance?**

- It is most common in adults of First Nation, African, or Asian background.
- It can happen for a short time if you have stomach flu or diarrhea. It can also happen while taking certain medications (especially antibiotics).

See this resource for tips on how to enjoy milk and milk products even if you are lactose intolerant. <http://www.milk.mb.ca/Nutrition/PDFs%20and%20images/lactose.pdf>

### 2. RESOURCES ONLINE

#### **Your Healthy Weight – Shaping up with Milk products**

<http://www.yourhealthyweight.ca/home.aspx>

Developed by the Dairy Farmers of Canada's Registered Dietitians to help people achieve and maintain a healthy weight.

#### **Video: Milk from Cow to Container**

[http://www.dairycouncilofca.org/activities/df/video\\_dairy.aspx](http://www.dairycouncilofca.org/activities/df/video_dairy.aspx)

#### **Milk Calendar**

<http://www.dairygoodness.ca/milk/my-milk-calendar>

Hard copies can be picked up at the Dairy Farmers of Manitoba at 36 Scurfield Boulevard, Winnipeg, MB.

### 3. RESOURCES IN THE COMMUNITY

#### **School Milk Program**

204-488-6455

<http://www.milk.mb.ca/school/>

Information on elementary and high school milk programs in Manitoba.

**See Appendix B for a complete list of resources in the community.**

# Naming Meat

Write the name of each meat.

1.



ground beef

2.



3.



4.



5.



6.



ham      pork chops      chicken legs  
chicken breasts      steak      ground beef

What meat do you have at home? Circle the pictures.

# Naming Meat

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 meats and meat products
2. Develop the language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different meats and meat products, overhead transparency and overhead projector / computer screen / smart board, flyers (optional)

### Method:

1. Introduce the topic with realia or large pictures of the meat.
2. Ask guiding questions such as: What do you see? What meat do you eat? Do you like meat? Do you know the names of these different meats?
3. Pair up students and give them time to brainstorm the names of the meats and meat products.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the meats.
6. Confirm the names and discuss each item. (E.g. Do you eat this meat? Is it expensive? Do you have this meat back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each meat.
8. Ask students to try to read the flashcard and then point to the actual meat or large picture.
9. Continue with all six items.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like...? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask the students: What did you learn today? Why did you learn it? When would you use this information? Ask about the meats and meat products they eat in their culture. See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Hand out a variety of grocery store flyers and ask students to check the prices of different meats. Discuss.

# Naming Meat

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

The Meat and Alternatives food group provides nutrients such as iron, zinc, magnesium, B vitamins (thiamine, riboflavin, niacin, vitamin B6 and vitamin B12), protein and fat. Foods belonging to this food group include eggs, fish, legumes such as chick peas, kidney beans and lentils, meat, nuts and seeds, poultry, shellfish and tofu.

#### One Food Guide Serving of Meat and Alternatives is:

$\frac{3}{4}$  cup (175 ml) of beans or tofu

2½ oz (75 g) of cooked fish, chicken, beef, pork or game meat (about ½ cup)

2 eggs

$\frac{1}{4}$  cup (60 ml) of nuts or seeds

2 Tbsp (30 ml) of peanut or nut butters

A full Food Guide Serving of Meat and Alternatives does not have to be eaten at every meal.

For more serving sizes and foods in the Meat and Alternatives food group, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/meat-viande/serving-portion-eng.php>.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### Guide to Understanding Halal Foods

[http://www.toronto.ca/health/nutrition\\_matters/pdf/nm\\_halal.pdf](http://www.toronto.ca/health/nutrition_matters/pdf/nm_halal.pdf)

A guide for service providers working with Muslim clients.

#### Eat Well and Be Active Every Day Poster – Health Canada

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/poster-affiche-eng.php>

### 3. RESOURCES IN THE COMMUNITY

#### Missionaries of Charity

167 Aikins Street  
Winnipeg, MB  
204-582-2773

Soup kitchen 9:30-10:45 am Monday to Wednesday, Friday and Saturday.

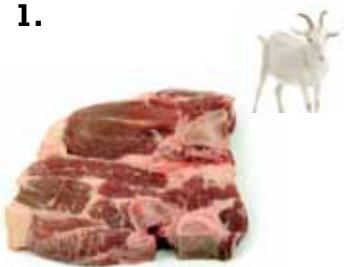
**See Appendix B for a complete list of resources in the community.**



# Naming Meat

Write the name of each item.

1.



goat

2.



3.



4.



5.



6.



duck

fish

goat

crab

shrimp

leg of lamb

What meat and seafood do you have at home?  
Circle the pictures.

# Naming Meat

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 meats, meat products and seafood
2. Develop the language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different meats/seafood, overhead transparency and overhead projector / computer screen / smart board, magazines (optional)

### Method:

1. Introduce the topic with realia or large pictures of the meats and seafood.
2. Ask guiding questions such as: What do you see? What meat or seafood do you eat? Do you like meat? Do you like seafood? Do you know the names of these different meats and seafood?
3. Pair up students and give them time to brainstorm the names of the meats and seafood.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the meats and seafood.
6. Confirm the names and discuss each item. (E.g. Do you eat this food? Is it expensive? Do you have this food back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each item.
8. Ask students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all six items.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like....? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask the students: What did you learn today? Why did you learn it? When would you use this information? Ask about the student's cultural meat and seafood preferences and whether they prefer the foods presented in today's lesson.

### Extension Activity:

Hand out a variety of magazines with recipes. Ask the students to make a collage and label the foods (e.g. beef, pork, fish). Discuss their choices.

# Naming Meat

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

#### **Eat at least two Food Guide Servings of fish each week.**

Eating fish helps reduce the risk of cardiovascular disease. People are encouraged to eat at least 150 g of fish each week. All fish contain some omega-3 fats. People should get these fats through food because very little is produced by our bodies. Char, herring, mackerel, rainbow trout, salmon and sardines have very high amounts of these omega-3 fats. It is likely that the omega-3 fats, the other nutrients found in fish and the displacement of high fat foods contribute to heart health benefits. Deep-fried fish or fast food fish sandwiches do not offer the same heart health benefits.

Lower cost forms of fish include frozen and canned fish (e.g. sardines, mackerel, tuna, salmon) and are just as nutritious as fresh fish.

#### **Select lean meat and alternatives prepared with little or no added fat or salt.**

To minimize the amount of saturated fat in the diet, Canada's Food Guide emphasizes lean cuts of meat and skinless poultry. Game meat such as bison, caribou, deer, elk and moose also tend to be lean. Shellfish such as clams, crab, lobster, mussels, oysters, scallops and shrimp are all generally low in fat and provide essential nutrients.

*Adapted from Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### **Canadian Beef**

<http://www.beefinfo.org>

Nutrition information on beef, cuts of beef, beef facts, recipes, a free magazine and cooking lesson videos from Canada Beef Inc.

#### **Pick Pork**

<http://www.pickpork.com>

Recipes, nutrition, food safety and myths about pork from the Manitoba Pork Council. Also visit [www.putporkonyourfork.com](http://www.putporkonyourfork.com) for a national website.

### 3. RESOURCES IN THE COMMUNITY

To contact your local public health dietitian, call the Winnipeg Regional Health Authority office in your community and ask to speak to the public health dietitian. You can find this information in the phone book under Winnipeg Regional Health Authority.

**Downtown** 204-940-8711

**River East/St. Vital** 204-938-5000

**Transcona** 204-938-5555

**Seven Oaks/Inkster** 204-938-5600

**River Heights** 204-938-5500

**Fort Garry** 204-940-2015

**Assiniboine South/St. James** 204-940-2040

**Point Douglas** 204-940-2025

**St. Boniface** 204-938-5000

<http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/index.php>

**See Appendix B for a complete list of resources in the community.**

# Reading a Grocery Store Flyer



Fill in the prices per kilogram (kg) and per pound (lb).

Meat	Price per kg or each	Price per lb or each
1.		
2.		
3.		
4.		
	Total \$	Total \$

# Reading a Grocery Store Flyer

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use a grocery store flyer to:

1. Demonstrate understanding of units of measurement of meat
2. Demonstrate how to choose items based on price
3. Discuss prices of meat
4. Demonstrate how to read a grocery store flyer

### Nutrition Objectives:

Students will use a grocery store flyer to compare prices in kilograms and pounds.

**Materials:** pictures or realia, scale, flyers, overhead transparency and overhead projector / computer screen / smart board, calculators (optional)

### Method:

1. Introduce the topic of comparing the prices of meat with large pictures of the meats and a scale.
2. Solicit input from the students by asking: What do you see? What do you think we'll be doing today?
3. Ask for a volunteer to demonstrate one kilogram.
4. Ask for another volunteer to demonstrate one pound. Compare and ask students to predict the implications for pricing. (E.g. Is a kilogram of meat the same price as a pound of meat? Why or why not? Explain that one kilogram is equal to about two pounds.)
5. Continue the demonstration with 2 kg vs. 2 lbs,  $\frac{1}{2}$  lb vs.  $\frac{1}{2}$  kg, etc. Continue as needed.
6. Introduce the worksheet on the board or overhead projector.
7. Ask the students: What do you see? What do you think we will do today?
8. Explain the task to the students. They will be looking at flyers and comparing the price of meat per kilogram and per pound, then recording their findings in the chart on the worksheet.
9. Hand out the flyers and divide the students into pairs.
10. Initially, guide the students. (E.g. Look for ground beef in this flyer. Do you see it? What page is it on? What is the price per kilogram? What is the price per pound? What is the price for each 5 lb box?)
11. In pairs, ask students to look for the prices of the meats and seafood.
12. Ask students to compare and discuss their results with another pair.
13. Discuss the results as a class.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Ask the students how and where they shopped in their home countries. At first, support the discussion with pictures (e.g. outdoor market, fruit and vegetable stand).
- Ask the students where they shop in Canada.

### Extension Activity:

Ask the students to calculate the total cost of the meats in the chart for the column per kilogram and then for the column per pound. For literacy learners, provide the support needed. If education has been limited, provide calculators and guide learners through the process.

# Reading a Grocery Store Flyer

## NOTES FOR THE TEACHER

### 1. NURITION CONTENT

#### Working with Grocery Store Flyers

If students are not familiar with using flyers, pre-teaching will need to be done. Suggested topics to cover include:

- What is a flyer?
- Why are they important or helpful?
- What information do they contain?
- How can you use a flyer?
- Where can you find flyers?

It may be helpful to bring in the current week's flyers from a few different grocery stores, so the information is relevant to the students and they can look for the sale items when they shop for groceries that week.

#### Best Buys in Meat, Poultry and Fish

- Buy less expensive cuts of meat such as stewing meat; outside, inside or eye of round; pork shoulder; ground meat; brisket point; cross rib and flank steak.
- Lower priced meats often have less fat and are less tender. Bring out the meat's great flavours by tenderizing. To tenderize: marinate the meat overnight in the refrigerator, pound the meat using a mallet before cooking, or use slow cooking methods such as stewing, pot-roasting and braising in water or broth.
- Compare the price per kilogram of meat, poultry and fish. Also compare how much meat you are getting to how much is fat and bones.
- Buy family-sized packs of poultry and meats. Separate and freeze in smaller portions.
- Buy a whole chicken or turkey and cut it up yourself. Poultry pieces or boneless, skinless cuts cost more.
- Canned fish costs less than fresh fish.
- Frozen fish fillets are good buys.
- It is less expensive to buy cold cuts from the deli counter.

Source: *Four Weeks of Healthy Menus, Winnipeg Regional Health Authority*

### 2. RESOURCES ONLINE

Many grocery store flyers are available online. See below for a sample of stores whose flyers can be found on their websites.

#### Superstore

[http://www.superstore.ca/LCLOnline/store\\_selector.jsp?requestid=3534282](http://www.superstore.ca/LCLOnline/store_selector.jsp?requestid=3534282)

**Safeway** [www.safeway.ca](http://www.safeway.ca)

**Sobeys** [www.sobeys.com](http://www.sobeys.com)

**Extra Foods** [www.extrafoods.ca](http://www.extrafoods.ca)

**Family Foods** <http://www.familyfoods.ca/home/>

### 3. RESOURCES IN THE COMMUNITY

#### Buy Manitoba

[www.gov.mb.ca/agriculture/food/buymanitoba.html](http://www.gov.mb.ca/agriculture/food/buymanitoba.html)

Information on local Manitoba products and where you can buy them.

**See Appendix B for a complete list of resources in the community.**

# Naming Meat Alternatives

Write the name of each item.

1.



eggs

2.



3.



4.



5.



6.



nuts      eggs      tofu  
green lentils      red lentils      chickpeas

What items do you have at home? Circle the pictures.

# Naming Meat Alternatives

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 6 meat alternatives
2. Develop the language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 6 different meat alternatives, overhead and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the meat alternatives.
2. Ask guiding questions such as: What do you see? What meat alternatives do you eat? Do you like any of these items? Do you know the names of these items?
3. Pair up students and give them time to brainstorm the names of the meat alternatives.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the meat alternatives.
6. Confirm the names and discuss each food. (E.g. Do you eat this food? Is it expensive? Do you have this food back home?) Refer to Canada's Food Guide as appropriate.
7. When finished, hold up large flashcards with the name of each food.
8. Ask students to try to read the flashcard and then point to the actual food or picture.
9. Continue with all six meat alternatives.
10. Cut up one copy of the activity worksheet and hand out a small picture to each student.
11. Practice the structure: Do you like...? Do you eat...? Do you buy...?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask the students: What did you learn today? Why did you learn it? When would you use this information? Ask about the meat alternatives students eat in their culture and whether any of the foods introduced in the lesson are favourites in their home country.

### Extension Activity:

Go on a field trip to the local grocery store and find the prices of the foods in the lesson.



# Naming Meat Alternatives

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Make each Food Guide Serving count...

**Have meat alternatives such as beans, lentils, also known as pulses and tofu often.**

To minimize the amount of saturated fat in the diet, Canada's Good Guide suggests that people regularly choose beans and other meat alternatives such as lentils and tofu. Legumes (beans, dried peas and lentils-also known as pulses) are also sources of folate and fibre. Nuts and seeds are other types of meat alternatives and are relatively high in calories, but contain monounsaturated fats and essential polyunsaturated fats, which are beneficial for cardiovascular health.

#### Tips for adding more meat alternatives:

- Each week, plan a couple of meals using dried or canned beans or lentils.
- Add tofu, dried peas, beans or lentils to soups, stews and casseroles.
- Top a salad with beans, a hard cooked egg or nuts or seeds.
- For lunch at work or school, try bean salad, lentil and rice pilaf or a bowl of vegetarian chilli or tofu stir-fry.
- Make your own trail mix by combining your favourite cereal with a handful of unsalted nuts and sunflower seeds.

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### Pulse Canada

<http://www.pulsecanada.com/consumers>

Farmers in Canada grow many different pulses (dry beans, dry peas, lentils and chickpeas) and export them to countries around the world. On this website, you will find more information on pulses and two cookbooks with recipes using pulses.

### 3. RESOURCES IN THE COMMUNITY

#### St. Matthews Maryland Community Ministry

641 St. Matthews Ave.

Winnipeg, MB

204-774-3957

Community garden allows area residents opportunity to grow vegetables

Cooking programs sometimes available

**See Appendix B for a complete list of resources in the community.**

# Meat and Alternatives Word Search



g o u p r a t n m d g e c s s  
r l e g o f l a m b i n h a t  
o g m r y r e d l e n t i l s  
u r a c h e k p o l t h c o c  
n e u h a m o c r a b i k e h  
d e g g s o o t h g e a e t i  
b n o u t h e m n o p t n a c  
e l u e f i s h t a p e b o k  
e e a t o l s t a t o s r i p  
f n a o s n t m a b t y e w e  
a t b f f j e h t y e e a h a  
p i o u t b a t d u c k s i s  
w l e r t h k v a b n f t k d  
a s h r i m p p p r t a s e e  
c h i c k e n l e g s o v b a

ham

steak

pork chops

chicken breasts

chicken legs

ground beef

nuts

green lentils

eggs

red lentils

tofu

chickpeas

duck

leg of lamb

fish

shrimp

goat

crab

# Meat and Alternatives Word Search

## CLB 1 + CLB Ph 1

### Learning Objectives:

To use vocabulary found in Canada's Food Guide to:

1. Introduce the names of 18 meat and alternatives
2. Develop language needed for shopping in Canada
3. Discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, overhead transparency and overhead projector / computer screen / smart board, food scale (optional)

### Method:

1. On the board or overhead projector, place the word search worksheet.
2. Solicit input from the students about the word search. (E.g. What do you see? What do you think it is?)
3. Group students into pairs or threes and ask them to try to read the 18 names of meats and meat alternatives at the bottom of the page.
4. Once students are finished, hold up a picture (e.g. steak).
5. Ask the students: What is this meat? Yes, it's steak. This is #1 on your worksheet. Can you write #1 beside the WORD steak on your worksheet? Demonstrate.
6. Continue showing all the pictures of meat and meat alternatives.
7. Ask students to number the rest of the items. This activity provides a review of the meats and alternatives and their names in written form.
8. If this is the first time students are attempting a word search, complete it as a class. Subsequent word searches can be done as a review and can be completed independently at home or with a partner in class.
9. Once completed, ask students to submit the word search.

### Debrief/Transfer:

Ask students about their family members: Do they eat healthily? Do they like meat and alternatives? Do their children eat well? What items do they eat? What items don't they eat? Did they have a farm or garden back home?

### Extension Activities:

Look at a flyer online to find the prices per pound or kilogram of meat or alternatives. Demonstrate the weight per item using a food scale.

For students who enjoy word search activities, introduce the following website: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

# Meat and Alternatives Word Search

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Tips for choosing healthier meats

- Choose lean or extra lean cuts of meat including inside round roast, outside round roast, eye of round steak or roast, strip loin steak, sirloin steak, rump roast and lean and extra lean ground meat or ground poultry. Tenderloin cuts of meat can be lean if the visible fat is trimmed. Tenderize lean cuts of meat by using a marinade or slow cooking methods such as stewing or braising.
- Remove skin from poultry before cooking or buy skinless pieces.
- If the cut of meat is not lean, trim off as much visible fat as possible. Drain fat from cooked ground meat.
- Use herbs and fresh salsas instead of salt to season and flavour fish, meats and poultry. Try rosemary with chicken or fresh mango salsa with pork.
- Make sandwiches with lower fat, unprocessed meats such as roast beef, pork, lamb, turkey or chicken.
- Limit higher sodium deli and luncheon meats such as corned beef, bacon, ham, hot dogs, pepperoni, salami and smoked meat.
- Try lean wild or game meats such as bison, caribou, deer, elk and moose

Source: *Eating Well with Canada's Food Guide - A Resource for Educators and Communicators*

### 2. RESOURCES ONLINE

#### Chicken Farmers of Canada

<http://chicken.ca/>

How-to's, recipes and health and nutrition information on chicken.

### 3. RESOURCES IN THE COMMUNITY

#### Christmas Hamper

<http://www.christmascheerboard.ca>

Participants receive a free Christmas hamper of food and toys in December. Applications are required.

**See Appendix B for a complete list of resources in the community.**

# Record What You Ate Yesterday



What did you eat in the morning?	What did you eat in the afternoon?	What did you eat in the evening?

# Record What You Ate Yesterday

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Review the names of foods from all four food groups
2. Demonstrate how to follow basic instructions
3. Build on previously learned vocabulary

### Nutrition Objective:

Students will record their daily food intake to demonstrate how all four food groups fit in a day.

**Materials:** large picture cards of food vocabulary from Module One, flashcards with names of food vocabulary, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by reviewing the names of the four food groups that have been taught in previous lessons.
2. Categorize the picture cards and flashcards into the four food groups and place them at four stations around the room.
3. Divide the students into four groups. Ask each group to rotate around the room to each station.
4. At each station, have the students to match the picture of the food to the corresponding flashcard with its name.
5. Next, introduce the dialogue: What did you eat yesterday morning? I ate \_\_\_\_\_. What did you eat in the afternoon? What did you eat in the evening?
6. Drill as needed (e.g. whole class, chain drill).
7. Pair up students and ask them to practice the mini dialogue.
8. On the board or overhead projector, introduce the worksheet.
9. Describe the task. Students will write down the foods that they ate yesterday in the morning, afternoon and evening.
10. Do several examples together as a class.
11. Hand out the worksheets.
12. Ask students to fill in the chart, checking their food vocabulary worksheets from previous activities for the correct spelling of each food.
13. Discuss the results. (E.g. Did you eat healthy foods? Did you eat any foods that were NOT healthy?)

### Debrief/Transfer:

Ask the students: What did we do? Why did we do it? When would you use this information? See Activity 60 for a worksheet to support this activity.

### Extension Activities:

Students can use this worksheet as a guide to record what they eat each day. Students who are parents can use this worksheet to help their children see what they have eaten and to motivate their children to add healthy foods.

# Record What You Ate Yesterday

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

It can be helpful to keep track of what you eat each day for a short period of time such as a couple days or a week.

- It allows you to be aware of what you're eating and look back on your day. We often eat food without even thinking about it.
- It encourages you to think about your food choices when you decide what to eat since you'll have to write it down.
- It can help you figure out why you eat at certain times. Is there a trigger that makes you want to eat or overeat even when you're not hungry?
- It helps you make sure you're getting enough foods from all four food groups each day.
- To find out even more information, you can record how much of the food you ate and when you ate it.

### 2. RESOURCES ONLINE

#### **eaTracker**

<http://www.eatracker.ca>

A website run by the Dietitians of Canada that lets you record what you ate and your physical activity, see if you're getting enough servings from the four food groups, find out the nutrients in your recipes and plan healthy meals.

#### **Canada's Food Guide in 10 languages**

[http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide\\_trans-trad-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide_trans-trad-eng.php)

### 3. RESOURCES IN THE COMMUNITY

#### **Volunteer with Winnipeg Harvest**

204-982-3663

<http://winnipegharvest.org/donate-time/>

**See Appendix B for a complete list of resources in the community.**

# Module 2: Eating Well with Canada's Food Guide

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## Cross out (X) the food that is different.

Why is it different?

1.



2.



3.



4.



## Cross out (X) the food that is different.

### CLB 1 + CLB Ph 1

#### Learning Objectives: :

Students will:

1. Demonstrate reading and speaking skills
2. Demonstrate the ability to follow basic instructions
3. Develop vocabulary previously learned

#### Nutrition Objective:

Students will identify food items from the four food groups.

**Materials:** large picture cards of food vocabulary from Module One, flashcards with names of food items, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

#### Method:

1. Introduce the topic by reviewing the food vocabulary taught in Module One with large picture cards (e.g. apple, carrot, yogurt, etc.).
2. Categorize the picture cards and flashcards with the names of each food into the four food groups and place them at four stations around the room.
3. Divide the students into four groups and assign each of them a food group. Ask each group to rotate around the room to each station.
4. At each station, have the students match the picture of the food to the corresponding flashcard with its name.
5. Next, ask each group to select one item from their assigned food group and shuffle it into the stack of picture cards from the food group station that they are at (e.g. add grapes to the pictures of grain products).
6. When the next group arrives at that station, they need to find the food that doesn't belong in that food group.
7. Continue rotating around the stations and having students add picture cards of foods that don't belong in that food group as needed.
8. Once students can easily find the food that doesn't belong in the food group, introduce the worksheet.
9. Ask students to look at the board or screen and discuss what they see.
10. Explain the task to the students. They need to look for the food that doesn't belong in each row of foods.
11. Ask students to work in pairs to name each item and then determine the food that doesn't belong.
12. Have students discuss their choices with other pairs.
13. Discuss the results as a class. Ask why the chosen food in each row is different. This allows students the chance to practice and develop the language for the task just completed.

#### Debrief/Transfer:

Ask the students: What did we do? Why did we do it? See Activity 60 for a worksheet to support this exercise.

#### Extension Activity:

Ask the students to refer back to their vocabulary sheets from Module One and fill in the missing item for each food group. (E.g. For the first row, cross out the grapes and replace it with **rice**. This will provide a review and will cement the concept of food groups.)

# Cross out (X) the food that is different.

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Health professionals recognize literacy as a determinant of health. People with low literacy skills may not be able to read or access information about healthy lifestyle choices. They may have difficulty reading food or medicine labels, preparing infant formula or following specific medical instruction for dietary requirements.

### 2. RESOURCES ONLINE

**Basic Skills for Living** is a website that provides online resources for consumers, learners and educators on topics related to:

- Eating healthy foods
- Learning about money

Manitoba Home Economists created this site as a community outreach project to promote functional literacy. These resources provide information and educational modules on adult literacy and life skills.

<http://www.basicsskillsforliving.ca/>

### 3. RESOURCES IN THE COMMUNITY

#### Healthy Baby Program

Phone: 204-945-1301

Toll free: 1-888-848-0140 E-mail: [healthychild@gov.mb.ca](mailto:healthychild@gov.mb.ca)

Website: [www.gov.mb.ca/healthychild/healthybaby/](http://www.gov.mb.ca/healthychild/healthybaby/)

Offers social support and information for moms while they are pregnant and after they give birth. Provides interpreters for immigrants. These free drop-in sessions are facilitated by public health dietitians and public health nurses. Milk coupons, bus tickets and child care are available.

**See Appendix B for a complete list of resources in the community.**

# Healthy Foods



1. This is Lem Lem.
2. She is a single mother.
3. Her son is 2 years old.
4. They came to Canada 4 months ago.
5. She goes shopping for food after school.
6. She ate 1 time a day in her country.
7. Now she eats healthy food, 3 times a day.
8. She gives her son fruit and vegetables.
9. She gives her son grains, milk and meat.

# Healthy Foods

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use nutrition vocabulary to tell and discuss a story about a personal experience related to nutrition.

### Nutrition Objectives:

Students will use nutrition vocabulary to discuss:

1. the constraints of eating on a budget
2. choosing healthy foods on a budget
3. accessing resources available in the community

**Materials:** pictures, activity worksheet, alternate activity for Group B, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by asking students about problems they face as newcomers related to shopping for food, meal planning and/or nutrition. Discuss.
2. On the board or overhead projector, show the pictures of Lem Lem, her son and the foods from the worksheet.
3. Solicit predictions from the students about the story. (E.g. Look at the woman's face. Is she happy or sad? Why? Why are there pictures of food?) Read the title and identify the food pictures. This will draw out the relevant vocabulary.
4. Divide the class into two groups. Group A stays in the class and listens to the story. Group B leaves the room with a chosen activity (e.g. word search, related personal questions).
5. Orally recount the story to the students using the pictures and key words written on the board. (At this point, students do not see the written text.) Read the story to the students three times. Allow students a chance to ask questions for clarification.
6. Ask Group B to return to the class.
7. Pair each Group A student with a Group B student. Ask each Group A student to recount the story to their partner.
8. Once the Group A student has explained the story, ask each Group B student to retell the story to his/her partner. This allows the Group A student to assess the transfer of information.
9. Next, have all the Group B students stand at the front of the class. In turn, ask each one to tell a portion of the story. This allows you to assess the transfer of information.
10. Finally, recount the entire story to the whole class. Discuss the process with the students and whether any information had been left out or altered. Discuss Lem Lem's situation, draw parallels, and allow time to share feelings and experiences. (E.g. Why did she only eat one time a day? She lived in a refugee camp.) Hand out the worksheet.

### Debrief/Transfer:

Discuss the importance of eating healthy and eating on a budget. Ask the students what foods they eat in Canada. Are they the same as what they ate in their home country? Is it difficult to find traditional foods in Canada? What do their children eat? Do they eat healthy?

### Extension Activity:

In groups, using store flyers, have students plan a meal for Lem Lem and her 2 year old son. Cut up the pictures and glue them to chart paper. As a class, compare and discuss what each group has chosen.

# Healthy Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Shopping hints for the supermarket that will save you money:

- Do not go to the supermarket hungry. When you are hungry, you buy more food.
- Less expensive foods are at the top or bottom of grocery shelves. They are not always easy to see.
- Check the cost of brand items compared to no-name items. Often these items are exactly the same product, in different packaging (e.g. canned vegetables).
- Check the day-old or the quick sale counter for good buys. Use these foods right away so they do not spoil.
- Look for weekly store specials or sales.
- Use coupons only for food on your shopping list. Do not buy something just because you have a coupon.
- If the food item on special is not there, ask for a “rain-check.” This means you can pick it up at another time at the special price.
- Only buy what you can use. To avoid having food go bad, store it safely.
- Do not go to 24-hour convenience stores (e.g. 7-Eleven). The food at these stores cost more and they do not have as much variety.

Source: *How can I find low-cost, healthy food?*, *Settlement.org*

### 2. RESOURCES ONLINE

#### Basic Skills for Living - Module 1: Food Basics

<http://www.basicsskillsforliving.ca/FoodBasics.html>

Lessons on recognizing common foods, the four food groups and foods not in the food groups (other foods).

### 3. RESOURCES IN THE COMMUNITY

#### Salvation Army

180 Henry Street  
Winnipeg, MB  
204-946-9402

Soup vans operate on Saturday and Sunday at Main & Jarvis at 6 pm and Princess & Logan at 7 pm (locations subject to change).

**See Appendix B for a complete list of resources in the community.**

# Recording What You Ate Yesterday

Fill in the 4 Food Groups



Vegetables and Fruit	Grain Products
Milk and Alternatives	Meat and Alternatives

Date \_\_\_\_\_

# Recording What You Ate Yesterday

## CLB 1 + CLB Ph 1

### Learning Objectives :

Students will:

1. Develop speaking skills from previously learned vocabulary
2. Develop reading skills from previously learned vocabulary
3. Demonstrate how to follow basic instructions
4. Develop writing skills from previously learned vocabulary

### Nutrition Objectives:

Students will record their daily food intake to demonstrate how all four food groups fit in a day.

**Materials:** large picture cards of food vocabulary from Module One, flashcards with names of food items, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by reviewing the food vocabulary taught in Module One.
2. Categorize the picture cards and flashcards with the names of each food into the four food groups and place them at four stations around the room.
3. Divide the students into four groups. Ask each group to rotate around the room to each station.
4. At each station, have students match the picture of the food with the corresponding flashcard with its name.
5. Next, introduce the structure: "Did you eat any vegetables and fruit yesterday? Yes, I did. I ate \_\_\_\_\_." If a student is having difficulty remembering the names of foods, encourage him/her to use the vocabulary worksheets from Module One. Continue practicing the structure with each food group. (I.e. Did you eat any grain products? etc.)
6. Practice as a class, with a chain drill and in pairs.
7. After the oral/aural drill, introduce the worksheet on the board or overhead projector.
8. Describe the task. Students are to think about what they ate yesterday and then write them under the corresponding food group on the worksheet.
9. Do several examples together. 10. Hand out the worksheets.
11. Have students fill in the worksheet, checking their vocabulary worksheets from Module One for the correct spelling of each food.
12. Share and discuss the results. (E.g. Did you eat healthy foods? Did you eat any foods that were NOT healthy?)

### Debrief/Transfer:

Ask the students: What did we do? Why did we do it? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Students can use this worksheet as a guide to record what they eat each day. Students who are parents can use this worksheet to help their children see what they have eaten and to motivate their children to add healthy foods.



# Recording What You Ate Yesterday

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Labels on food helps Canadians make healthy and informed choices about the foods they buy and eat.

### 2. RESOURCES ONLINE

#### **Nutrition Labelling - Amount of Food**

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/amount-quantite/interact-d-eng.php>

An interactive tool

### 3. RESOURCES IN THE COMMUNITY

#### **Food Bingo Game**

A fabulously fun way to learn about healthy food choices!

To order the Food Bingo Game for your class, contact WRHA Nutrition & Food Services at 204-654-6552.

**See Appendix B for a complete list of resources in the community.**



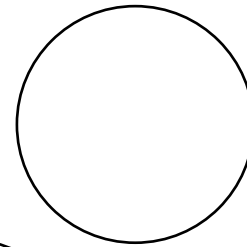
# Creating a Healthy Plate

On the plate, write the names of:

2 vegetables

1 grain

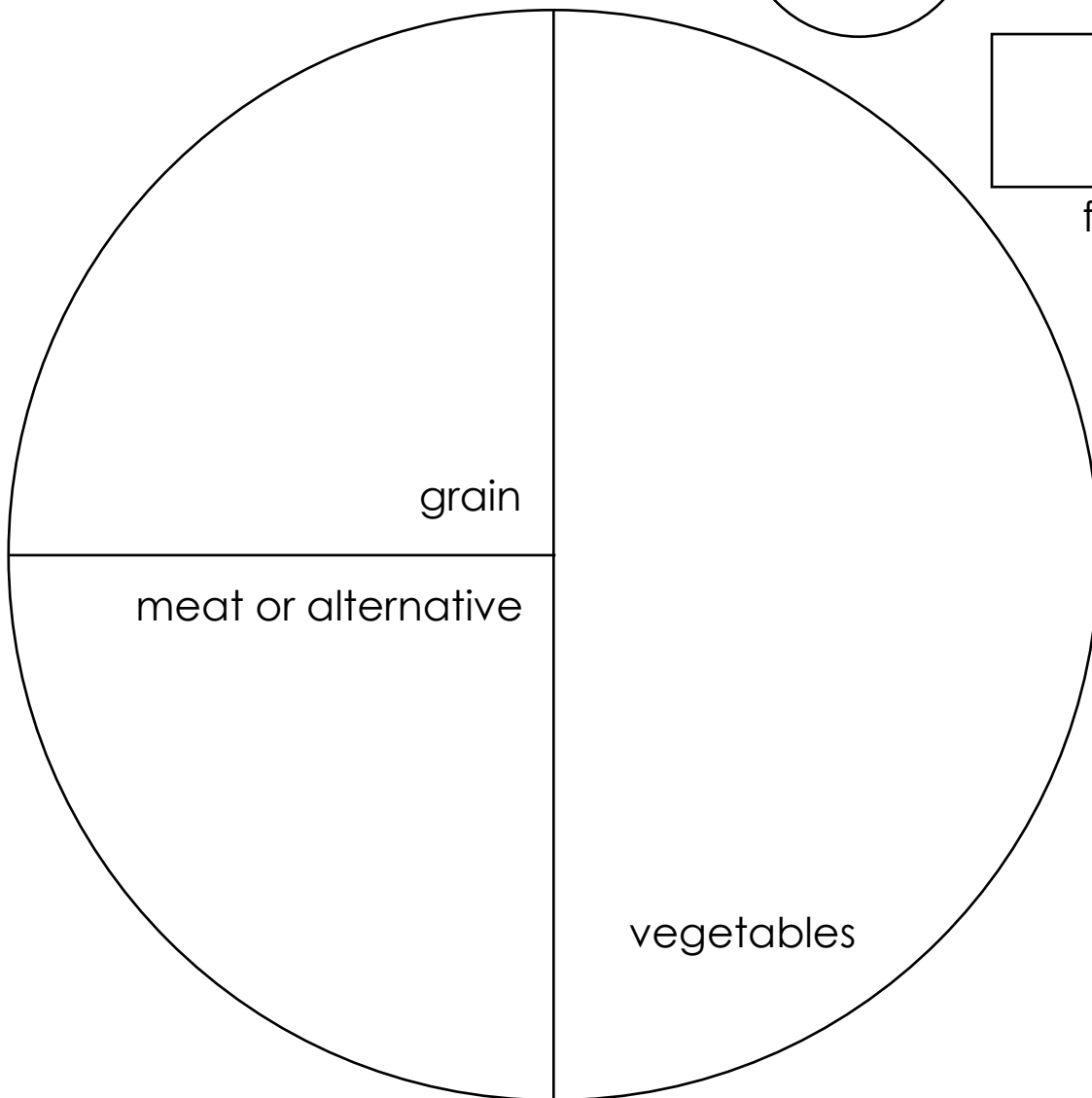
1 meat or meat alternative



milk or  
soy  
beverage



fruit



# Creating a Healthy Plate

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop speaking skills from previously learned vocabulary
2. Develop reading skills from previously learned vocabulary
3. Demonstrate how to follow basic instructions
4. Develop writing skills from previously learned vocabulary

### Nutrition Objectives:

Students will record their daily food intake to demonstrate how all four food groups fit in a day.

**Materials:** large picture cards of food vocabulary from Module One, flashcards with names of food items, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by reviewing the names of the four food groups taught in Module One.
2. Categorize the picture cards and flashcards into the four food groups and place them at four stations around the room.
3. Divide the students into four groups. Ask each group to rotate around the room to each station.
4. At each station, have students match the picture of the food to the corresponding flashcard with its name.
5. Next, introduce a paper plate that has been colour coded and divided into portions.
6. Solicit input from the students about the paper plate. (E.g. What do you see? What colours do you see? Do you see four sections? What foods do I put on each colour?) Draw out the vocabulary and ask students to suggest foods that would fit in those sections of the plate.
7. Drill the structure: Can you name one vegetable? fruit? grain?, etc.
8. On the board or overhead projector, introduce the worksheet.
9. Describe the task. Students will fill in each section of the plate with the appropriate foods from each food group.
10. Do several examples together.
11. Hand out the worksheet.
12. Have students fill in the chart, checking their vocabulary worksheets from Module One for the correct spelling of each food.
13. Share and discuss the results. (E.g. Did you eat healthy foods? Did you eat any foods that were NOT healthy?)

### Debrief/Transfer:

Ask the students: What did we do? Why did we do it? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Students can use this worksheet as a guide to record what they eat each day. Students who are parents can use this worksheet to help their children see what they have eaten and to motivate their children to add healthy foods.

# Creating a Healthy Plate

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Using the “healthy plate” method helps to ensure you are following a healthy eating pattern. A healthy plate is 50% vegetables, 25% meat or alternatives and 25% grain products. Be sure to include a glass of milk (or fortified soy beverage) and a piece of fruit and you have a complete, nutritious meal!

Source: *TeachNutrition.org*

### 2. RESOURCES ONLINE

#### Making Balanced Meals

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/balanced/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/balanced/)

How-to's with photos for making a balanced combination meal, lunch and vegetarian meal.

#### Healthy Plate

[www.TeachNutrition.org](http://www.TeachNutrition.org)

Nutrition information, programs and resources for teachers.

### 3. RESOURCES IN THE COMMUNITY

#### Families First

3rd Floor – 332 Bannatyne Avenue, Winnipeg MB

Toll free: 1-888-848-0140

E-mail: [healthychild@gov.mb.ca](mailto:healthychild@gov.mb.ca)

Website: [www.manitoba.ca/healthychild/familiesfirst](http://www.manitoba.ca/healthychild/familiesfirst)

Provides home visits to families with children, from pregnancy to school aged.

Parenting and family support programs

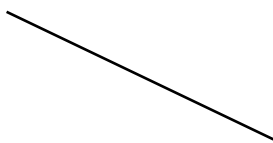
**See Appendix B for a complete list of resources in the community.**

# Categorizing Foods into Food Groups

Draw a line from the picture to the food group.  
Write the name of each item.

Vegetables and Fruit

tomato



Milk and Alternatives



Grain Products

Meat and Alternatives



# Categorizing Foods into Food Groups

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by matching pictures of foods to written names
2. Develop previously learned vocabulary
3. Develop speaking skills by discussing the use of ingredients as well as likes and dislikes
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will use the food guide to develop the language needed for food preparation and meal planning.

**Materials:** pictures or realia, flashcards with names of food items, overhead transparency and overhead projector / computer screen, / smart board, grocery store flyer (optional)

### Method:

1. Set out the realia or large pictures needed for the lesson (i.e. tortillas, tomato, etc.).
2. Ask the students to come to the front of the class and brainstorm the name of each food.
3. Have students match the flashcard with the name of the food with each item or picture.
4. Solicit predictions from the students regarding the upcoming activity.
5. Brainstorm what the class will be doing and how this will happen. This helps to introduce the vocabulary.
6. Ask the students to identify the vegetables, grain product, milk product, meat alternatives and spices (which don't fall into a food group).
7. Organize the realia or pictures into the four food groups.
8. On the board or overhead projector, introduce the worksheet.
9. Solicit input from the students about the worksheet. (E.g. Look at the pictures. What do you see? Can you see any vegetables?) Draw a line to the food group and write the name of the food item.
10. Have students work together to complete the task.
11. Discuss the results as a class.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? (Answer: Because we will be making bean burritos.) Where can you use this information? (Answer: at home, on the job as a kitchen helper.)
- Practice the oral language using choral repetition, as a chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Look for the food items on the worksheet in a local grocery store flyer. Find the prices of the items, considering the weight. Make a collage of the foods and discuss the results.

# Categorizing Foods into Food Groups

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

Vegetables and Fruit – tomatoes, green onions

Grain Products – tortillas

Milk and Alternatives – cheese

Meat and Alternatives – kidney beans

No food group – chili powder, garlic powder, cumin. Spices do not belong in any food group.

### 2. RESOURCES ONLINE

#### My Menu Planner

<http://www.eatrightontario.ca/en/MenuPlanner.aspx#>

Get a personalized menu planning package that suits your goal, a weekly menu plan to post on your fridge, healthy eating tips catered to your goal, seasonal recipes and a shopping list.

### 3. RESOURCES IN THE COMMUNITY

#### Islamic Social Services Association Inc.

416 McDermot Avenue

Winnipeg, MB

Phone: 204-944-1560

Toll free: 1-866-239-4772

E-mail: [info@issaservices.com](mailto:info@issaservices.com)

Website: [www.issaservices.com](http://www.issaservices.com)

Counselling and support, interpreter and translation services and help with grocery shopping for Muslim newcomers.

**See Appendix B for a complete list of resources in the community.**

# Bean Burritos

## Ingredients



	2 cans	kidney beans
	1 can	tomatoes, diced
	1 tbsp	chili powder
	2 tsp	garlic powder
	1 tbsp	cumin
	1 cup	cheese
	1 bunch	green onions
	10	tortillas

## Directions

Preheat the oven to 350°F.

Drain and rinse the kidney beans. Mash them with a fork in a bowl.

Drain and add the tomatoes.

Add the chilli powder, garlic powder and cumin.

Mix the ingredients well.

Grate the cheese. Chop the green onions.

On each tortilla, spread the beans and tomatoes, cheddar cheese and green onions. Roll up the tortilla.

Make the rest of the tortillas.

Place the tortillas on a baking sheet.

Bake in the oven at 350°F for 15 minutes.

Makes 10 burritos



# Bean Burritos

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by demonstrating how to follow a recipe
2. Build on previously learned vocabulary
3. Demonstrate how to follow basic instructions
4. Develop the language needed for food preparation in Canada

### Nutrition Objective:

Introduce students to a simple healthy recipe.

**Materials:** pictures of ingredients and equipment or realia, flashcards with names of food items, overhead transparency and overhead projector / computer screen / smart board

### Method:

*This lesson can be broken down into two separate days. On the first day, introduce the kitchen vocabulary (e.g. skillet, knife, fork, spoon, bowl, plate, cut, stir, etc.). On the second day, teach the lesson as follows.*

1. Set out the realia or pictures needed for the lesson (i.e. ingredients, knives, plates).
2. Ask the students to look at the realia or pictures and brainstorm the names of each item.
3. Then have students match the corresponding flashcard with the item's name to each the object or picture.
4. Solicit predictions from the students regarding the upcoming activity.
5. As a class, brainstorm what you will be doing and how this will happen. This allows for the introduction of new vocabulary and the review of old vocabulary.
6. Using the Language Experience Approach, demonstrate the steps for making burritos. Drill as needed.
7. On the board or overhead projector, guide the students through the steps again. Provide scaffolding by focusing on the pictures first and then the reading.
8. Divide the class into one to three groups depending on the cooking equipment and ingredients available.
9. Have students work together to make the burritos and then eat them together.
10. Discuss the results. (E.g. Do the students like burritos? Have they eaten them before? Did they eat burritos back home? Is there a similar food that people eat back home? What foods from your country would you like to teach Canadians to make?)

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Take pictures of the process of making burritos. Write about the day's activities (e.g. Yesterday we made burritos).

Have students calculate the cost of feeding their family this meal. Provide the price of each ingredient from a grocery store flyer or an online grocery store (e.g. [www.grocerygateway.com](http://www.grocerygateway.com)) or have the students look up the prices themselves.

# Bean Burritos

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Recipe Notes

- Kidney beans: 2 – 398 ml cans
- Diced tomatoes: 1 – 540 ml can
- Green onions are optional

The bean burrito filling can be substituted with other ingredients such as any ground meat, black beans, eggs, etc.

### 2. RESOURCES ONLINE

#### Recipe Analyzer

[http://www.eatracker.ca/recipe\\_analyzer.aspx](http://www.eatracker.ca/recipe_analyzer.aspx)

Wondering how much fibre or sodium is in a recipe? Enter the ingredients into Recipe Analyzer and it will give you all the nutrition information for your recipe.

### 3. RESOURCES IN THE COMMUNITY

#### Siloam Mission

300 Princess Street  
Winnipeg, MB

204-956-4344

Breakfast at 9 am, lunch at 12:30 pm, supper at 7 pm Monday to Friday. Sunday supper 3:30-4:30 pm.

**See Appendix B for a complete list of resources in the community.**

# Naming Foods

1. Milk



2. Cereal



3. Bread



4. Meat or fish



5. Eggs or beans



6. Pasta



4. Vegetables



5. Fruit



6. Cheese



What foods did you eat yesterday? Circle the pictures.

# Naming Foods

## CLB 1 + CLB Ph 1

### Learning Objectives:

1. To develop vocabulary using the names of 9 foods representing the four food groups
2. To use vocabulary found in Canada's Food Guide to develop the language needed for shopping in Canada
3. To use vocabulary found in Canada's Food Guide to discuss food likes and dislikes

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** large pictures or realia, activity worksheet, flashcards with names of the nine food items, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the nine items on the worksheet.
2. Ask the students guiding questions such as: What do you see? Do you like this food? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the foods.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the foods.
6. Confirm the names and discuss each food. (E.g. Do you eat this food? Is it expensive? Do you have this food back home?)
7. When finished, hold up large flashcards with the name of each food.
8. Ask the students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all nine food items.
10. Cut up one copy the activity worksheet and hand out a small picture card to each student.
11. Practice the structure: Do you have.... at home?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this? Where can you use this? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Repeat the activity, asking students what foods they ate yesterday. Have them circle the pictures on the worksheet.

# Naming Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

### 2. RESOURCES ONLINE

#### Everybody's Food Budget Book

<http://ottawa.ca/cs/groups/content/@webottawa/documents/pdf/mdaw/mduy/~edisp/con041398.pdf>

### 3. RESOURCES IN THE COMMUNITY

#### Union Gospel Mission

320 Princess Street  
Winnipeg, MB  
204-943-9904

Lunch/hot meal: doors open 11 am, chapel 11:30 am, lunch served after chapel Monday to Friday. Soup and sandwich: doors open 7 pm, chapel 7:30 pm, soup and sandwich after chapel 7 days a week. Free bread: Saturday and Sunday 2-4 pm

**See Appendix B for a complete list of resources in the community.**

# Reading a Grocery Store Flyer

Find an example of each item in the flyer.

Write the **name** of the item, the **price** and the **quantity**.

1. Milk



2. Cereal



3. Bread



4. Meat



5. Meat Alternatives



6. Pasta



4. Vegetables



5. Fruit



6. Cheese



What foods did you eat yesterday? Circle the pictures.

# Creating a Healthy Plate

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will use a grocery store flyer to:

1. Demonstrate how to read a grocery store flyer
2. Develop vocabulary by demonstrating understanding of different units of measurement
3. Develop speaking skills by discussing prices of different food items
4. Develop the ability to follow basic instructions by demonstrating how to choose food items based on price

### Nutrition Objective:

Students will use a grocery store flyer to compare prices based on different units of measurement.

**Materials:** pictures or realia, (scale, flyers, weights, empty milk carton, juice box, etc.), overhead transparency and overhead projector / computer screen / smart board, calculators (optional), blank cheques (optional)

### Method:

1. Introduce the topic with large food pictures and a scale.
2. Solicit input from the students about the pictures and the scale. (E.g. What do you see? What do you think we'll be doing today?)
3. Ask for a volunteer to demonstrate one 1 kilogram. (Use vegetables, weights or pebbles to show the weight of one kilogram.)
4. Ask for another volunteer to demonstrate one pound. Compare and ask students to predict the implications for pricing. (E.g. Is a kilogram of meat the same price as a pound of meat? Why or why not? Explain that one kilogram is equal to about two pounds).
5. Continue the demonstrations of weight and volume with 2 kg vs. 2 lbs, ½ lb vs. ½ kg, 500 g, 1 L, 2 L, 250 ml, etc. Continue as needed.
6. Introduce the worksheet on the board or overhead projector.
7. Ask the students: What do you see? What do you think we will do today?
8. Explain the task to the students. They will look in a grocery store flyer for items that are part of the categories on the worksheet and then record the price and quantity.
9. Hand out the flyers and divide the students into pairs. 10. Initially, guide the students. (E.g. Look for the milk and alternatives in this flyer. Do you see any? What page is it on? What is the price? How much or how many do you get for that price?)
11. In pairs, ask the students to look for the unit price, total price, volume or weight of the items.
12. Compare and discuss the results with another pair.
13. Discuss the results as a class.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information? See Activity 60 for a worksheet to support this exercise.
- Ask students how and where they shopped in their home countries. Initially, support the discussion with pictures (e.g. outdoor market, fruit and vegetable stand).
- Ask students where they shop in Canada.

### Extension Activity:

Ask the students to calculate the total cost of the items on the worksheet. For literacy learners, provide the support needed. If education has been limited, provide calculators and guide learners through the process. How to write cheques could also be introduced at this time.

# Creating a Healthy Plate

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Working with Grocery Store Flyers

If students are not familiar with using flyers, pre-teaching will need to be done. Suggested topics to cover include:

- What is a flyer?
- Why are they important or helpful?
- What information do they contain?
- How can you use a flyer?
- Where can you find flyers?

It may be helpful to bring in the current week's flyers from a few different grocery stores, so the information is relevant to the students and they can look for the sale items when they shop for groceries that week.

#### To save money:

- Buy in bulk
- Separate bulk packages into smaller bags, then freeze
- Thaw only what you need

### 2. RESOURCES ONLINE

#### Healthy Eating on a Budget

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/on\\_budget/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/on_budget/)

Many grocery store flyers are available online. See below for a sample of stores whose flyers can be found on their websites.

**Superstore** [http://www.superstore.ca/LCLOnline/store\\_selector.jsp?\\_requestid=3534282](http://www.superstore.ca/LCLOnline/store_selector.jsp?_requestid=3534282)

**Safeway** [www.safeway.ca](http://www.safeway.ca)

**Sobeys** [www.sobeys.com](http://www.sobeys.com)

**Extra Foods** [www.extrafoods.ca](http://www.extrafoods.ca)

**Bulk Barn** <http://www.bulkbarn.ca/en-ca/promotions.html?p=manitoba>

**Family Foods** <http://www.familyfoods.ca/home/>

### 3. RESOURCES IN THE COMMUNITY

#### Weetamah (Salvation Army)

324 Logan Avenue  
Winnipeg, MB  
204-949-9490

Friday drop-in 7-10 pm provides a hot meal. Hot meal Sunday at 12 pm. Soup kitchen Sunday at 7 pm. They request that you attend a service at 10:45 am Sunday to have lunch or the evening service at 6 pm for the soup kitchen.

**See Appendix B for a complete list of resources in the community.**



## Matching Units of Measurement

Match the picture to the word.

1 cup

$\frac{1}{2}$  cup

$\frac{1}{3}$  cup

$\frac{1}{4}$  cup



What is  $\frac{3}{4}$  cup?

1 tablespoon

1 teaspoon

$\frac{1}{2}$  teaspoon

$\frac{1}{4}$  teaspoon



# Matching Units of Measurement

## CLB 1 + CLB Ph 1

### Learning Objectives: :

Students will:

1. Demonstrate how to read and interpret different units of measurement
2. Demonstrate understanding of different units of measurement through practice
3. Develop previously learned vocabulary
4. Develop speaking skills by discussing different units of measurement
5. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use different units of measurement to develop the language needed for food preparation in Canada
2. Compare different units of measurement for dry and liquid food items

**Materials:** pictures or realia (measuring spoons, measuring cups), items to demonstrate the units of measurement (e.g. water, dried peas, etc.), activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Set out the pictures or realia needed for the lesson (i.e. measuring cups, measuring spoons and items to demonstrate the units of measurement such as water or dried peas).
2. Ask students to look at the items and brainstorm the names or measurement of each item (e.g.  $\frac{1}{2}$  cup).
3. Demonstrate the measurement (i.e.  $\frac{1}{2}$  cup) using water, dried peas, or another small object.
4. Transfer the measured amount to a full cup. Ask the students: Is the amount the same or different?
5. Demonstrate  $\frac{1}{3}$  cup. Transfer the contents to a full cup. Again, discuss with the students whether it is the same or different than one cup.
6. Continue until the students understand these relative amounts.
7. On the board or overhead projector, introduce the worksheet. Ask the students: What do you see? What will we do? Provide as much guidance as needed.
8. Have students work together in pairs to complete the worksheet. As an alternative to the matching exercise on the worksheet, have students match actual measuring cups and spoons to the amounts listed on the worksheet or create your own worksheet by tracing the outline of the dry measuring cups onto paper and have students match the measurements to the cup outlines.
9. Discuss the results as a class. (E.g. Do you cook with measuring cups or spoons? Did you use them back home in your country? How did you measure ingredients?)

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

- Look at recipes and circle or cut out the ingredients and their units of measurement. Mount these on chart paper under the heading 1 cup,  $\frac{1}{2}$  cup, etc.)
- Use a liquid measuring cup to introduce metric versus imperial measurements.

# Matching Units of Measurement

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

The size of the measuring cups pictured on the worksheet are:

1 cup = 250 ml

$\frac{1}{2}$  cup = 125 ml  $\frac{1}{3}$  cup = 90 ml  $\frac{1}{4}$  cup = 60 ml \*

$\frac{3}{4}$  cups would be  $\frac{1}{2}$  cup +  $\frac{1}{4}$  cup = 175 ml

\* Canada's Food Guide uses the measurement of  $\frac{1}{4}$  cup = 60 ml. However standard recipe measurements use  $\frac{1}{4}$  cup = 50 ml, which is what appears on a liquid measuring cup. Therefore, you may see different values. We have chosen to use  $\frac{1}{4}$  cup = 60 ml here because students will be referring to Canada's Food Guide.

The size of the measuring spoons pictured on the worksheet are:

1 Tbsp = 15 ml

1 tsp = 5 ml

$\frac{1}{2}$  tsp = 2 ml

$\frac{1}{4}$  tsp = 1 ml

### 2. RESOURCES ONLINE

#### Menu Planning Guide – How to use

Keep the planner on your fridge door with magnets.

Plan your menus for the week, a couple of days or just a few meals – you decide.

Use your menus to make your grocery list .

[http://www.milk.mb.ca/Teachers/Images\\_Docs/The%20Menu%20Planner.pdf](http://www.milk.mb.ca/Teachers/Images_Docs/The%20Menu%20Planner.pdf)

### 3. RESOURCES IN THE COMMUNITY

The Nutrition Education Department of Dairy Farmers of Manitoba provide nutrition workshops for educators in Manitoba. All workshops and resource information is based on Canada's Food Guide and has been developed and reviewed by nutrition professionals. Workshops, facilitated by a Registered Dietitian, promise a fun & interactive, "hands on" approach to learning, and offer participants comprehensive resource materials designed to meet their needs. These resource materials are only available to Manitoba residents.

<http://www.milk.mb.ca/teachers/workshops.asp>

**See Appendix B for a complete list of resources in the community.**

# Matching the Food to the Serving Size

How much is **1 serving** in Canada's Food Guide?  
Match the food to the cup or spoon.



Vegetables  $\frac{1}{2}$  c

# Matching the Food to the Serving Size

## CLB 1 + CLB Ph 1

### Learning Objectives: :

Students will :

1. Demonstrate how to read and interpret different units of measurement
2. Demonstrate understanding of different units of measurement through practice
3. Develop previously learned vocabulary
4. Develop speaking skills by discussing different units of measurement
5. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare different units of measurement for dry and liquid food items

**Materials:** pictures or realia of items on the worksheet, flashcards with the names of items on the worksheet, measuring cups, measuring spoons, Canada's Food Guide, activity worksheet, highlighters, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Set out the realia or large pictures needed for the lesson (i.e. apple, milk, yogurt, nuts, beans, vegetables, peanut butter).
2. Ask the students to look at the foods and brainstorm the names of each food.
3. Have students match a flashcard with the name of the food to the item.
4. Hand out Canada's Food Guide to each pair of students.
5. Have students turn to the section of Canada's Food Guide under the heading "What is One Food Guide Serving?" and look at the pictures.
6. Ask the students to find the picture of the apple. When they find it, ask them to highlight the picture.
7. Next, ask the students to look for the picture of milk. Have them highlight it.
8. Guide the students as they find all of the food items on the worksheet in the Food Guide.
9. Hold up the measuring cups and spoons. Review the vocabulary.
10. Ask the students to look at the Food Guide again. Ask them what measurement they see under the picture of the apple and then ask them to highlight it (i.e. ½ cup).
11. To illustrate this amount, match the picture of the apple with the ½ cup measuring cup. Explain that this is one serving of fruit.
12. Explain that Regina (the character from the story in Activity 1) needs 7-8 (½ cup) servings of vegetables and fruit every day. (If possible, demonstrate with 7-8 half cup measuring cups or draw it out on the board or overhead projector.)
13. Continue with the next food item: milk. Ask the students: How many cups do you see under the picture of milk? Yes, 1 cup. Regina needs 2 cups of milk every day.
14. Work through all the foods on the worksheet. Guide the students and demonstrate the measurements with measuring cups and spoons. Students may need more time and pre-teaching to understand the concept of serving sizes.
15. On the board or overhead projector, introduce the worksheet. Explain that the students' task is to match each food item with the appropriate size of measuring cup or spoon that shows one serving of the food according to Canada's Food Guide.
16. Have the students complete the worksheet in pairs.
17. Discuss and review as a class, using Regina as an example.

# Matching the Food to the Serving Size

## Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

## Extension Activity:

Ask the students to circle the foods in the Food Guide that they like or eat regularly.

---

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key:

Apple – ½ cup

Milk – 1 cup

Yogurt – ¾ cup

Nuts – ¼ cup

Beans – ¾ cup (cooked)

Vegetables – ½ cup (cooked) Pea-

nut butter – 2 tablespoons

Using everyday objects is another way to estimate serving sizes. For example:

Medium-sized apple = a tennis ball

2 Tbsp peanut butter = ping pong ball

75 g meat or poultry = deck of cards

75 g fish = cheque book

1 pancake = compact disc

### 2. RESOURCES ONLINE

#### Healthy Eating, Healthy Living in the United States:

##### A Nutrition Education Flip Chart

[http://www.uscristrefugees.org/2010Website/5\\_Resources/5\\_1\\_For\\_Refugees\\_Immigrants/5\\_1\\_1\\_Health/5\\_1\\_1\\_2\\_Nutrition/Healthy\\_Eating\\_Flip\\_Chart.pdf](http://www.uscristrefugees.org/2010Website/5_Resources/5_1_For_Refugees_Immigrants/5_1_1_Health/5_1_1_2_Nutrition/Healthy_Eating_Flip_Chart.pdf)

A resource to use with newcomers with simple points on nutrition and health and discussion questions.

*Note: The breastfeeding recommendations in this resource are American. Health Canada recommends that women exclusively breastfeed for 6 months and then continue breastfeeding along with solid foods for up to 2 years and beyond.*

### 3. RESOURCES IN THE COMMUNITY

#### West Broadway Community Ministry

102-222 Furby Street

Winnipeg, MB

204-774-2773

Sandwich and coffee: Monday, Wednesday, Thursday, Friday 1-2 pm. Serves those in the surrounding community.

**See Appendix B for a complete list of resources in the community.**

# Using Your Hand to Measure Serving Sizes

Match the hand to the serving of food.

1 serving of  
cheese

1 serving of meat,  
chicken or fish

2 servings of rice, pasta  
or bread

2 servings of  
vegetables or fruit



# Using Your Hand to Measure Serving Sizes

## CLB 1 + CLB Ph 1

### Learning Objectives: :

Students will:

1. Demonstrate how to read and interpret servings of food
2. Develop vocabulary on units of measurement previously learned
3. Develop speaking skills by discussing different serving sizes of foods for different people
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare different daily recommended servings of foods

**Materials:** pictures or realia (e.g. cheese, beans, ham, rice, carrots, hand guide pictures), measuring cups, scale, Canada's Food Guide, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Set out the realia or pictures needed for the lesson (e.g. 50 g of cheese, two  $\frac{1}{2}$  cups of rice, two  $\frac{1}{2}$  cups of baby carrots).
2. Ask the students to look at the foods and brainstorm their names.
3. Hand out Canada's Food Guide to all the students.
4. Ask the students to find the picture of each of these items in the Food Guide.
5. Look for the corresponding amount per serving (e.g. cheese = 50 g).
6. Introduce the pictures for the hand guide from the worksheet.
7. Ask the students to match each picture of the hands to the corresponding number of servings of food it depicts (e.g. fist = 1 cup = 2 servings of rice)
8. Continue matching the hands to each of the four food categories.
9. Show the students that the hand is (relatively) equal to the serving size of the food item (e.g. fist = 1 cup of rice).
10. Introduce the worksheet on the board or overhead projector.
11. Solicit input from the students about the worksheet (e.g. What do you see?)
12. Read through each of the foods on the worksheet.
13. Discuss a possible (hand guide) match for each item.
14. Next, hand out the worksheet. Have the students work in pairs.
15. Discuss the results and personalize the information for the students. (E.g. Do you eat 1 serving of cheese every day?)

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Play "Tic-Tac-Toe with 2 teams." (E.g. Show me 2 servings of grapes. Show me 2 servings of potatoes. Show me 1 serving of fish.)



# Using Your Hand to Measure Serving Sizes

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

1 serving of cheese – 1.5 thumbs (50 g)

1 serving of meat, chicken or fish – palm (1/2 cup or 75 g)

2 servings of rice, pasta or bread – fist (1 cup)

2 servings of vegetables or fruit – fist (1 cup)

### 2. RESOURCES ONLINE

#### Hand Guide

<http://www.diabetes.ca/Files/plan%20your%20portions.pdf>

### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

## Reading Canada's Food Guide

How many vegetables and fruit does Regina need to eat every day?

She needs **7 - 8 servings** of **vegetables and fruit**.



Name	Male/Female	Age	How Many Servings?
1. Regina	female	42	7-8
2. Lem Lem	female	18	
3. Yosef	male	2	
4.			
5.			
6.			

# Reading Canada's Food Guide

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Demonstrate how to read and interpret servings of food
2. Develop vocabulary on units of measurement previously learned
3. Develop speaking skills by discussing different serving sizes of foods for different people
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare different daily recommended servings of foods

**Materials:** pictures or realia, flashcards with new vocabulary words, highlighters, measuring cups/spoons, Canada's Food Guide strip, activity worksheet, overhead transparency, overhead projector / computer screen / smart board

### Method:

1. Introduce the lesson by showing the pictures of Regina, Lem Lem and Yosef. (These are the characters from the personal stories in Activities 1 and 24.)
2. Before teaching the lesson, introduce the necessary vocabulary with guiding questions. (E.g. Who is an *adult*? Who is a *teen*? Who is a *child*? What is Regina's/Lem Lem's/Yosef's *age*? Who is a *female/male*?)
3. Review this vocabulary with flashcards. Have the students read and discuss word (e.g. male).
4. On the board or overhead projector, show the Vegetables and Fruit row of the Recommended Number of Food Guide Servings per Day section from Canada's Food Guide.
5. Hand out the Vegetables and Fruit row of the Recommended Number of Food Guide Servings per Day section to the students.
6. Review the relevant vocabulary on the handout with flashcards. (E.g. Ask the students to highlight these words on the handout: *Adults, Teens, Children.*)
7. Using Regina, Lem Lem and Yosef as examples, ask the students to find out how many servings of vegetables and fruit each person needs every day.

*Example 1:* Regina is an *adult*. She's a 42 year old *female*. How many servings of vegetables and fruit does she need every day? Highlight this number (7-8). Illustrate the amount using a measuring cup or actual vegetables and fruit.

*Example 2:* Lem Lem is a *teen*. She is an 18 year old *female*. How much does she need? Highlight that number (7). Continue with Yosef.

8. Review the recommended amount of servings with measuring cups and actual vegetables and fruit.
9. Introduce the worksheet and describe the task. The students will look for the recommended number of servings of vegetables and fruit that each person needs every day.
10. Have the students work in pairs to complete the worksheet.
11. Discuss the results as a class.

# Reading Canada's Food Guide

## Debrief/Transfer:

Ask the students: What did we do? Why did we do it? How many servings of vegetables and fruit do you need every day? See Activity 60 for a worksheet to support this exercise.

## Extension Activity:

If the students are comfortable with this information and format, they can complete the rest of the chart using their classmates' or family members' names.

---

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

One Food Guide Serving of vegetables or fruit is:

- 125 mL (½ cup) fresh, frozen or canned vegetable or fruit or 100% juice
- 250 mL (1 cup) leafy raw vegetables or salad
- 1 medium-sized piece of fruit

For more Food Guide Serving sizes of vegetables and fruit, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/fruit/serving-portion-eng.php>.

### 2. RESOURCES ONLINE:

Your weekly grocery bill can cost you less! By following these steps, you should be able to get the best value from your food dollar.

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/on\\_budget/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/on_budget/)

### 3. RESOURCES IN THE COMMUNITY

#### Healthy Start for Mom and Me

2nd Floor, 400 Edmonton Street, Winnipeg MB

Phone: 204-949-5350

E-mail: [info@hsmm.ca](mailto:info@hsmm.ca)

Website: [www.hsmm.ca](http://www.hsmm.ca)

Offers friendly information and support to women about pregnancy and their new babies at nine locations in Winnipeg.

Provides interpreters for immigrants.

**See Appendix B for a complete list of resources in the community.**

# Reading Canada's Food Guide



How many Grain Products does Regina need to eat every day?  
 She needs **6 - 7 servings** of **grain products**.

Name	Male/Female	Age	How Many Servings
1. Regina	female	42	6-7
2. Lem Lem	female	18	
3. Yosef	male	2	
4.			
5.			
6.			

# Reading Canada's Food Guide

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Demonstrate how to read and interpret servings of food
2. Develop vocabulary on units of measurement previously learned
3. Develop speaking skills by discussing different serving sizes of foods for different people
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare different daily recommended servings of foods

**Materials:** pictures or realia, flashcards with names of items, highlighters, measuring cups and spoons, Canada's Food Guide, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the lesson by showing the pictures of Regina, Lem Lem and Yosef. (These are the characters from the personal stories in Activities 1 and 24.)
2. Before teaching the lesson, introduce the necessary vocabulary with guiding questions. (E.g. Who is an *adult*? Who is a *teen*? Who is a *child*? What is Regina's/Lem Lem's/Yosef's *age*? Who is a *female*/*male*?)
3. Review this vocabulary with flashcards. Have the students read and discuss each word (e.g. male).
4. On the board or overhead projector, show the Grain Products row of the Recommended Number of Food Guide Servings per Day section from Canada's Food Guide.
5. Hand out the Grain Products row of the Recommended Number of Food Guide Servings per Day section to the students.

6. Review the relevant vocabulary on the handout with flashcards. (E.g. Ask the students to highlight these words on the handout: *Adults, Teens, Children.*)

7. Using Regina, Lem Lem and Yosef as examples, ask the students to find out how many servings of grain products each person needs every day.

Example 1: Regina is an *adult*. She's a 42 year old *female*. How many servings of grain products does she need every day? Highlight this number (6-7). Illustrate using measuring cups.

Example 2: Lem Lem is a *teen*. She is an 18 year old *female*. How much does she need? Highlight that number (6). Continue with Yosef.

8. Review the recommended amount of servings with measuring cups.
9. Introduce the worksheet and describe the task. The students will look for the recommended number of servings of grain products that each person needs every day.
10. Have the students work in pairs to complete the worksheet.
11. Discuss the results as a class.

# Reading Canada's Food Guide

## Debrief/Transfer:

Ask the students: What did we do today? Why did we do it? How many servings of grain products do you need every day? See Activity 60 for a worksheet to support this exercise.

## Extension Activity:

If the students are comfortable with this information and format, they can complete the rest of the chart using their classmates' or family members' names.

---

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

One Food Guide Serving of Grain Products is:

- 1 slice (35 g) of bread
- ½ of a bagel (45 g)
- ½ of a pita or tortilla (35 g)
- ½ cup cooked rice, bulgur, quinoa, pasta or couscous
- 30 g of cold cereal, ¾ cup (175 ml) of hot cereal

For more Food Guide Serving sizes and foods in the Grain Products food group, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/grain-cereal/serving-portion-eng.php>.

### 2. RESOURCES ONLINE

#### Canada's Food Guide

[www.canadasfoodguide.org](http://www.canadasfoodguide.org)

#### My Food Guide

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php>

This tool allows you to build your own personal food guide based on recommendations from Canada's Food Guide. It can help you plan more balanced meals and snacks by using a wide selection of items from each of the four food groups, including multicultural options.

### 3. RESOURCES IN THE COMMUNITY

#### West Central Women's Resource Centre

583 Ellice Avenue, lower level

Winnipeg, MB

204-774-8975

Free homemade lunches: 12-1 pm Monday, Wednesday, Friday

**See Appendix B for a complete list of resources in the community**

## Reading Canada's Food Guide

How much milk (or alternatives) does Regina need every day?

She needs **2 servings** of **milk and alternatives**.



Name	Male/Female	Age	How Many Servings?
1. Regina	female	42	2
2. Lem Lem	female	18	
3. Yosef	male	2	
4.			
5.			
6.			



# Reading Canada's Food Guide

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Demonstrate how to read and interpret servings of food
2. Develop vocabulary on units of measurement previously learned
3. Develop speaking skills by discussing different serving sizes of foods for different people
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare different daily recommended servings of foods

**Materials:** pictures or realia, flashcards with names of items, highlighters, measuring cups and spoons, Canada's Food Guide, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the lesson by showing the pictures of Regina, Lem Lem and Yosef. (These are the characters from the personal stories in Activities 1 and 24.)
2. Before teaching the lesson, introduce the necessary vocabulary with guiding questions. (E.g. Who is an *adult*? Who is a *teen*? Who is a *child*? What is Regina's/Lem Lem's/Yosef's *age*? Who is a *female/male*?)
3. Review this vocabulary with flashcards. Have the students read and discuss each word (e.g. male).
4. On the board or overhead projector, show the Milk and Alternatives row of the Recommended Number of Food Guide Servings per Day section from Canada's Food Guide.
5. Hand out the Milk and Alternatives row of the Recommended Number of Food Guide Servings per Day to the students.
6. Review the relevant vocabulary on the handout with flashcards. (E.g. Ask the students to highlight these words on the handout: *Adults, Teens, Children.*)
7. Using Regina, Lem Lem and Yosef as examples, ask the students to find out how many servings of milk and alternatives each person needs every day.

Example 1: Regina is an *adult*. She's a 42 year old *female*. How many servings of milk or alternatives does she need every day? Highlight this number (2). Illustrate using measuring cups

Example 2: Lem Lem is a *teen*. She is an 18 year old *female*. How much does she need? Highlight that number (3-4). Continue with Yosef.

8. Review the recommended amount of servings with measuring cups.
9. Introduce the worksheet and describe the task. The students will look for the recommended number of servings of milk and alternatives that each person needs every day.
10. Have the students work in pairs to complete the worksheet.
11. Discuss the results as a class.

### Debrief/Transfer:

Ask the students: What did we do today? Why did we do it? How many servings of milk and alternatives do you need every day? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

If the students are comfortable with this information and format, they can complete the rest of the chart using classmates' or family members' names.

# Reading Canada's Food Guide

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

One Food Guide Serving of Milk and Alternatives is:

- 1 cup (250 ml) of milk or powdered milk
- 1 cup (250 ml) of fortified soy beverage
- $\frac{3}{4}$  cup (175 g) of yogurt
- 1½ oz (50 g) of cheese

For more serving sizes and foods in the Milk and Alternatives food group, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/milk-lait/serving-portion-eng.php>

### 2. RESOURCES ONLINE

#### A Nutrition Facts Table

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/index-eng.php>

### 3. RESOURCES IN THE COMMUNITY

**See Appendix B for a complete list of resources in the community.**

# Reading Canada's Food Guide



How much meat (or alternatives) does Regina need every day?  
 She needs **2 servings** of **meat or alternatives**.



Name	Male/Female	Age	How Many Servings?
1. Regina	female	42	2
2. Lem Lem	female	18	
3. Yosef	male	2	
4.			
5.			
6.			

# Reading Canada's Food Guide

## CLB 1 + CLB Ph 1

### Learning Objectives: :

Students will:

1. Demonstrate how to read and interpret servings of food
2. Develop vocabulary on units of measurement previously learned
3. Develop speaking skills by discussing different serving sizes of foods for different people
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare different daily recommended servings of foods

**Materials:** pictures or realia, flashcards with names of items, highlighters, measuring cups and spoons, Canada's Food Guide, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the lesson by showing the pictures of Regina, Lem Lem and Yosef. (These are the characters from the personal stories in Activities 1 and 24.)
2. Before teaching the lesson, introduce the necessary vocabulary with guiding questions. (E.g. Who is an *adult*? Who is a *teen*? Who is a *child*? What is Regina's/Lem Lem's/Yosef's *age*? Who is a *female/male*?)
3. Review this vocabulary with flashcards. Have the students read and discuss each word (e.g. male).
4. On the board or overhead projector, show the Meat and Alternatives row of the Recommended Number of Food Guide Servings per Day section from Canada's Food Guide.
5. Hand out the Meat and Alternatives row of the Recommended Number of Food Guide Servings per Day to the students.
6. Review the relevant vocabulary on the handout with flashcards. (E.g. Ask the students to highlight these words on the handout: *Adults, Teens, Children.*)
7. Using Regina, Lem Lem and Yosef as examples, ask the students to find out how many servings of meat and alternatives each person needs every day.  
Example 1: Regina is an *adult*. She's a 42 year old *female*. How many servings of meat and alternatives does she need every day? Highlight this number (2). Illustrate using measuring cups  
Example 2: Lem Lem is a *teen*. She is an 18 year old *female*. How much does she need? Highlight that number (2). Continue with Yosef.
8. Review the recommended amount of servings with measuring cups
9. Introduce the worksheet and describe the task. The students will look for the recommended number of meat and alternatives that each person needs every day.
10. Have the students work in pairs to complete the worksheet.
11. Discuss the results as a class.

# Reading Canada's Food Guide

## **Debrief/Transfer:**

Ask the students: What did we do today? Why did we do it? How many servings of meat and alternatives do you need every day? See Activity 60 for a worksheet to support this exercise.

## **Extension Activity:**

If the students are comfortable with this information and format, they can complete the rest of the chart using classmates' or family members' names.

---

## **NOTES FOR THE TEACHER**

### **1. NUTRITION CONTENT**

One Food Guide Serving of Meat and Alternatives is:

- $\frac{3}{4}$  cup (175 ml) of beans or tofu
- 2½ oz (75 g) of cooked fish, chicken, beef, pork or game meat (about  $\frac{1}{2}$  cup)
- 2 eggs
- $\frac{1}{4}$  cup (60 ml) of nuts or seeds
- 2 Tbsp (30 ml) of peanut or nut butters

A full Food Guide Serving of Meat and Alternatives does not have to be eaten at every meal.

For more serving sizes and foods in the Meat and Alternatives food group, visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/meat-viande/serving-portion-eng.php>

### **2. RESOURCES ONLINE**

**Teaching Resources from the Dairy Farmers of Manitoba**

<http://www.milk.mb.ca/Teachers/>

### **3. RESOURCES IN THE COMMUNITY**

**See Appendix B for a complete list of resources in the community.**

## Module 3: Meal Planning and Shopping

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# Chicken Fingers and Fries

1. Hello. My name is Lydia.
2. I am married and have 4 children.
3. I have 3 teenage daughters.
4. I have one 7 year old son.
5. I love my family.
6. I cook healthy food for them every day.
7. My husband and daughters love my cooking.
8. My son doesn't like traditional food.
9. He doesn't like vegetables or fruit.
10. He only wants chicken fingers and fries.
11. He doesn't like healthy foods.
12. Every day is a big fight.
13. What can I do?



# Chicken Fingers and Fries

## CLB 1 + CLB Ph 1

### Learning Objective:

Students will use nutrition vocabulary to tell and discuss a story about a personal experience related to nutrition.

### Nutrition Objectives:

Students will use nutrition vocabulary to discuss:

1. the constraints of eating on a budget
2. choosing healthy foods on a budget
3. accessing resources available in the community

**Materials:** pictures, story, alternate activity for Group B, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by asking students about problems they face with food and eating as newcomers. Discuss.
2. On the board or overhead projector, show the pictures of Lydia and her son, and the foods.
3. Solicit predictions from the students about the story. (E.g. Look at the woman's face. Is she happy or sad? Why? Why do you see pictures of the food?) Read the title. This will draw out the relevant vocabulary.
4. Divide the class into two groups. Group A stays in the class and listens to the information. Group B leaves the room with a chosen activity (e.g. word search, related personal questions).
5. Orally recount the story to the students using the pictures and key words written on the board. (At this point, the students do not see the written text.) Read the story to the students three times. Allow students a chance to ask questions for clarification.
6. Ask Group B to return to the class.
7. Pair each Group A student with a Group B student. Ask each Group A student to recount the story to their partner.
8. Once the Group A student has explained the story, ask each Group B student to retell the story to his/her partner. This allows the Group A student to assess the transfer of information.
9. Next, have all the Group B students stand at the front of the class. In turn, ask each one to tell a portion of the story. This allows you to assess the transfer of information.
10. Finally, recount the entire story to the whole class. Discuss the process with the students and whether any information had been left out or altered. Discuss Lydia's situation, draw parallels, and allow time to share feelings and experiences. (E.g. Why is every day a fight? What can Lydia do?) Hand out the worksheet.
11. Read the entire story while the students listen and follow along.
12. Read the story a second time. This time, have the students echo you.
13. Introduce the story again on subsequent days. The goal is to provide the scaffolding necessary so students can retell the story and read it independently.

### Debrief/Transfer:

Ask the students: What did you learn today? Is that important? Why? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have students look at Canada's Food Guide and determine the number of servings of each food group that Lydia's son needs every day. In groups, plan a healthy meal for her son. Share and discuss their meals.



# Chicken Fingers and Fries

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### The division of responsibility in a feeding relationship:

- Parents and caregivers are responsible for *what*, *when* and *where* children eat
- Children are responsible for *how much* and *whether* they eat

When it comes to getting kids to eat their fruits and veggies, sometimes parents and caregivers need to have a little fun and be creative.

- As a parent you can be a great role model for your kids by eating a wide variety of fruits and veggies every day.
- Studies have shown that you should try to offer a food to young children at least 20 times. It can take that many times before they like it.
- Let children help in the kitchen! They will be more likely to eat their fruits and veggies if they help prepare them.
- Depending on their age, ask them to chop salad, wash vegetables, serve the soup, etc. Not only are you teaching them about cooking, you will be enjoying quality time with them too.
- When kids are young, offer many different types of foods and let them see you eat and enjoy a variety of fruits and veggies.
- Add fruits and veggies into dishes. Chop them up or puree and mix in with pasta sauce, lasagna, casseroles, soup, chili, or omelettes. Try corn muffins, carrot beef meatballs and zucchini bread.
- Add a variety of veggie toppings to pizza.
- Shredded carrots, celery or diced peppers mix nicely into a tuna or chicken salad sandwich.
- Pureed fruit or shredded veggies are a must-add to muffin mixes and pancake batters. Applesauce can replace half the fat in recipes for baked goods.

- Start the day by serving children sliced fruit, berries, or sometimes a small glass of unsweetened 100% fruit juice. Orange, apple, grape... mix it up!

Adapted from <http://www.5to10aday.com/en/eating-fruits-veggies/fussy-eaters>

### 2. RESOURCES ONLINE

#### Recipe for Baked Chicken Fingers

<http://www.dairygoodness.ca/recipes/oven-baked-chicken-fingers-with-zesty-caesar-dip>

Instead of using crumbled whole wheat crackers for the coating, you can also use whole wheat breadcrumbs or crushed bran flakes cereal.

#### Recipe for Baked Sweet Potato Fries

<http://www.marthastewart.com/261838/baked-sweet-potato-fries>

Instead of the seasoning in the recipe, you can also season with black pepper and garlic powder.

#### Ellyn Satter Website

<https://www.ellynsatter.com>

Ellyn Satter is a dietitian and feeding expert. Her website contains information about the division of responsibility in feeding, age appropriate feeding, how to handle feeding problems like picky eaters and overweight and underweight children and much more. It also has how-to's for establishing family meals.

### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

# Categorizing Breakfast Foods

Draw a line from the picture to the food group.  
Write the name of each item.

Vegetables and Fruit



Grain Products

Milk and Alternatives



Meat and Alternatives

milk      yogurt      pancakes      oatmeal  
cereal      whole wheat bread      white bread  
eggs and bacon      juice      cheese      fruit  
peanut butter

# Categorizing Breakfast Foods

## CLB 1 + CLB Ph 1

### Learning Objective:

Students will:

1. Develop writing skill from previously learned vocabulary
2. Develop reading skill from previously learned vocabulary
3. Develop speaking skills from previously learned vocabulary
4. Demonstrate how to follow basic instructions

### Nutrition Objective:

Students will demonstrate understanding of the four food groups by dividing breakfast items into the four food groups.

**Materials:** pictures or realia, flashcards with names of food items, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Set out the realia or pictures needed for the lesson (i.e. milk, yogurt, pancakes, etc.).
2. Ask the students to come to the front of the class and brainstorm the name of each food item.
3. Have students match the flashcard with the name of the food with each item or picture.
4. Ask the students to identify the vegetables and fruit. Put these items together. Continue with the other three food groups and food items.
5. On the board or overhead projector, introduce the worksheet on breakfast foods.
6. Solicit input from the students about the worksheet. (E.g. Look at the pictures. What do you see?). Do an example together as a class. Draw a line from the picture to the food group and write the name of the food.
7. Have students work in pairs or small groups to complete the worksheet.
8. Discuss the results as a class. (E.g. Do you eat breakfast? Do you eat these foods for breakfast? How about your family? What did you eat for breakfast in your home country?)

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have students look for healthy breakfast foods in a local grocery store flyer. Ask them to record the price of the foods and consider the weight. Have them make a collage with their pictures of foods and discuss the results.

# Categorizing Breakfast Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Breakfast Tips

- Include foods from 3 out of the 4 food groups
- Be creative! Try breakfast foods from different cultures, eat leftovers for breakfast or come up with new food ideas. Many people end up eating the same thing for breakfast every day because it is easy. Add some variety to your breakfast foods and you'll get a greater variety of nutrients too.
- If you're not hungry first thing in the morning, pack something to eat later in the morning when you do get hungry.
- If you're always in a rush in the morning, pack your breakfast the night before. Try breakfast foods you can eat on the run like a hardboiled egg, whole grain bagel with cheese and veggies, whole fruit, a container of yogurt or cottage cheese with fruit, and whole grain muffins.

#### Healthy Breakfast Ideas for Kids and Adults

- Waffles, cut into sticks and dipped in apple sauce, milk
- Fruit smoothie (milk, yogurt, fresh or frozen fruit), whole grain muffin
- Whole wheat tortilla or pancake rolled with peanut butter and banana, milk
- Grilled cheese sandwich, melon slices, 100% fruit juice
- Dry cereal or trail mix stirred into yogurt, piece of fresh fruit
- Oatmeal with sliced apples, raisins and cinnamon
- Scrambled eggs with cheese on toast

Adapted from *Eat Well Play Well – At Home*, Dietitians of Canada

### 2. RESOURCES ONLINE

#### Basic Skills for Living - Module 2: Meal Planning

<http://www.basicsskillsforliving.ca/MealPlanning.html>

Lessons on balance, planning breakfast, lunch, supper and snacks, how to read a recipe and convenience vs. homemade foods.

#### Meal Planning for One or Two

[http://www.heartandstroke.mb.ca/site/c.lgLSIVoyGpF/b.6757869/k.71F6/Meal\\_Planning\\_Resources.htm](http://www.heartandstroke.mb.ca/site/c.lgLSIVoyGpF/b.6757869/k.71F6/Meal_Planning_Resources.htm)

Meal planning resources from the Heart and Stroke Foundation

### 3. RESOURCES IN THE COMMUNITY

#### Canadian Muslim Women's Institute

416 McDermot Avenue, Winnipeg MB

Phone: 204-943-8539

E-mail: [contact@cmwi.ca](mailto:contact@cmwi.ca)













Website: [www.cmwi.ca](http://www.cmwi.ca)

Offers services for women who are Muslim newcomers: Halal pantry service, English conversation group, Mom and Tots Program, home visits, peer support, sewing classes, parenting and family support programs.

**See Appendix B for a complete list of resources in the community.**

## Naming Healthy and Not Healthy Breakfast Foods

Circle the healthy foods. Cross out (X) the unhealthy foods. Name the foods.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

cereal                      fruit                      juice  
 oatmeal                      pancakes                      yogurt  
 milk                      white bread                      whole wheat bread  
 eggs and bacon                      peanut butter                      cheese

# Naming Healthy and Not Healthy Breakfast Foods

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop writing skill from previously learned vocabulary
2. Develop reading skill from previously learned vocabulary
3. Develop speaking skills from previously learned vocabulary
4. Demonstrate how to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop language needed for food preparation and meal planning
2. Compare healthy food choices and unhealthy food choices

**Materials:** pictures or realia, activity worksheet, flashcards with the names of the foods on the worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the 12 breakfast foods.
2. Ask guiding questions such as: Do you remember these foods? What do you see? Do you like this food? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the foods.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the foods.
6. Confirm the names and discuss each food. (E.g. Do you eat this food? When do you eat it? Do you eat it for breakfast? Is it expensive? Do you have this food back home?)
7. When finished, hold up large flashcards with the name of each food item.
8. Ask the students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all 12 items.
10. Hold up one picture and ask: Is this food good for you? Is it a healthy food? If the answer is no, discuss the word "unhealthy."
11. Group all the healthy foods in one pile and the unhealthy foods in another pile. You can also have a pile of foods that students are unsure whether they are healthy or unhealthy. Solicit reasons from the students why a certain food is not healthy (have sugar, salt and lard on hand to help explain the concept).
12. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is about. Go through a couple examples together.
13. Hand out the worksheets.
14. Have the students practice the structure, "Show me the healthy/unhealthy foods."

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this? Where can you use this? What foods did you eat this morning? Is that a healthy breakfast? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have students look at a grocery store flyer and find healthy and unhealthy breakfast choices. Ask them to plan a healthy breakfast and add up the total cost, then plan an unhealthy breakfast and add up its total cost. Discuss the cost of each breakfast and the results.

# Naming Healthy and Not Healthy Breakfast Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

- Healthy foods: egg, whole wheat bread, fruit salad, oatmeal, pancakes, yogurt, milk or soy beverage, peanut butter, cheese, whole grain cereal
- Unhealthy foods: bacon, cereal that is high in sugar

#### Healthy or Unhealthy?

- 100% juice can be a healthy choice because it counts as a vegetable or fruit serving, but it is also high in sugar. Have juice sometimes, but not at every breakfast. Milk or fortified soy beverage is a better choice to have every day. Have a piece of fruit instead of juice.
- White bread doesn't have as many vitamins and fibre as whole wheat or whole grain bread. It is okay to have white bread sometimes, but whole grain bread is a better choice to eat every day.

Note: It is okay to eat less healthy foods for breakfast sometimes. Pair it with healthy breakfast foods for a balanced meal. Include foods from 3 out of the 4 food groups in your breakfast.

#### Additional Discussion Points

- What are other ways to cook eggs? Boiled, poached, scrambled, in an omelette.
- What are some lower fat ways of cooking? Cooking methods that don't use any fat (e.g. boiled, poached) are the healthiest ways of cooking.
- Oatmeal is one type of hot cereal that you can eat for breakfast. What other types of hot cereal can you eat for breakfast? Congee (rice porridge), quinoa, cream of wheat, etc.
- What are some other forms of oatmeal? Instant oatmeal that you can cook in the microwave or add hot water, one-minute oats, rolled oats, steel cut oats.

- Add oatmeal to pancake batter or use whole wheat flour to make whole grain pancakes. For more flavour, colour and nutrients, add mashed banana, blueberries, apple slices, applesauce, strawberries or any kind of fruit to pancakes.

### 2. RESOURCES ONLINE

#### Nutrition Matters: A Fast Break in the Morning













<http://www.toronto.ca/health/pdf/fastbreak.pdf>

### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

# Naming Healthy and Not Healthy Lunch Foods

Circle the healthy foods. Cross out (X) the unhealthy foods. Name the foods.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

fries      juice      nuts      cola  
 milk      yogurt      soup  
 pasta      wrap      cheese and crackers  
 fruit      veggies and dip



# Naming Healthy and Not Healthy Lunch Foods

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by matching pictures of foods to written names
2. Develop vocabulary on lunch foods previously learned
3. Develop speaking skills by discussing use of foods as well as likes and dislikes
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare healthy food choices and unhealthy food choices

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 12 foods on the worksheet, sugar, salt, lard, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the 12 lunch foods.
2. Ask guiding questions such as: Do you remember these foods? What do you see? Do you like this food? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the foods.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the lunch foods.
6. Confirm the names and discuss each food. (E.g. Do you eat this food? When do you eat it? Do you eat it for lunch? Is it expensive? Do you have this food back home?)
7. When finished, hold up large flashcards with the name of each food item.
8. Ask the students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all 12 items.
10. Hold up one picture and ask: Is this food good for you? Is it a healthy food? If the answer is no, discuss the word “unhealthy.”
11. Group all the healthy foods into one pile and the unhealthy foods into another pile. There can also be a pile of foods that students are unsure whether they are healthy or unhealthy. Solicit reasons from the students why a certain food is not healthy (have sugar, salt and lard on hand to help explain the concept).
12. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is about. Go through a couple examples together.
13. Hand out the worksheet.
14. Have the students practice the structure, “Show me the healthy / unhealthy foods.”

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this? Where can you use this? What foods did you eat today/yesterday? Is that a healthy lunch? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have students look at a grocery store flyer and find healthy and unhealthy lunch choices. Ask them to plan a healthy lunch and add up the total cost, then plan an unhealthy lunch and add up its total cost. Discuss the foods that they chose and the cost of each lunch.

# Naming Healthy and Not Healthy Lunch Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

Healthy foods - veggies and dip, wrap, fruit, soup, pasta, cheese and crackers, yogurt, milk or fortified soy beverage, juice, nuts

Unhealthy foods - fries, cola

Additional Discussion Points

How can some of these lunch foods be made healthier?

- Add fresh, frozen or canned vegetables to the pasta
- Add some vegetable slices to the cheese and crackers (e.g. tomato or cucumber slice, olives) or serve with veggies and dip
- Make homemade baked fries instead of deep-fried fries
- Diet cola is similar to regular cola because it contains caffeine and doesn't have any nutrients. Milk and fortified soy beverages are healthier choices because they contain many nutrients including calcium and vitamin D.

### 2. RESOURCES ONLINE

#### Nutrition Matters: Healthy Lunches for Children

[http://www.toronto.ca/health/pdf/nm\\_lunches.pdf](http://www.toronto.ca/health/pdf/nm_lunches.pdf)

Also available in French: [http://www.toronto.ca/health/pdf/nm\\_lunches\\_french.pdf](http://www.toronto.ca/health/pdf/nm_lunches_french.pdf)

#### Nutrition Matters: Fruit Juice or Fruit Drink – What's the Difference?

[http://www.toronto.ca/health/pdf/nm\\_fruit\\_drink\\_vs\\_juice.pdf](http://www.toronto.ca/health/pdf/nm_fruit_drink_vs_juice.pdf)

### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

# Choosing Lunch Foods in a Grocery Store Flyer

Fill in the chart with lunch foods.

Healthy Lunch



--

Unhealthy Lunch

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# Choosing Lunch Foods in a Grocery Store Flyer

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop previously learned vocabulary on food groups
2. Develop speaking skills by discussing use of foods as well as likes and dislikes
3. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare healthy food choices and unhealthy food choices

**Materials:** large picture cards of food vocabulary from Module One, flashcards with names of food vocabulary, lunch bag, grocery store flyers, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by reviewing the food vocabulary taught in Module One.
2. Categorize the picture cards and flashcards of the food vocabulary into the four food groups and place them at four stations around the room.
3. Divide the students into four groups. Ask each group to rotate around the room to each station.
4. At each station, have the students match the picture of the food to the corresponding flashcard with its name.
5. Next, introduce a lunch bag or box.
6. Solicit input from the students about the lunch bag. (E.g. What do you see? What foods can I put in here?) Draw out the vocabulary and ask for possible lunch food choices.
7. Pair up the students and hand out grocery store flyers to each pair. Ask the students if they see any healthy lunch foods. Have them circle these foods. Remind the students to look for foods from the four food groups.
8. On the board or overhead projector, introduce the worksheet.
9. Describe the task. Students are to look for both healthy and unhealthy lunch foods in the grocery store flyer and write down the names of the foods on the worksheet under the appropriate heading.
10. Do several examples together.
11. Hand out the worksheets.
12. As the students fill in the worksheet, have them refer to the flyer for the correct spelling of food items.
13. Discuss and share the results. (E.g. What lunch did you like? What lunch foods do you or your children like? Do you or your family eat healthy foods for lunch?)

### Debrief/Transfer:

Ask the students: What did we do? Why did we do it? Where can you use this information? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have students add up the cost of their lunch.

# Choosing Lunch Foods in a Grocery Store Flyer

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Working with Grocery Store Flyers

If students are not familiar with using flyers, pre-teaching will need to be done. Suggested topics to cover include:

- What is a flyer?
- Why are they important or helpful?
- What information do they contain?
- How can you use a flyer?
- Where can you find flyers?

It may be helpful to bring in the current week's flyers from a few different grocery stores, so the information is relevant to the students and they can look for the sale items when they shop for groceries that week.

#### Packing a Healthy Lunch

- Aim to include at least one food from each of the 4 food groups
- Make it a team effort - get your children involved in making lunches, from planning the menu, grocery shopping, making the lunch and helping with clean up. Generally speaking, the more involved children are in the lunch making process, the more likely they will eat and enjoy the lunch.
- Practice food safety - use insulated containers to keep hot foods hot. Use cold packs or frozen juice boxes to keep cold foods well chilled. Thoroughly wash out lunch boxes daily.

#### Quick Lunch Ideas

- Hummus, pita bread wedges, raw vegetables, yogurt, 100% fruit juice
- Banana muffin, boiled egg, dried apricots, milk
- Picnic lunch: cut up cheese, leftover chicken or roast beef, whole grain roll, grapes, pudding

- Whole grain tortilla filled with tuna salad, celery sticks, fruit canned in juice/water, chocolate milk
- Leftover pasta with meat sauce, melon cubes, cheese string, water
- Leftovers from dinner, carrot sticks, yogurt
- Salmon salad on a whole wheat bun, apple slices, milk

*Adapted from "What are some fast and easy brown bag lunch ideas for my children?"; Dietitians of Canada*

### 2. RESOURCES ONLINE

#### What are some healthy lunches for children?

[http://settlement.org/sys/faqs\\_detail.asp?k=NUT\\_BASIC&faq\\_id=4001290](http://settlement.org/sys/faqs_detail.asp?k=NUT_BASIC&faq_id=4001290)

#### Eat Well Play Well – At School













[http://www.dietitians.ca/Nutrition-Resources-A-Z/Fact-Sheet-Pages\(HTML\)/Toddlers-and-School-Age/Eat-Well-Play-Well-At-School.aspx](http://www.dietitians.ca/Nutrition-Resources-A-Z/Fact-Sheet-Pages(HTML)/Toddlers-and-School-Age/Eat-Well-Play-Well-At-School.aspx)

### 3. RESOURCES IN THE COMMUNITY

**See Appendix B for a complete list of resources in the community.**

## Naming Healthy and Not Healthy Dinner Foods

Circle the healthy dinner. Cross out (X) the unhealthy foods. Name the foods.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

pasta                      bread                      yogurt                      fries  
 pizza                      chicken                      cake                      hamburger  
 milk                      rice                      fruit                      vegetables

# Naming Healthy and Not Healthy Dinner Foods

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by matching pictures of foods to written names
2. Develop vocabulary on dinner foods previously learned
3. Develop speaking skills by discussing the use of foods as well as likes and dislikes
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare healthy food choices and unhealthy food choices

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 12 foods on the worksheet, salt, sugar, lard, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the 12 foods.
2. Ask guiding questions such as: Do you remember these foods? What do you see? Do you like this food? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the foods.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the foods.
6. Confirm the names and discuss each food. (E.g. Do you eat this food? When do you eat it? Do you eat it for dinner? Is it expensive? Do you have this food back home?)
7. When finished, hold up large flashcards with the name of each food item.
8. Ask the students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all 12 items.
10. Hold up one picture and ask: Is this food good for you? Is it a healthy food? If the answer is no, discuss the word "unhealthy."
11. Group all the healthy foods into one pile and the unhealthy foods into another pile. There can also be a pile of foods that students are unsure whether they are healthy or unhealthy. Solicit reasons from the students why a certain food is not healthy (have sugar, salt and lard on hand to help explain the concept).
12. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is about. Go through a couple examples together.
13. Hand out the worksheet.
14. Have the students practice the structure, "Show me the healthy / unhealthy foods."

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this? Where can you use this? What did you eat yesterday evening? Is that a healthy dinner? See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

Have students look at a grocery store flyer and find healthy and unhealthy dinner choices. Ask them to plan a healthy dinner and add up the total cost, then plan an unhealthy dinner and add up its total cost. Discuss the foods that they chose and the cost of each dinner.

# Naming Healthy and Not Healthy Dinner Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

Healthy foods: milk or soy beverage, fruit, vegetables, rice, yogurt, bread, chicken, pasta

Unhealthy foods: cake, fries

Healthy or Unhealthy?

- Pizza – Pizza can be a healthy or unhealthy food depending on what toppings you put on it. If you pile it up with veggies, lower fat meat like chicken, lower fat cheese and use a whole wheat crust, it can be very healthy. On the other hand, if you load it up with processed meats that are high in fat and salt (e.g. pepperoni, bacon, sausage), don't include many veggies and add extra cheese, it can be a very unhealthy choice that is high in saturated fat and salt.
- Burger – There are many different types of burgers: hamburgers, chicken burgers, fish burgers and veggie burgers are just a couple options. Grilled chicken burgers, fish burgers that are not breaded, meat patties made with lean ground meat and veggie burgers can be low in fat and very healthy. Pile on vegetables for more crunch and more nutrients. Place everything on a whole grain bun and you've got a very healthy meal!

Additional Discussion Points

How can we make these dinner foods healthier?

- Use brown, red or wild rice instead of white rice
- Bake fries instead of deep-frying them
- Use less or no butter or margarine on your bread
- Have whole wheat pasta instead of regular pasta

Instead of chocolate cake, what are some healthy dessert ideas?

- Fresh, frozen or canned fruit; yogurt parfait; milk pudding

### 2. RESOURCES ONLINE

#### Fast Food Options – Tips for Making Healthy Choices

[http://www.dietitians.ca/Nutrition-Resources-A-Z/Fact-Sheet-Pages\(HTML\)/Lunches/Fast-Food-Options.aspx](http://www.dietitians.ca/Nutrition-Resources-A-Z/Fact-Sheet-Pages(HTML)/Lunches/Fast-Food-Options.aspx)

#### Fast and Easy Meal Ideas

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/suggestions-eng.php>

### 3. RESOURCES IN THE COMMUNITY

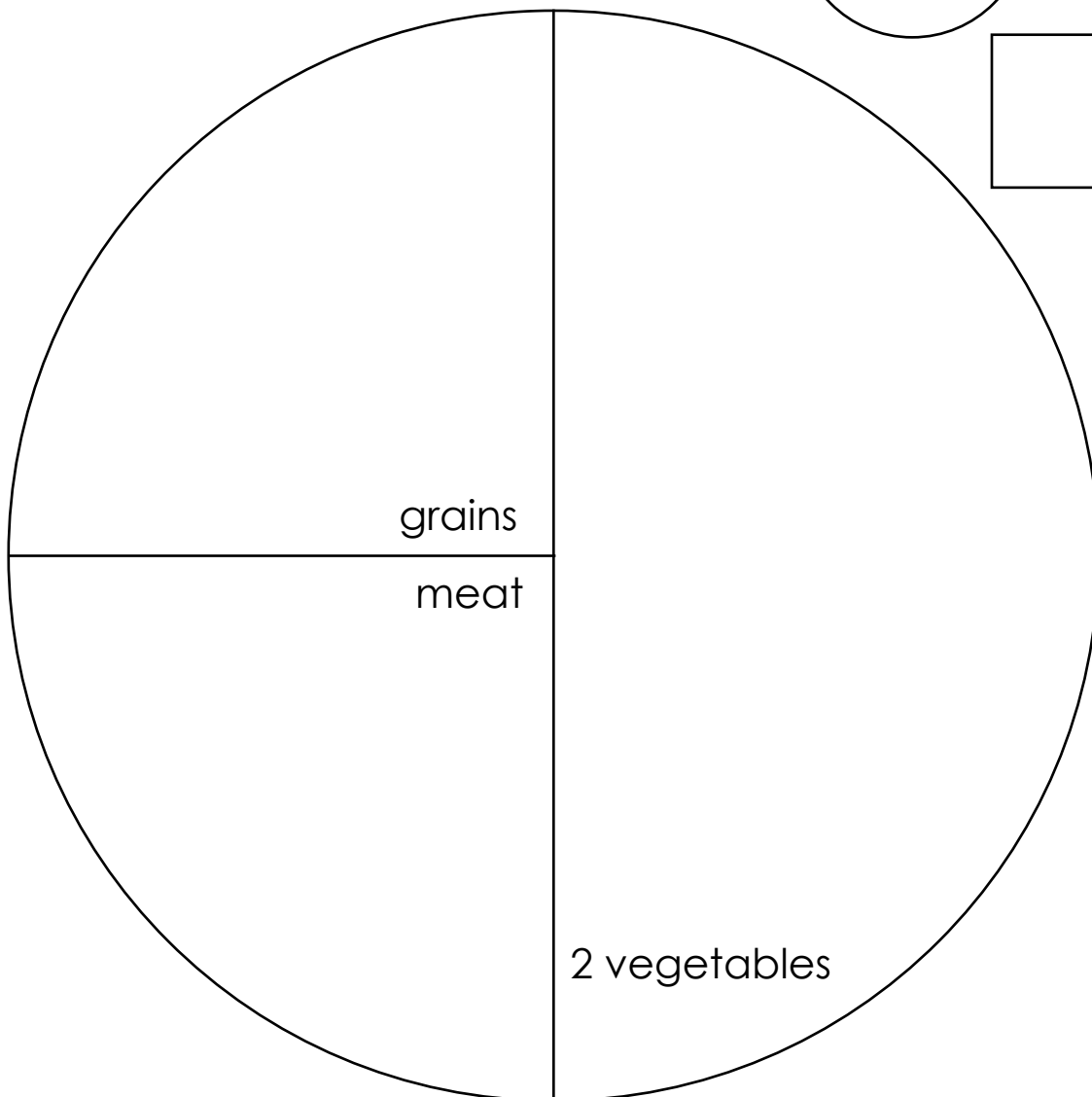
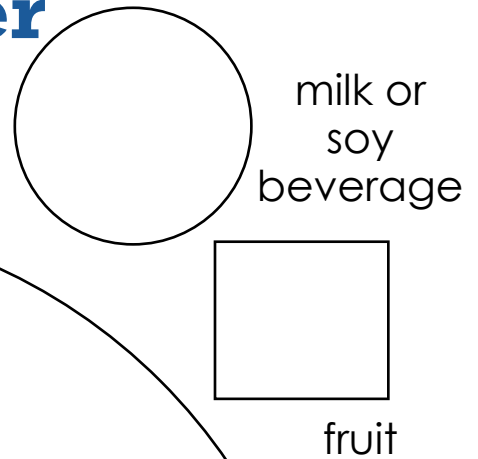
**See Appendix B for a complete list of resources in the community.**





# Choosing Dinner Foods from a Grocery Store Flyer

Choose foods for a healthy dinner.



# Choosing Dinner Foods from a Grocery Store Flyer

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop previously learned vocabulary on food groups
2. Develop speaking skills by discussing the use of foods as well as likes and dislikes
3. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Compare healthy food choices and unhealthy food choices

**Materials:** pictures of food vocabulary, flashcards with names of food vocabulary, paper plate, activity worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic by reviewing the food vocabulary taught in Module One.
2. Categorize the picture cards and flashcards of the food vocabulary into the four food groups and place them at four stations around the room.
3. Divide the students into four groups. Ask each group to rotate around the room to each station.
4. At each station, have the students match the picture of the food to the corresponding flashcard with its name.
5. Next, introduce a paper plate that has been divided into three sections and labelled as on the worksheet.
6. Solicit input from the students. (E.g. What do you see? Do you see three sections? What foods do I put in each section?) Draw out the vocabulary and ask for food choices to put in each section.
7. Drill this structure: Can you name one vegetable? fruit? grain? etc. Practice it with the whole class, as a chain drill and with each individual student.
8. Introduce the grocery store flyer. Ask students to find different vegetables. Discuss their likes and dislikes.
9. Next, ask the students to find the fruit, followed by grains, meat and dairy.
10. Introduce the worksheet on the board or overhead projector. Describe the task. Students will look for foods from each of the four food groups to fill each section on the plate. Do several examples together.
11. Hand out the worksheets and flyers.
12. Have students work in pairs to complete the worksheet.
13. Share and discuss the results. (E.g. Did you see any healthy foods? Did you see any foods that were NOT healthy?)

### Debrief/Transfer:

Ask the students: What did we do? Why did we do it?  
See Activity 60 for a worksheet to support this exercise.

### Extension Activities:

- Plan a healthy pot-luck dinner.
- Students can use this worksheet as a guide to record what they eat each day.
- Parents can use this worksheet to help their children see what they have eaten and to motivate their children to add healthy foods.

# Choosing Dinner Foods from a Grocery Store Flyer

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Working with Grocery Store Flyers

If students are not familiar with using flyers, pre-teaching will need to be done. Suggested topics to cover include:

- What is a flyer?
- Why are they important or helpful?
- What information do they contain?
- How can you use a flyer?
- Where can you find flyers?

It may be helpful to bring in the current week's flyers from a few different grocery stores, so the information is relevant to the students and they can look for the sale items when they shop for groceries that week.

#### Smart Shopping

- Don't shop when you're hungry. Use a shopping list and you'll be more likely to stick to your budget and nutritious food choices.
- Most fresh fruits and vegetables are available year round, but some may be less expensive when they are in season.
- If certain fruits and veggies are on special, buy more of them. Some freeze well or you can use them in a dish, like soups or casseroles, that can be frozen.
- Visit a farm that allows you to 'pick your own produce.' It's a great way for kids to learn how their food is grown.
- Spend most of your time in the produce, bread, meat and dairy sections.
- If you are pressed for time, look for time savers like fresh fruit and veggies, bagged salads and fresh cut fruit that you're more likely to eat.

- Use store flyers to help you find specials.
- When picking up products to use with your fruits and veggies look for the Heart and Stroke Foundation's Health Check™ symbol when shopping. Every product with the Health Check logo meets nutrient criteria developed by the Foundation's registered dietitians based on recommendations in Canada's Food Guide.

Source: *Smart Shopping, Mix it Up!* [www.5to10aday.com](http://www.5to10aday.com)

### 2. RESOURCES ONLINE

#### Basic Skills for Living - Module 3: Food Shopping

<http://www.basicsskillsforliving.ca/FoodShopping.html>

Lessons on planning a shopping trip, choosing a store, comparing prices, saving money, and convenience foods.

#### Nutrition Matters: Healthy Shopping Made Easy

[http://www.toronto.ca/health/pdf/nm\\_healthy\\_shopping\\_in\\_a\\_hurry.pdf](http://www.toronto.ca/health/pdf/nm_healthy_shopping_in_a_hurry.pdf)

#### Best Buys: Vegetables and Fruit

<http://www.toronto.ca/health/pdf/vegetablesandfruit.pdf>

#### Best Buys: Grain Products

<http://www.toronto.ca/health/pdf/grainproducts.pdf>

#### Best Buys: Milk and Alternatives

<http://www.toronto.ca/health/pdf/milkandalternatives.pdf>

#### Best Buys: Meats and Alternatives

<http://www.toronto.ca/health/pdf/meatsandalternatives.pdf>

### 3. RESOURCES IN THE COMMUNITY

**See Appendix B for a complete list of resources in the community.**

# Naming Snack Foods

Draw a line from the picture to the word.  
Cross out the unhealthy snacks.



milk  
chocolate

cookies  
cake

cheese  
apple

nuts

ice cream

yogurt

candy

pizza

granola bar

veggies and dip

muffin

chips



# Naming Snack Foods

## CLB 1+ CLB Ph 1

### Learning Objectives:

Students will:

1. Develop previously learned vocabulary
2. Develop the language needed for shopping and meal planning in Canada
3. Use basic vocabulary found in Canada's Food Guide to develop speaking skill

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 15 food items, salt, sugar, lard, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the 15 foods on the worksheet.
2. Ask guiding questions such as: What do you see? Do you like this food? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the foods.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the snack foods.
6. Confirm the names and discuss each food. [E.g. Do you eat this food? Is it healthy or unhealthy? Why? (Have samples of sugar, salt and lard on hand to illustrate this concept.) Do you have this food back home?]
7. When finished, hold up flashcards with the name of each food.
8. Ask the students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all 15 items.
10. Cut up one copy of the activity worksheet and hand out a small picture card to each student.
11. Practice the structure: Is/Are \_\_\_\_\_ healthy or unhealthy?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. On the board or overhead projector, introduce the worksheet and solicit input from the students about what the activity is about.
13. Do several examples together and then hand out the worksheet.

### Debrief/Transfer

Ask the students: What did we study? Why did we study this? Where can you use this? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Ask the students: What snacks did you eat this week? Have them circle the pictures of the foods they ate. For the unhealthy snacks, ask students to write down the reason the food may be unhealthy (e.g. too much salt, too much sugar, too much fat).

# Naming Snack Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

Healthy foods: almonds (or other nuts), apple (or any fruit), milk or soy beverage, veggies and dip, cheese, yogurt

Unhealthy foods: chocolate, candy, cake, chips (baked chips are healthier, but still not recommended as a snack food because they are low in nutrients), cookies, ice cream

#### Healthy or Unhealthy?

- Pizza - Pizza can be a healthy or unhealthy food depending on what toppings you put on it. If you pile it up with veggies, lower fat meat like chicken, lower fat cheese and use a whole wheat crust, it can be very healthy. On the other hand, if you load it up with processed meats that are high in fat and salt (e.g. pepperoni, bacon, sausage), don't include many veggies and have extra cheese, it can be a very unhealthy choice.
- Muffin – Muffins are a tricky snack to figure out. They can contain fruit and be high in fibre, or they can be very sweet, high in fat and contain hardly any fibre at all. As a guide, if you are buying muffins, look for ones that are labelled "low fat" and "high in fibre" or contain bran and fruit.
- Granola bars – Depending on what is inside granola bars they can be healthy or unhealthy. Go for bars that have fruit and nuts and no chocolate or yogurt coating on the outside.

### 2. RESOURCES ONLINE

#### Healthy Snacks

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/ready\\_set\\_go/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/ready_set_go/)

#### Healthy Snacks

[http://www.toronto.ca/health/nutrition\\_matters/pdf/nm\\_healthysnacks.pdf](http://www.toronto.ca/health/nutrition_matters/pdf/nm_healthysnacks.pdf)

### 3. RESOURCES IN THE COMMUNITY

#### Nobody's Perfect

45 Robinson Street, Winnipeg, Manitoba  
204-586-8441  
[general@imfc.net](mailto:general@imfc.net)

This program incorporates education, literacy, parenting enhancement skills, nutrition and culture into an eight week curriculum. Participants must pre-register and can self-enroll. Referrals to the program are also made by various Child & Family agencies in an attempt to begin the child reclamation process.

**See Appendix B for a complete list of resources in the community.**



























## Healthy and Not Healthy Snack Foods

What foods are a healthy snack?

What foods are **not** a healthy snack?

Draw a line to each basket

The activity consists of two red baskets in the center, labeled "Healthy" and "Not Healthy". Surrounding them are 18 different snack items. A black line is drawn from a pile of corn chips to the "Not Healthy" basket.

Healthy Basket	Not Healthy Basket
	
	
	
	
	
	
	
	
	
	
	
	
	

# Healthy and Not Healthy Snack Foods

## CLB 1+ CLB Ph 1

### Learning Objectives:

Students will:

1. Develop vocabulary on snack foods previously learned
2. Develop the language needed for shopping and meal planning in Canada
3. Use basic vocabulary found in Canada's Food Guide to develop speaking skill

### Nutrition Objective:

Students will use vocabulary found in Canada's Food Guide as a foundation for making healthy food choices.

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 15 food items, salt, sugar, lard, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with realia or large pictures of the 15 foods on the worksheet.
2. Ask guiding questions such as: What do you see? Do you like this food? Do you know the names of these foods?
3. Pair up students and give them time to brainstorm the names of the foods.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the snack foods.
6. Confirm the names and discuss each food. [E.g. Do you eat this food? Is it healthy or unhealthy? Why? (Have samples of sugar, salt and lard on hand to illustrate this concept.) Do you have this food back home?]
7. When finished, hold up flashcards with the name of each food.
8. Ask the students to try to read the flashcard and then point to the actual food or large picture.
9. Continue with all 15 items.
10. Cut up the activity worksheet and hand out a small picture card to each student.
11. Practice the structure: Is/Are \_\_\_\_\_ healthy or unhealthy?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. On the board or overhead projector, introduce the worksheet and solicit input from the students about what the activity is about.
13. Do several examples together and then hand out worksheet.

### Debrief/Transfer

Ask the students: What did we study? Why did we study this? Where can you use this? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Ask the students: What snacks did you eat this week? Have them circle the pictures of the foods they ate. For the unhealthy snacks, ask students to write down the reason the food may be unhealthy (e.g. too much salt, too much sugar, too much fat).



# Healthy and Not Healthy Snack Foods

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

Healthy foods: almonds (or other nuts), apple (or any fruit), milk or soy beverage, veggies and dip, cheese, yogurt

Unhealthy foods: chocolate, candy, cake, chips (baked chips are healthier, but still not recommended as a snack food because they are low in nutrients), cookies, ice cream

#### Healthy or Unhealthy?

- Pizza - Pizza can be a healthy or unhealthy food depending on what toppings you put on it. If you pile it up with veggies, lower fat meat like chicken, lower fat cheese and use a whole wheat crust, it can be very healthy. On the other hand, if you load it up with processed meats that are high in fat and salt (e.g. pepperoni, bacon, sausage), don't include many veggies and have extra cheese, it can be a very unhealthy choice.
- Muffin – Muffins are a tricky snack to figure out. They can contain fruit and be high in fibre, or they can be very sweet, high in fat and contain hardly any fibre at all. As a guide, if you are buying muffins, look for ones that are labelled “low fat” and “high in fibre” or contain bran and fruit. Homemade muffins made with bran, less than 1/4 cup oil and 1/3 cup sugar, in one dozen muffins is a healthy choice.
- Granola bars – Depending on what is inside granola bars they can be healthy or unhealthy. Go for bars that have fruit and nuts and no chocolate or yogurt coating on the outside.

#### Healthy Snack Ideas

- Mixed nuts and fruit
- Vegetable sticks with hummus
- Egg or cheese sandwiches or wraps
- Baby carrots and cucumber wheels and low-fat dip
- Low-fat cheese and whole grain crackers
- Sliced banana or apples dipped in yogurt
- Cherry tomatoes and cheese cubes

### 2. RESOURCES ONLINE

#### Healthy snacks for adults

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Healthy-Eating---General/Healthy-Snacks-for-Adults.aspx>

### 3. RESOURCES IN THE COMMUNITY

#### Canadian Cancer Society

##### Manitoba Division

193 Sherbrook Street, Winnipeg, MB  
204-774-7483 or 1-888-532-6982  
[info@mb.cancer.ca](mailto:info@mb.cancer.ca)  
[www.cancer.ca](http://www.cancer.ca)

Funds cancer research, advocates for social and political change to help control cancer in Canada and create environments to reduce people's risk of cancer, encourages Canadians to choose healthy lifestyles and environments to reduce cancer diagnoses, provides credible health information and supports those going through cancer treatment.

**See Appendix B for a complete list of resources in the community.**

# Categorizing Ingredients

## Vegetable Lentil Soup

Draw a line from the picture to the food group.  
Write the names of each item.

### Vegetables and Fruit

### Grain Products

Onions



### Milk and Alternatives

### Meat and Alternatives



chicken broth  
onions

lentils  
stewed tomatoes

potatoes  
celery

# Categorizing Ingredients

## Vegetable Lentil Soup

### CLB 1 + CLB Ph 1

#### Learning Objectives:

Students will:

1. Develop reading skills by matching pictures of foods to written names
2. Develop previously learned vocabulary
3. Develop speaking skills by discussing the use of ingredients as well as likes and dislikes
4. Demonstrate the ability to follow basic instructions

#### Nutrition Objectives:

Students will use the food guide to develop the language needed for food preparation and meal planning.

**Materials:** pictures or realia, flashcards with names of food items on the worksheet, overhead transparency and overhead projector / computer screen / smart board

#### Method:

1. Set out the realia or large pictures needed for the lesson (i.e. celery, onion, potato, etc.).
2. Ask the students to come to the front of the class and brainstorm the name of each food.
3. Have the students match a flashcard with the name of the food with each item or picture.
4. Solicit predictions from the students regarding the upcoming activity.
5. Brainstorm what the class will be doing and how this will happen. This helps to introduce the vocabulary.
6. Ask the students to identify the vegetables, grain products, milk products, etc.
7. Organize the realia or pictures into the four food groups.
8. On the board or overhead projector, introduce the worksheet.
9. Solicit input from the students about the worksheet. (E.g. Look at the pictures. What do you see? Can you see any vegetables?) Draw a line to the food group and write the name of the food item.
10. Have students work together to complete the task.
11. Discuss the results as a class.

#### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? (Answer: Because we will be making soup.) Where can you use this information? (Answer: at home, on the job as a kitchen helper).
- Practice the oral language using choral repetition, as a chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

#### Extension Activity:

- Plan a field trip to the local grocery store. Look for the foods on the worksheet in a local grocery store flyer. Find the price of the items, considering the weight.
- Make a collage and discuss the results.

# Categorizing Ingredients

## Vegetable Lentil Soup

### NOTES FOR THE TEACHER

#### 1. NUTRITION CONTENT

##### Worksheet Answer Key

Vegetables and Fruit - celery, onions, potatoes, stewed tomatoes

Milk and Alternatives - none

Grain Products - none

Meat and Alternatives - lentils

No food group - chicken broth

Getting enough vegetables and fruit in your diet can be easier than you think:

- Freeze fruits
- Freeze vegetables
- Make a salad - try a homemade salad dressing
- Make a smoothie
- Make baked fries
- Make a soup
- Make a stir-fry
- Make a black bean and corn salad
- Make a vegetarian chili
- Make pasta with walnuts and vegetables
- Make an apple and walnut salad
- Make baked potato stuffing

Visit [http://www.ottawa.ca/en/health\\_safety/living/nutrition/how\\_to/](http://www.ottawa.ca/en/health_safety/living/nutrition/how_to/) for instructions and photos.

#### 2. RESOURCES ONLINE

##### Make a soup - instructions with clear visuals

[http://www.ottawa.ca/en/health\\_safety/living/nutrition/how\\_to/vegfruits/soup/index.html](http://www.ottawa.ca/en/health_safety/living/nutrition/how_to/vegfruits/soup/index.html)

#### 3. RESOURCES IN THE COMMUNITY

##### The Learning Series

Would your service club, school, association or other group like to learn more about diabetes? Call us and ask about the Learning Series Presentations.

These presentations are targeted towards people diagnosed, undiagnosed as well as those at risk for developing diabetes. It provides consistent, up-to-date referenced diabetes information.

For more information or to request a free Learning Series presentation, contact (902) 453-4232 or 1-800-326-7712.

**See Appendix B for a complete list of resources in the community**

# Vegetable Lentil Soup



## Ingredients

2	celery stalks, sliced
1	medium onion, chopped
1	garlic clove
2 tbsp	vegetable oil
1 15-oz can	stewed tomatoes
1 cup	dry lentils, rinsed
1 15-oz can	chicken broth
$\frac{3}{4}$ pound	small potatoes
3 cups	water

## Directions

Cut up the carrots, celery and onion.  
Cut the potatoes into  $\frac{1}{2}$  inch pieces.  
In a big pot, cook the carrots, celery and onions.  
Brown the garlic.  
Stir in the tomatoes.  
Stir in the lentils, broth, potatoes and water.  
Boil the soup.  
Turn the heat down.  
Cover and cook for 50 minutes.

For 5-10 people

# Vegetable Lentil Soup

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by demonstrating how to follow a recipe
2. Build on previously learned vocabulary
3. Demonstrate how to follow basic instructions
4. Develop the language needed for food preparation in Canada

### Nutrition Objective:

Introduce students to a simple healthy recipe.

**Materials:** picture or realia: spoons, bowls, knives, washcloth, soap, pail, garbage bag, food items; overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Set out the realia or pictures needed for the lesson (i.e. celery, onion, garlic, etc.).
2. Ask the students to come to the front of the class and brainstorm the name of each food.
3. Have the students match a flashcard with the name of the food to each item or picture.
4. Solicit predictions from the students regarding the upcoming activity.
5. Brainstorm what the class will be doing and how this will happen. This helps to introduce the vocabulary.
6. Using the Language Experience Approach, demonstrate the steps of making vegetable lentil soup. Drill as needed.
7. On the board or overhead projector, guide the students through the steps again. Provide scaffolding by focusing on the pictures first and then the reading.
8. Divide the class into one or two groups, depending on the class size and the kitchen facilities available.
9. Have students work together to make vegetable lentil soup.
10. Discuss the results. (E.g. Is vegetable soup a food that people prepare or eat back home? What is another food that is prepared or eaten back home?)
11. Hand out the worksheet. Model the reading while the students listen.
12. Model the reading again. This time, have the students echo.
13. On subsequent days, continue practicing reading the recipe until the students can tell each other how to make vegetable lentil soup and read the recipe independently.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Write about the day's activities (e.g. Today/Yesterday we made Vegetable Lentil Soup. We....).

# Vegetable Lentil Soup

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

For a Halal or vegetarian version of vegetable lentil soup, use vegetable broth or tomato juice instead of chicken broth.

### 2. RESOURCES ONLINE

#### Four Weeks of Healthy Menus

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_HealthyMenu.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_HealthyMenu.pdf)

This resource contains four weeks of menus are based on Eating Well with Canada's Food Guide. It contains many simple and healthy recipes.

#### Kraft Ka Khana

<http://www.kraftcanada.com/kraftkakhana/>

Tasty South Asian recipes made with Kraft products.

### 3. RESOURCES IN THE COMMUNITY

#### Immigrant and Refugee Community Organization of Manitoba (IRCOM)

95 Ellen Street, Winnipeg, MB  
204-943-8765  
[info@ircom.ca](mailto:info@ircom.ca)  
[www.ircom.ca](http://www.ircom.ca)

As part of the Newcomers Literacy Initiative (NLI), IRCOM offers classes based on the Canadian Language Benchmarks that provides students with survival English skills focusing on a number of topics including shopping and money. There is also a cooking school with classes once a week for NLI students interested in learning new recipes, nutritional advice and education, while practicing English in a casual social setting.

**See Appendix B for a complete list of resources in the community.**

# Reading a Receipt

Answer the questions



1. What is the **name** of the **store**?

---

2. What is the **address of the store**?

---

4. What is the **phone number** of this store?

---

5. What is the **date**?

---

7. How did you **pay**? (**cash, debit**)

---

8. What is the **total amount**?

---

9. How many **items** did you buy?

---

10. What item was the most **expensive**?

---

11. What item was the **cheapest**?

---



# Reading a Receipt

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by reading the items on a grocery store receipt
2. Develop previously learned vocabulary on food groups
3. Develop speaking skills by discussing the items on a grocery store receipt
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

- Use the food guide to develop the language needed for food preparation and meal planning
- Demonstrate grocery shopping skills via practicing how to read a grocery store receipt

**Materials:** grocery store receipt, pictures or realia of the items listed on the receipt, flashcards with names of the items on the receipt, worksheet, copies of the receipt, highlighters, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. To introduce the lesson, set out the realia or large pictures needed for the lesson (i.e. all the items listed on the receipt). Use the receipt that you received when buying ingredients for a recipe made in class (e.g. fruit salad, bean burritos, vegetable lentil soup).
2. Ask the students to come to the front of the class and brainstorm the name of each item.
3. Have the students match a flashcard with the name of the food to each item or picture.
4. Hold up the grocery store receipt. Ask the students: What information is on this paper?
5. Divide the class into groups and give the students time to brainstorm their answer to this question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference (e.g. total amount, name of the store, address, phone number). Introduce the worksheet vocabulary in this way.
7. Review the list of words written on the board.
8. Hand out a copy of the receipt to the students.
9. Ask the students to highlight each of the names of the food items on the receipt. (i.e. Highlight the word celery, onions, lentils, etc.)
10. Now ask the questions that are on the worksheet. Again, ask the students to highlight the answer on the receipt. (E.g. What is the name of the store?)
11. Allow time for the students to find the information and then, using the board or overhead projector, show them where this information is on the receipt.
12. Introduce the worksheet on the board or overhead projector. Read the questions together and supply the answers.
13. Hand out the worksheet. Have the students transfer the highlighted information from the receipt to the worksheet.
14. Divide the students into pairs and ask them to practice saying the questions and answers.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have the students do the same activity with a different receipt.

# Reading a Receipt

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

### 2. RESOURCES ONLINE

#### **Winnipeg Cooks: A Handbook for Community Kitchens**

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_3.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_3.pdf)

A community kitchen is a group of people who meet regularly to cook food and take it home to feed their families. Every member contributes by planning, preparing and cooking food. Participants usually pay some or all of the cost of the food and they may help shop for food or bring it from home.

### 3. RESOURCES IN THE COMMUNITY

#### **Canadian Diabetes Association (Manitoba & Nunavut)**

200-310 Broadway, Winnipeg, Manitoba

204-925-3800

[www.diabetes.ca](http://www.diabetes.ca)

For resources, recipes, nutrition information, workshops, apply for a free testing kit, info on preventing, living with and managing diabetes for adults and children.

**See Appendix B for a complete list of resources in the community.**

# Reading a Soup Label

Number the ingredients from 1 to 6.

Nutrition Facts

Ingredients:  
Tomatoes, Water,  
Corn Syrup, Salt,  
Oil, Flavouring



4

---

# Reading a Soup Label

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop reading skills by matching pictures of foods to written names
2. Develop previously learned vocabulary on food groups
3. Develop speaking and reading skills by discussing a food label
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Demonstrate grocery shopping skills via practicing how to read a food label

**Materials:** pictures or realia of tomato soup ingredients listed on the label, can of tomato soup, flashcards with names of tomato soup ingredients, overhead transparencies and overhead projector / computer screen / smart board, activity worksheet

### Method:

1. To introduce the lesson, set out the realia or large pictures needed for the lesson (i.e. all items in the ingredient list of the tomato soup label).
2. Ask the students to come to the front of the class and brainstorm the name of each item.
3. Have the students match a flashcard with the name of the food to each item or picture.
4. Hold up the ingredients list on the label from the tomato soup can. Ask the students: What information is on this paper?
5. Divide the class into groups and give the students time to brainstorm their answer to this question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference (e.g. tomatoes, water, salt, etc.). Introduce the worksheet vocabulary in this way.
7. Review the list of words written on the board.
8. Next, guide the students to consider the amount of each ingredient in the soup. Ingredients are listed on the label according to how much is inside the can in descending order. Because this is an abstract concept, the varying quantities need to be illustrated with realia. Have extra tomatoes, water, salt, etc. to demonstrate this in a concrete fashion. The following are some suggestions.
  - How much water is inside the can? Illustrate with  $\frac{1}{2}$  cup of water.
  - How much tomato is inside the can? Illustrate with  $1\frac{1}{2}$  cup of tomatoes.
  - Is there more salt than water? Compare 1 tsp of salt with the  $\frac{1}{2}$  cup of water.
  - Illustrate the concept over and over again with concrete amounts.
9. Ask the students to rank the foods according to the order they appear on the ingredient list on the soup label. (E.g. There are more tomatoes than water in this can of tomato soup. That's why tomatoes are number one. What item is number two?)
10. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is. Guide the students as needed.
11. Hand out the worksheet. Have students work in pairs to number the ingredients according to their order in the ingredient list.
12. Discuss the ratios of amounts of ingredients and present different scenarios (e.g. salt, tomatoes, water, etc.).

# Reading a Soup Label

## Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

## Extension Activity:

Ask the students to repeat the same activity with a different flavour of soup or to make an ingredient label for the Vegetable Lentil Soup in Activity 48.

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## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Reading an Ingredient List

All food products are required to provide an ingredient list on the label. The ingredients in the list are shown in descending order by weight. The more of an ingredient by weight that there is in a food, the higher up on the ingredient list it will appear.

You can use the ingredient list to get a rough idea of how nutritious foods are. For example, if you compare two different loaves of bread, the one that shows whole-wheat flour as one of the first three ingredients is likely more nutritious than the one that contains only bleached white flour.

The ingredient list is also very helpful for people who suffer from food allergies or intolerances and for those who must avoid specific ingredients to comply with special diets.

Source: *Food Labels: Understanding the Language*, Government of Alberta

### 2. RESOURCES ONLINE

#### What is the Nutrition Facts Table?

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/index-eng.php>

#### Interactive Tools on Nutrition Labelling

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/dv-vq/interact-eng.php>

#### Using the Nutrition Facts Table: % Daily Value Factsheet

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/fact-fiche-eng.php>

#### Food Allergies

<http://www.hc-sc.gc.ca/fn-an/secureit/allerg/fa-aa/index-eng.php>

Information on food allergies and 9 most common allergens: peanuts, eggs, milk, tree nuts, wheat, soy, sesame seeds, seafood and sulphites.

### 3. RESOURCES IN THE COMMUNITY

#### Heart and Stroke Foundation of Manitoba

6 Donald Street, Suite 200, Winnipeg, MB  
204-949-2000

[www.heartandstroke.mb.ca](http://www.heartandstroke.mb.ca)

Funds research, encourages Manitobans to improve their heart health by adopting behaviours to help prevent, reduce and limit heart disease and stroke and organizes fundraising activities.

**See Appendix B for a complete list of resources in the community.**

# Reading a Coupon

Fill in the chart



Item	<ul style="list-style-type: none"><li>• Free?</li><li>• Buy 1 get 1 free?</li><li>• \$1.00 off?</li></ul>	Expiry Date	Do you want this coupon?  Yes / No



# Reading a Coupon

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Develop previously learned vocabulary on food groups
2. Develop speaking and reading skills by discussing how to use a food coupon
3. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will:

1. Use the food guide to develop the language needed for food preparation and meal planning
2. Demonstrate grocery shopping skills via practicing how to read and use a food coupon

**Materials:** pictures or realia, simple/simplified/teacher-made coupons, flashcards, worksheet, highlighters, overhead transparencies and overhead projector / computer screen / smart board

### Method:

1. To introduce the lesson, set out the realia or large pictures needed for the lesson (i.e. the food items on the sample coupons).
2. Ask the students to come to the front of the class and brainstorm the name of each item (e.g. pizza).
3. Have the students match a flashcard with the name of the food to each item or picture.
4. Hold up a coupon. (Coupons should be as simple as possible with a clear picture of the free or discounted food item and a minimum of writing.) Ask the students: What information is on this paper?
5. Divide the class into groups and give the students time to brainstorm their answer to this question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference (e.g. Free, Buy one get one free, save \$1.00, etc.). Introduce the worksheet vocabulary in this way.
7. Review the list of words written on the board.
8. Introduce one coupon on the board or overhead projector. Solicit input from the students about the coupon. (E.g. What do you see?)
9. Hand out a copy of the same coupon to each student.
10. Ask the students guiding questions as they look at the coupon and have them highlight the answer to the question on their copy of the coupon. (E.g. What is the expiry date? What is this food item? Is it free?)
11. Introduce the worksheet on the board or overhead projector. Discuss and have the students copy the information from the coupon onto the worksheet.
12. When the students are ready to continue with other coupons, lay out the stack of coupons and let the students choose which one they want to use.
13. Pair up the students and hand out the worksheet. Provide guidance as needed.
14. Discuss the results. (E.g. Did you like any of the coupons? Do you use coupons? Where can you get coupons? Did you use coupons back home?)

# Reading a Coupon

## **Debrief/Transfer:**

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

## **Extension Activity:**

Have the students do the same activity with a different coupon.

---

## **NOTES FOR THE TEACHER**

### **1. NUTRITION CONTENT**

### **2. RESOURCES ONLINE**

#### **Websites where you can find coupons:**

*www.save.ca*

*www.websaver.ca*

*www.smartsource.ca*

### **3. RESOURCES IN THE COMMUNITY**

#### **Osteoporosis Canada (Manitoba Chapter)**

123 St. Anne's Road, Winnipeg, MB

204-772-3498

*manitoba@osteoporosis.caf*

*www.osteoporosis.ca*

For osteoporosis facts, prevention and treatment with healthy eating, physical activity and drugs and more.

**See Appendix B for a complete list of resources in the community.**



# Module 4: Introduction to Food Safety

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# Cooking

1. Hi. My name is Maria.
2. I came to Canada 3 years ago.
3. I am married and have 2 children.
4. I am a student at a cooking school.
5. I study every day from 7:00 a.m. to 2:00 p.m.
6. I will finish my training in June.
7. In July, I will look for a job.
8. This money will help my family back home.
9. I am happy to help them.
10. They are wonderful.



# Cooking

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to tell and discuss a story about a personal experience related to food
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal planning skills
2. Develop skills necessary for choosing healthy foods on a budget

**Materials:** picture on worksheet, story, alternate activity for Group B, overhead transparency and overhead projector / computer screen / smart board

Method:

1. Introduce the topic by asking students about problems they face as newcomers related to cooking and food. Discuss.
2. On the board or overhead projector, show the picture of Maria, her husband, her children and the setting.
3. Solicit predictions from the students about the story. (E.g. Look at the woman's face. Is she happy or sad? Why? What do you see in the picture?) Read the title. This will draw out the relevant vocabulary.
4. Divide the class into two groups. Group A stays in the class and listens to the story. Group B leaves the room with a chosen activity (e.g. word search, related personal questions).
5. Orally recount the story using the picture and key words written on the board. (At this point, students do not see the written text.) Read the story to the students three times. Allow students a chance to ask questions for clarification.
6. Ask Group B to return to the class.
7. Pair each Group A student with a Group B student. Ask each Group A student to recount the story to their partner.
8. Once the Group A student has explained the story, ask each Group B student to retell the story to his/her partner. This allows the Group A student to assess the transfer of information.
9. Next, have all the Group B students stand at the front of the class. In turn, ask each one to tell a portion of the story. This allows you to assess the transfer of information.
10. Finally, recount the entire story to the whole class. Discuss the process with the students and whether any information was left out or altered. Discuss Maria's story, draw parallels, and allow time to share feelings and experiences. (E.g. Why is she happy? Are you happy in Canada? Why?) Hand out the worksheet.
11. Read the entire story while the students listen and follow along.
12. Then read the story a second time. This time, model and then have the students echo.
13. Introduce the story again on subsequent days. The goal is to provide the scaffolding necessary so students can retell the story and read it independently.

### Debrief/Transfer:

Ask the students: What did you learn today? Is that important? Why? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

In pairs, plan a healthy meal for this family of four. Use a flyer and shop with a budget of \$20.00. On chart paper, cut and paste the menu items. Add up the total cost of the meal. Share and discuss the results.

# Cooking

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Cooking with your children is a great way to get them involved in family meals. Generally speaking, kids are more likely to eat the foods that they help prepare.

Cooking with your child provides you with an opportunity to spend quality time together, teach them about traditional foods, try new Canadian foods and have fun together. Teaching your child to cook at an early age will give them an important skill that will serve them well for the rest of their life.

Even young children can help out in the kitchen with age-appropriate tasks. See the websites below for a list of ways children at various ages can help in the kitchen.

### 2. RESOURCES ONLINE

#### Age Appropriate Cooking Skills and Activities

<http://www.kraftcanada.com/en/YourKids/KidsInTheKitchen/SkillsKnowHow/Skillsfor6yrsUnder.aspx>

Ideas for how to involve your kids in the kitchen

#### Cooking with Kids – Healthy Living Recipe Ideas for Kids

<http://www.kraftrecipes.com/yourkids/kids-nutrition/cooking-with-kids.aspx>

### 3. RESOURCES IN THE COMMUNITY

Kids cooking clubs are available in some communities. Call your local public health office to find one in your area or call the Winnipeg Regional Health Authority main line at 204-926-7000.

#### Kids in the Kitchen: How to Set Up Your Kids' Cooking Club

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_2.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_2.pdf)

A manual for people who are interested in starting a kids' cooking club in their community.

**See Appendix B for a complete list of resources in the community.**

# Safe Food Handling

Match the picture to the word.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

microwave  
countertop  
thermometer

cutting board  
raw poultry  
utensils

shopping cart  
raw fish  
raw beef

# Safe Food Handling

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop the skills necessary for safe food handling and preparation

**Materials:** pictures or realia, activity worksheet, flashcards with names of the 12 items on the worksheet, overhead transparency and overhead projector / computer screen / smart board, flyers and magazines (optional)

### Method:

1. Introduce the topic with realia or large pictures of the 12 items on the worksheet.
2. Ask guiding questions such as: What do you see? Do you know the names of these items? Where do you see these items?
3. Pair up students and give them time to brainstorm the names of the items.
4. Encourage pairs to share their guesses with other pairs.
5. Solicit input from the class as a whole regarding the names of the items.
6. Confirm the names and discuss each item.
7. When finished, hold up large flashcards with the name of each item.
8. Ask the students to try to read the flashcard and then point to the actual item or large picture.
9. Continue with all 12 items.
10. Cut up one copy of the activity worksheet and hand out a small picture card to each student.
11. Practice the structure, asking: What is this? What are these?
  - With the whole class
  - In a chain drill
  - In individual pairs
12. Hand out the worksheet.

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this? Where can you use this? Did you work in a restaurant before? Do you have food handling experience? Are you looking for a job? Do you want to handle food in a hospital or cafeteria? (Use pictures to support this vocabulary.)

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Have students look in flyers and magazines for other kitchen related items. Cut them out, paste them on flip chart paper and label them.

# Safe Food Handling

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Food safety is important because properly preparing food protects us from foodborne illnesses caused by bacteria such as *E. coli*, *Salmonella*, *Campylobacter* and *Listeria*.

These can cause diarrhea, fever, abdominal cramps, nausea, vomiting and dehydration. Safety precautions include knowing how to select foods in the grocery store, then storing them properly and cooking them safely, plus cleaning up well afterward.

Source: *Food Safety for You and Your Family*, KidsHealth.org

### 2. RESOURCES ONLINE

#### Safe Food Handling Tips

<http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/index-eng.php>

#### Food Safety for Your Family

[http://kidshealth.org/parent/firstaid\\_safe/home/food\\_safety.html#](http://kidshealth.org/parent/firstaid_safe/home/food_safety.html#)

### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

# 1. Clean

Match the picture to the words.

Wash the countertop with warm water and soap.

Wash hands with soap and water for 20 seconds.

Wash the cutting board with hot water.

Wash hands before cooking.

Wash hands after cutting raw meat.



Source: USDA Food Safety & Inspection Service



# 1. Clean

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop skills necessary for safe food handling and preparation

**Materials:** pictures or realia from the vocabulary in Activity 53 and the worksheet in Activity 54, flashcards with the vocabulary from Activity 53, worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. To introduce the lesson, set out the realia or large pictures from the food handling vocabulary in Activity 53.
2. Ask the students to come to the front of the class and brainstorm the name of each item.
3. Have the students match a flashcard with the name to each item or picture.
4. Hold up the picture of someone washing their hands from the worksheet.
5. Ask the students what they see in this picture. Divide the students into groups and give them time to brainstorm their answer to the question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference. Use guiding questions to draw out the information. (E.g. When do you wash your hands when you are cooking? Before cooking, after cutting raw meat. How do you wash your hands? With soap, warm water, etc.) Introduce the worksheet vocabulary in this way.
7. Proceed to the picture of the dishwasher and the cutting boards. Using the same method as the previous picture, draw out the relevant vocabulary and write it on the board.
8. Proceed to the third picture.
9. Review the list of words written on the board.
10. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is.
11. Focus on the pictures first, then the content words (e.g. wash, countertop, warm water, soap). Then build towards reading the statements.
12. Read each statement, and then ask the students to echo.
13. Hand out the worksheet. Have students work in pairs to match the instructions to the corresponding picture.
14. Discuss hand washing. (E.g. Is it too much work? Does it make sense?) Solicit opinions from the students.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Use the Language Experience Approach (LEA) with the steps of hand washing. Act out the actions, and then write them out.

# 1. Clean

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Always wash your hands for at least 20 seconds before handling food and after handling meat, poultry, eggs and seafood and after changing diapers, touching pets and using the washroom.

Clean and then sanitize counter tops, cutting boards and utensils with a mild bleach solution (5ml/1 tsp. bleach per 750ml/3 cups water) before and after food preparation.

Discard worn cutting boards. Consider using paper towels to wipe kitchen surfaces or change dishcloths daily to avoid the possibility of cross-contamination and the spread of bacteria. Avoid using sponges because they are harder to keep bacteria-free, or wash them frequently in hot, soapy water.

Tip: Using a disinfectant cleaner or a mixture of bleach and water on surfaces can provide added protection against bacteria.

Source: *A FightBac! Focus on Clean, Canadian Partnership for Consumer Food Safety Education*

### 2. RESOURCES ONLINE

#### Fact Sheet on CLEAN

[http://www.canfightbac.org/cpcfse/en/\\_pdf/clean.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/clean.pdf)

#### Safe Food Handling for Pregnant Women

[http://www.hc-sc.gc.ca/fn-an/alt\\_formats/pdf/securit/kitchen-cuisine/pregnant-women-femmes-enceintes-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/securit/kitchen-cuisine/pregnant-women-femmes-enceintes-eng.pdf)

### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

## 2. Separate

Match the picture to the words.

Use different utensils for raw meat and other foods.

Use a different cutting board for raw meat.

In the fridge separate raw meat from other foods.

Separate raw meat from other foods in the shopping cart.



Source: USDA Food Safety & Inspection Service

## 2. Separate

### CLB 1 + CLB Ph 1

#### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

#### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop skills necessary for safe food handling and preparation

**Materials:** pictures or realia from the vocabulary in Activity 53 and the worksheet in Activity 55, flashcards with the names of the vocabulary in Activity 53, worksheet, overhead transparency and overhead projector / computer screen / smart board

#### Method:

1. To introduce the lesson, set out the realia or large pictures from the food handling vocabulary in Activity 53.
2. Ask the students to come to the front of the class and brainstorm the name of each item.
3. Have the students match a flashcard with the name to each item or picture.
4. Hold up the picture of someone cutting meat from the worksheet.
5. Ask the students what they see in this picture. Divide the students into groups and give them time to brainstorm their answer to the question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference. Use guiding questions to draw out the information. (E.g. How many cutting boards do you see in this picture? Why are there two? How many knives do you see?) Introduce the worksheet vocabulary in this way.
7. Proceed to the picture of the shopping cart. Using the same method as the previous picture, draw out the relevant vocabulary and write it on the board.
8. Proceed to the third picture.
9. Review the list of words written on the board.
10. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is.
11. Focus on the pictures first, then the content words (e.g. utensils, raw meat, cutting board). Then build towards reading the statements.
12. Read each statement, and then ask the students to echo.
13. Hand out the worksheet. Have students work in pairs to match the instructions to the corresponding picture.
14. Share the results with the whole class. Discuss.

#### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

#### Extension Activity:

Have students create and do a word search using the new vocabulary.

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

# 2. Separate

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Combat Cross-Contamination

Did you know that improper handling of raw meat, poultry and seafood can create an inviting environment for cross-contamination? As a result, bacteria can spread to other foods and throughout the kitchen. Clean and then sanitize counter tops, cutting boards and utensils with a mild bleach solution (5ml/1 tsp. bleach per 750ml/3 cups water) before and after food preparation. Consider using paper towels to wipe kitchen surfaces or change dishcloths daily to avoid spreading bacteria and, possibly, cross-contamination. Avoid using sponges because they are harder to keep bacteria-free, or wash them frequently in hot, soapy water.

Tip: Discard worn cutting boards

If possible, use one cutting board for fresh produce and use a separate one for raw meat, poultry and seafood. Watch those juices! Make sure to clean the cutting board as described above.

Separate raw meat, poultry and seafood from other foods in your grocery shopping cart and in your refrigerator.

Seal raw meat, poultry and seafood in air-tight containers or plastic bags and place them on the bottom shelves of your refrigerator to prevent juices from dripping onto other food.

Source: *A FightBac! Focus on Separate, Canadian Partnership for Consumer Food Safety Education*

### 2. RESOURCES ONLINE

#### Fact Sheet on SEPARATE

[http://www.canfightbac.org/cpcfse/en/\\_pdf/separate.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/separate.pdf)

#### Safe Food Handling at the Grocery Store

<http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/interact/grocery-epicerie-eng.php>

### 3. RESOURCES IN THE COMMUNITY

**See Appendix B for a complete list of resources in the community.**

## 3. Cook

Match the picture to the words.

Use a food thermometer.

Stop and stir the food in the microwave.

Cook food well to kill bacteria.

Cook chicken until it is 74°C (165°F) inside.



Source: USDA Food Safety & Inspection Service

# 3. Cook

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop skills necessary for safe food handling and preparation

**Materials:** pictures or realia of vocabulary in Activity 53 and the worksheet in Activity 56, flashcards, worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. To introduce the lesson, set out the realia or large pictures from the food handling vocabulary in Activity 53.
2. Ask the students to come to the front of the class and brainstorm the name of each item.
3. Have the students match a flashcard with the name to each item or picture.
4. Hold up the picture of the chicken and thermometer from the worksheet.
5. Ask the students what they see in this picture. Divide the students into groups and give them time to brainstorm their answer to the question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference. Use guiding questions to draw out the information. (E.g. What do you see in this picture? What number do you see on the thermometer? What does that number mean?) Introduce the worksheet vocabulary in this way.
7. Proceed to the picture of someone stirring a dish in the microwave. Using the same method as the previous picture, draw out the relevant vocabulary and write it on the board.
8. Proceed to the third picture.
9. Review the list of words written on the board.
10. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is about.
11. Focus on the pictures first, then the content words (e.g. thermometer, stop, stir, microwave, etc. ) Then build towards reading the statements.
12. Read each statement, and then ask the students to echo.
13. Hand out the worksheet. Have students work in pairs to match the instruction to the corresponding picture.
14. Have students share their results with the class and discuss their answers.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Create a crossword for the students using the new food handling vocabulary.

<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>

# 3. Cook

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Foods are properly cooked when they are heated for a period of time at a high enough temperature to kill harmful bacteria that can cause foodborne illness. Cooking times vary for meats, poultry and fish. After cooking, keep foods out of the “danger zone” (4°C to 60°C or 40°F to 140°F) by preparing them quickly and serving them immediately.

Tip: When eating out, return any undercooked food for additional cooking.

When cooking in a microwave oven, make sure the food is cooked thoroughly. For best results, cover food, stir and rotate for even cooking and follow suggested standing times.

Use a clean thermometer, which measures the internal temperature of cooked foods, to make sure meat, poultry, egg dishes, casseroles and other foods are cooked all the way through. Insert the thermometer in different spots to ensure even cooking. Wash your food thermometer with hot, soapy water before using it again. Sanitize it for the safest results.

Source: *A FightBac! Focus on Cook, Canadian Partnership for Consumer Food Safety Education*

### 2. RESOURCES ONLINE

#### Fact Sheet on COOK

[http://www.canfightbac.org/cpcfse/en/\\_pdf/cook.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/cook.pdf)

#### Safe Cooking Temperatures

<http://www.canfightbac.org/en/cookwell/charts/>

#### Basic Skills for Living - Module 4: Meal Preparation

<http://basicskillsforliving.ca/FoodPrep.html>

Lessons on food storage, food safety, measuring ingredients, kitchen tools and equipment, preparing and cooking food, and microwave cooking.

### 3. RESOURCES IN THE COMMUNITY

The **Eating Disorders Self-Help Program** offers information packages, referrals to clinics and therapists, and support groups to individuals suffering from disordered eating and weight preoccupation, as well as to their family and friends. They also offer empowerment workshops to raise women's self-esteem and body image, and presentations to schools and businesses on prevention, biology, self-esteem, and healthy lifestyles. All services are free. Contact Aliza at (204) 953-2358 or visit the Canadian Mental Health Association website ([www.cmha.ca](http://www.cmha.ca)).

**See Appendix B for a complete list of resources in the community.**



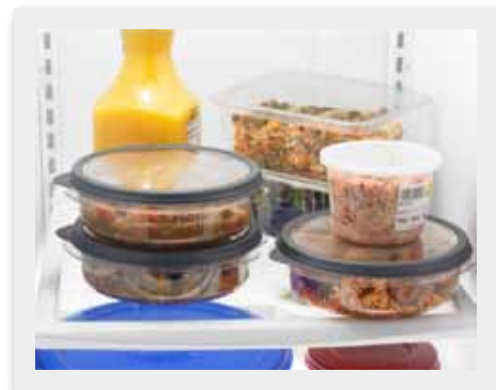
## 4. Chill

Match the picture to the words.

Chill food in small bowls not big ones.

Use a thermometer in the fridge.

Chill food within 2 hours after cooking.



Source: USDA Food Safety & Inspection Service

# 4. Chill

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop skills necessary for safe food handling and preparation

**Materials:** pictures or realia of the vocabulary in Activity 53 and the pictures on the worksheet, flashcards with the names of the vocabulary in Activity 53, worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. To introduce the lesson, set out the realia or large pictures from the food handling vocabulary in Activity 53.
2. Ask the students to come to the front of the class and brainstorm the name of each item.
3. Have the students match a flashcard with the name to each item or picture.
4. Hold up the picture of the thermometer in front of the fridge from the worksheet.
5. Ask the students what they see in this picture. Divide the students into groups and give them time to brainstorm their answer to the question.
6. Discuss the students' answers. As vocabulary is supplied, write it on the board as a reference. Use guiding questions to draw out the information. (E.g. What do you see in this picture? A thermometer? Why? Do you have a thermometer in your fridge?) Introduce the worksheet vocabulary in this way.
7. Proceed to the picture of small containers in the fridge. Using the same method as above, draw out the relevant vocabulary and write it on the board.
8. Proceed to the third picture.
9. Review the list of words written on the board.
10. Introduce the worksheet on the board or overhead projector. Solicit input from the students about what they think the activity is about.
11. Focus on the picture first, then the content words (e.g. chill, bowls, thermometer, fridge). Then build towards reading the statements.
12. Read each statement, and then ask the students to echo.
13. Hand out the worksheet. Have students work in pairs to match the instruction to the corresponding picture.
14. Have students share their results with the class and discuss their answers.

### Debrief/Transfer:

- Ask the students: What did you learn today? Why did we study this? Where can you use this information?
- Practice the oral language using choral repetition, chain drill and individual response.

See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Create a scrambled word puzzle for the students using the new food handling vocabulary.

<http://puzzlemaker.discoveryeducation.com/DoublePuzzleSetupForm.asp>

# 4. Chill

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

Refrigerate or freeze perishables, prepared foods and leftovers within two hours, or less, of preparation. Marinate foods in the refrigerator.

Separate large amounts of leftovers into small, shallow containers for quicker cooling in the refrigerator.

Don't overstuff the refrigerator. Cold air needs to circulate above and beneath food to keep it safe.

Cool Tip: Cold foods should be kept at 4°C (40°F).

Source: *A FightBac! Focus on Chill, Canadian Partnership for Consumer Food Safety Education*

### 2. RESOURCES ONLINE

#### Fact Sheet on CHILL

[http://www.canfightbac.org/cpcfse/en/\\_pdf/chill.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/chill.pdf)

#### Safe Food Handling for Adults 60+

<http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/older-adults-personnes-agees-eng.php>

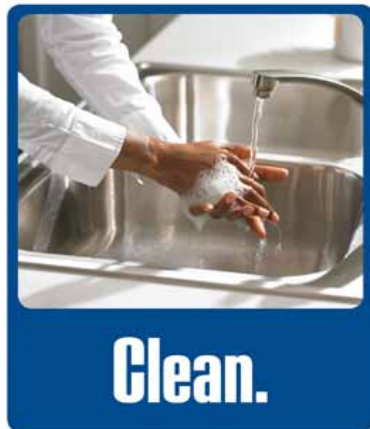
### 3. RESOURCES IN THE COMMUNITY

See Appendix B for a complete list of resources in the community.

# Be Food Safe

Remember to ....

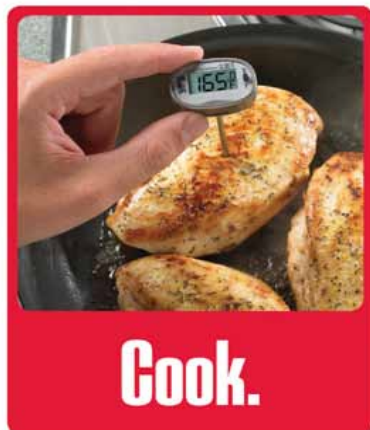
Talk about the pictures.



**Clean.**



**Separate.**



**Cook.**



**Chill.**

Source: USDA Food Safety & Inspection Service

# Be Food Safe

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop skills necessary for safe food handling and preparation

**Materials:** pictures or realia, activity worksheet, overhead transparencies and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with a review of the bean burrito recipe from Activity 28.
2. Ask guiding questions such as: Do you remember this? Do you remember the foods? What did you do?
3. Pair up students and give them time to discuss what they remember from this previous activity.
4. Encourage pairs to share their thoughts with other pairs.
5. Solicit input from the class as a whole regarding what the bean burrito recipe is about.
6. Confirm the input and review the directions orally as a class.
7. Next, hold up the picture of the sick man. Give students time to discuss the picture in pairs. Have them share their discussion with the rest of the class.
8. On the board, write the key words as they are mentioned (e.g. clean, separate, cook, chill).
9. Draw out the information with guiding questions. (E.g. Why is this man sick?)
10. Revisit the bean burrito recipe. Go through the directions in the recipe again, but this time, review it from a food safety point of view.
11. On the board or overhead projector, go through each of the food items in Activity 28.
12. Recall the steps in the recipe and include a food safety point with each instruction. (E.g. Wash your hands before you cut the cheese. Cut the cheese with a clean knife and cutting board. Separate the cheese from the raw chicken. Chill the cheese after cutting.)
14. Practice orally with the whole class.
15. Hand out the worksheet.
16. Ask the students to read the worksheet and practice in pairs.

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this? Where can you use this? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Prepare the bean burrito recipe again. This time, focus on food safety at every step.

# Be Food Safe

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

1. Clean - wash hands and surfaces often
2. Separate - keep raw meat, poultry and seafood and their juices separate from one another and other foods
3. Cook - cook foods to proper temperatures
4. Chill - refrigerate or freeze foods promptly

Source: *Food Safety at Home, Canadian Partnership for Consumer Food Safety Education*

### 2. RESOURCES ONLINE

#### Food Safety at Home

[http://www.canfightbac.org/en/\\_pdf/Safety\\_EN.pdf](http://www.canfightbac.org/en/_pdf/Safety_EN.pdf)

#### Canadian Partnership for Consumer Food Safety Education

<http://www.canfightbac.org/cpcfse/en/>

### 3. RESOURCES IN THE COMMUNITY

**See Appendix B for a complete list of resources in the community.**

# In the Kitchen

Do you wash your hands after...



1. shaking hands? 	2. going to the toilet? 	3. touching your nose? 
4. sneezing? 	5. making a call? 	6. changing a diaper? 
7. touching your hair? 	8. touching a pet? 	9. smoking? 

**Yes, you do** need to wash your hands.  
**No, you don't** need to wash your hands.

# In the Kitchen

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Use previously learned vocabulary to talk about safe food handling
2. Develop and practice listening skills
3. Develop and practice reading skills
4. Demonstrate the ability to follow basic instructions

### Nutrition Objectives:

Students will :

1. Develop previously learned meal preparation skills
2. Develop skills necessary for safe food handling and preparation

**Materials:** pictures of the 9 scenarios on the worksheet, activity worksheet, flashcards with the names of the 9 scenarios on the worksheet, overhead transparency and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with large pictures of the 9 scenarios from the worksheet (minus the captions).
2. Ask guiding questions such as: What do you see? What is he/she doing?
3. Pair up students and give them time to brainstorm the names of the scenarios.
4. Encourage pairs to share guesses with other pairs.
5. Solicit input from the class as a whole regarding the scenarios.
6. Confirm the names of the scenarios. When finished, hold up flashcards with the phrase for each scenario (e.g. shake hands).
7. Ask the students to try to read the flashcard and then point to the picture.
8. Continue with all 9 scenarios.
9. Introduce the topic of cooking in the kitchen.
10. With each scenario, practice the structure: "In the kitchen, do you need to wash your hands after.....?"
  - With the whole class
  - In a chain drill
  - In individual pairsSolicit input from the students about each question.
11. Hand out the worksheet.
12. Ask students to complete the worksheet and practice reading the questions in pairs.

### Debrief/Transfer:

Ask the students: What did we study? Why did we study this?  
Where can you use this? See Activity 60 for a worksheet to support this exercise.

### Extension Activity:

Go to the Hotel Kitchen part of the website. Find the problems and discuss.

<http://203.147.178.216/safeworksa/EducationAndTraining/ActivitiesAndTests/VirtualHotel/vhotelframe.htm>



# In the Kitchen

## NOTES FOR THE TEACHER

### 1. NUTRITION CONTENT

#### Worksheet Answer Key

Yes, you should wash your hands after all of these scenarios!

Washing your hands correctly (or using an alcohol-based hand rub) is the most effective thing you can do to protect yourself against a number of infectious diseases, such as influenza (the “flu”) and the common cold. Not only will it help keep you healthy, it will help prevent the spread of infectious diseases to others.

#### Proper Method of Hand Washing

- Wash your hands frequently with soap and water for at least 20 seconds. Alcohol-based hand cleansers are useful when soap and water are not available.
- Use regular soap to wash your hands. Anti-bacterial soaps are not recommended because they destroy good bacteria as well as bad and can add to the problem of antibiotic resistance.
- Remove any hand or arm jewellery you may be wearing and wet your hands with warm water. Add regular soap and rub your hands together, ensuring you have lathered all surfaces for at least 15 seconds. This is the length of time it takes to sing Happy Birthday.
- Wash the front and back of your hands, as well as between your fingers and under your nails.
- Rinse your hands well under warm running water, using a rubbing motion.
- Wipe and dry your hands gently with a paper towel or a clean towel. Drying them vigorously can damage the skin.
- Turn off the tap using the paper towel so that you do not re-contaminate your hands. When using a public bathroom, use the same paper towel to open the door when you leave.
- If skin dryness is a problem, use a moisturizing lotion.

Source: *The Benefits of Hand Washing, Health Canada*

### 2. RESOURCES ONLINE

#### It's Your Health: The Benefits of Hand Washing

<http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/diseases-maladies/hands-mains-eng.php>

### 3. RESOURCES IN THE COMMUNITY

**See Appendix B for a complete list of resources in the community.**

# WWW

What?	Why?	Where?

## **Feedback:**

1. What did you learn?
2. Why did we study this?
3. Where can you use this information?

# WWW

## CLB 1 + CLB Ph 1

### Learning Objectives:

Students will:

1. Be asked to talk about what they have learned
2. Talk about what would improve the activity/module/program
3. Talk about how they use what they have learned in other areas of their lives
4. Review the content of each activity/module/program
5. Talk about what they have gained from the activity/module/program

### Nutrition Objectives:

Students will:

1. Demonstrate via feedback how they have tied together concepts learned from all four modules
2. Demonstrate understanding of the principles of each activity/module in their personal daily practices

**Materials:** pictures or realia, activity worksheet, overhead transparencies and overhead projector / computer screen / smart board

### Method:

1. Introduce the topic with the WWW worksheet on the board or overhead projector.
2. Ask guiding questions such as: What do you see?
3. Solicit input from the students about the worksheet and draw out the three questions at the bottom of the page.
4. Encourage pairs of students to share their viewpoint with other pairs.
5. Solicit input from the class as a whole.
6. Confirm students' answers and write down the replies.
7. Practice orally:
  - With the whole group
  - As a chain drill
  - As individual students
8. Hand out the worksheet.
9. Ask students to read and write out their personal answer.

### Debrief/Transfer:

"Where can you use this?" When answering this question, focus on the world beyond the classroom: home, community, work. Stress the transfer of classroom information. Adult learners want material that is meaningful and relevant. At the end of every day, focus on this transferability.

### Extension Activity:

Have students make a presentation (about this activity/module/ program) to other students in other classes.

# APPENDIX A

## Online Resources

### CANADA'S FOOD GUIDE

Eating Well with Canada's Food Guide  
[www.canadasfoodguide.org](http://www.canadasfoodguide.org)

Get Your Copy of Canada's Food Guide  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

My Food Guide  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php>

This tool allows you to build your own personal food guide based on recommendations from Canada's Food Guide. It can help you plan more balanced meals and snacks by using a wide selection of items from each of the four food groups, including multicultural options.

Canada's Food Guide in 10 languages  
[http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide\\_trans-trad-eng.php](http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/guide_trans-trad-eng.php)

A Resource for Educators and Communicators: Canada's Food Guide  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/resource-ressource-eng.php>

Eat Well and Be Active Every Day Poster – Health Canada  
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/poster-affiche-eng.php>

Canada's Food Guide Promotion Posters  
<http://www.wehealthunit.org/healthy-living/nutrition/canada-s-food-guide-posters/canada2019s-food-guide-promotion-posters>

### VEGETABLES AND FRUIT

Mix it up! [www.5to10aday.com](http://www.5to10aday.com)

The Mix it up! campaign is a social marketing initiative aimed at helping Canadians of all ages eat more fruits and vegetables as part of a healthy diet and active lifestyle to better their health. The campaign focuses on simple and practical ways to add a variety of fruits and veggies to every meal and snack.

Manitoba Vegetables and Fruit Availability Guide (page 48)  
[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_HealthyMenu.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_HealthyMenu.pdf)

When vegetables and fruit are in season, they tend to be cheaper. See this guide for a list of produce and when they are in season or stored in Manitoba.

# APPENDIX A

## Online Resources

Home Storage Guide for Fresh Fruits and Vegetables

<http://www.cpm.ca/Files/CPMA.HomeStorageGuide.English.pdf>

Information on ripening, washing and storing fruit and vegetables.

MES English: Vegetables (audio)

<http://www.youtube.com/watch?v=b4CCcFuX6Go&feature=relmfu>

Vegetables Vocabulary (audio)

<http://www.youtube.com/watch?v=aUvNs1UsxVg&feature=related>

Vegetable Art

<http://www.youtube.com/watch?v=ub6GTjY031Y&feature=related>

Fruits and Vegetables Vocabulary for English Study (audio)

<http://www.eslgold.com/vocabulary/fruit.html>

ESL for Kids: Fruit Flashcards

<http://www.esl-kids.com/flashcards/fruit.html>

English Fruit Vocabulary (audio)

[http://www.youtube.com/watch?v=\\_iByQYK2dIs&feature=related](http://www.youtube.com/watch?v=_iByQYK2dIs&feature=related)

MES English - Fruit

<http://www.youtube.com/watch?v=mKOKXlrXeM&feature=related>

Learn English – The Alphabet (Fruit, Vegetables and Plants)

<http://www.youtube.com/watch?v=DJWwOta-5ig&feature=related>

### GRAIN PRODUCTS

Going with the Grain – a fact sheet on grain products

<http://www.toronto.ca/health/pdf/goingwiththegrain.pdf>

It's Always a Great Time for Grains

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Grains/Great-Time-for-Grains.aspx>

# APPENDIX A

## Online Resources

Whole Grains Council

<http://www.wholegrainscouncil.org/>

Recipes, resources and information on the whole grain stamp.

Whole Grains – Get the Facts

<http://www.hc-sc.gc.ca/fn-an/nutrition/whole-grain-entiers-eng.php>

Information on whole grains from Health Canada.

Good Sources of Fibre

[http://www.toronto.ca/health/nutrition/pdf/good\\_sources\\_fibre.pdf](http://www.toronto.ca/health/nutrition/pdf/good_sources_fibre.pdf)

Fibre

[http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3484239/k.6942/Healthy\\_living\\_\\_Fibre.htm](http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3484239/k.6942/Healthy_living__Fibre.htm)

Top 10 High-Fibre Food List

[http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3928885/k.8459/Top\\_10\\_highfibre\\_food\\_list.htm](http://www.heartandstroke.com/site/c.iklQLcMWJtE/b.3928885/k.8459/Top_10_highfibre_food_list.htm)

Food Sources of Fibre

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Fibre/Food-Sources-of-Fibre.aspx>

Protein, Grain and Dairy ESL Activities

<http://eslactivities.org/esl/classroom-themes/food/protein-grains-and-dairy/>

English Language Games Online: Grains

<http://www.manythings.org/vocabulary/lists/c/words.php?f=grains>

### MILK AND ALTERNATIVES

Dairy Goodness

<http://www.dairygoodness.ca>

Recipes, menus, videos, health information and meal planning ideas for milk and milk products.

Recharge with Milk

<http://www.rechargewithmilk.ca>

A website promoting chocolate milk geared to youth and active people

# APPENDIX A

## Online Resources

Hormones and Antibiotics in Food Production

<http://www.eatrightontario.ca/en/Articles/Farming-Food-production/Hormones-and-antibiotics-in-food-production.aspx>

In Canada, growth hormones are only given to beef cattle (and not dairy cattle). There are no growth hormones used in poultry or pork production.

Your Healthy Weight – Shaping up with Milk products

<http://www.yourhealthyweight.ca/home.aspx>

Developed by the Dairy Farmers of Canada's Registered Dietitians to help people achieve and maintain a healthy weight.

Video: Milk from Cow to Container

[http://www.dairycouncilofca.org/activities/df/video\\_dairy.aspx](http://www.dairycouncilofca.org/activities/df/video_dairy.aspx)

Milk Calendar

<http://www.dairygoodness.ca/milk/my-milk-calendar>

Hard copies can be picked up at the Dairy Farmers of Manitoba at 36 Scurfield Boulevard, Winnipeg, MB.

## MEAT AND ALTERNATIVES

Canadian Beef

<http://www.beefinfo.org>

Nutrition information on beef, cuts of beef, beef facts, recipes, a free magazine and cooking lesson videos from Canada Beef Inc.

Pick Pork

<http://www.pickpork.com>

Recipes, nutrition, food safety and myths about pork from the Manitoba Pork Council. Also visit [www.putporkonyourfork.com](http://www.putporkonyourfork.com) for a national website.

Pulse Canada

<http://www.pulsecanada.com/consumers>

Farmers in Canada grow many different pulses and export them to countries around the world. On this website, you will find more information on pulses and two cookbooks with recipes using pulses.

Chicken Farmers of Canada

<http://chicken.ca/>

How-to's, recipes and health and nutrition information on chicken.

# APPENDIX A

## Online Resources

### HEALTHY EATING ON A BUDGET

Everybody's Food Budget Book

<http://ottawa.ca/cs/groups/content/@webottawa/documents/pdf/mdaw/mduy/~edisp/con041398.pdf>

You Can Eat Healthy on Any Budget

<http://www.hamiltonhealthsciences.ca/documents/Patient%20Education/EatingHealthyAnyBudget-trh.pdf>

Healthy Eating Cheap and Easy

<http://www.health.gov.bc.ca/library/publications/year/2002/HealthyEatingdoc.pdf>

The Basic Shelf Cookbook

<http://publications.cpha.ca/products/3-1bk04220>

All the recipes in this cookbook are prepared from one list of low cost, nutritious ingredients. They are quick and easy to make, requiring a minimum of cooking experience and equipment.

Healthy Eating on a Budget

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/on\\_budget/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/on_budget/)

### SHOPPING

Nutrition Matters: Healthy Shopping Made Easy

[http://www.toronto.ca/health/pdf/nm\\_healthy\\_shopping\\_in\\_a\\_hurry.pdf](http://www.toronto.ca/health/pdf/nm_healthy_shopping_in_a_hurry.pdf)

Best Buys: Vegetables and Fruit

<http://www.toronto.ca/health/pdf/vegetablesandfruit.pdf>

Best Buys: Grain Products

<http://www.toronto.ca/health/pdf/grainproducts.pdf>

Best Buys: Milk and Alternatives

<http://www.toronto.ca/health/pdf/milkandalternatives.pdf>



# APPENDIX A

## Online Resources

Best Buys: Meats and Alternatives

<http://www.toronto.ca/health/pdf/meatsandalternatives.pdf>

Basic Skills for Living – Module 3: Food Shopping

<http://www.basicsskillsforliving.ca/FoodShopping.html>

Lessons on planning a shopping trip, choose a store, comparing prices and saving money.

### GROCERY STORE FLYERS

Many grocery store flyers are available online. See below for a sample of stores whose flyers can be found on their websites.

Superstore

[http://www.superstore.ca/LCLOnline/store\\_selector.jsp?\\_requestid=3534282](http://www.superstore.ca/LCLOnline/store_selector.jsp?_requestid=3534282)

Safeway [www.safeway.ca](http://www.safeway.ca)

Sobeys [www.sobeys.com](http://www.sobeys.com)

Extra Foods [www.extrafoods.ca](http://www.extrafoods.ca)

Family Foods <http://www.familyfoods.ca/home/>

### MEAL PLANNING

My Menu Planner

<http://www.eatrightontario.ca/en/MenuPlanner.aspx#>

Get a personalized menu planning package that suits your goal, a weekly menu plan to post on your fridge, healthy eating tips catered to your goal, seasonal recipes and a shopping list.

Menu Planning Guide – How to use

- Keep the planner on your fridge door with magnets.
- Plan your menus for the week, a couple of days or just a few meals – you decide.
- Use your menus to make your grocery list

[http://www.milk.mb.ca/Teachers/Images\\_Docs/The%20Menu%20Planner.pdf](http://www.milk.mb.ca/Teachers/Images_Docs/The%20Menu%20Planner.pdf)

Basic Skills for Living: Module 2 Meal Planning

<http://www.basicsskillsforliving.ca/MealPlanning.html>

The Meal Planning module has lessons on planning breakfast, lunch, supper and snacks with activity sheets and links to recipes in the supplementary cookbook *Now You're Cooking!*.

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## Online Resources

Meal Planning for One or Two

[http://www.heartandstroke.mb.ca/site/c.lgLSIVOyGpF/b.6757869/k.71F6/Meal\\_Planning\\_Resources.htm](http://www.heartandstroke.mb.ca/site/c.lgLSIVOyGpF/b.6757869/k.71F6/Meal_Planning_Resources.htm)

Meal planning resources from the Heart and Stroke Foundation

Fast and Easy Meal Ideas

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/suggestions-eng.php>

Making Balanced Meals

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/balanced/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/balanced/)

How-to's with photos for making a balanced combination meal, lunch and vegetarian meal.

Healthy Plate

[www.TeachNutrition.org](http://www.TeachNutrition.org)

Nutrition information, programs and resources for teachers.

eaTracker

<http://www.eatracker.ca>

A website run by the Dietitians of Canada that lets you record what you ate and your physical activity, see if you're getting enough servings from the four food groups, find out the nutrients in your recipes and plan healthy meals.

### RECIPES

Basic Skills for Living - Now You're Cooking! Cookbook

<http://www.basicsskillsforliving.ca/Cookbook.html>

This cookbook contains many easy recipes in pictorial format. It is available in metric or imperial measurement versions.

Recipe Analyzer

[http://www.eatracker.ca/recipe\\_analyzer.aspx](http://www.eatracker.ca/recipe_analyzer.aspx)

Wondering how much fibre or sodium is in a recipe? Enter the ingredients into Recipe Analyzer and it will give you all the nutrition information for your recipe.

Recipe for Baked Chicken Fingers

<http://www.dairygoodness.ca/recipes/oven-baked-chicken-fingers-with-zesty-caesar-dip>

Instead of using crumbled whole wheat crackers for the coating, you can also use whole wheat breadcrumbs or crushed bran flakes cereal.

# APPENDIX A

## Online Resources

Recipe for Baked Sweet Potato Fries

<http://www.marthastewart.com/261838/baked-sweet-potato-fries>

Instead of the seasoning in the recipe, you can also season with black pepper and garlic powder.

Make a soup - Instructions with clear visuals

[http://www.ottawa.ca/en/health\\_safety/living/nutrition/how\\_to/vegfruits/soup/index.html](http://www.ottawa.ca/en/health_safety/living/nutrition/how_to/vegfruits/soup/index.html)

Four Weeks of Healthy Menus

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_HealthyMenu.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_HealthyMenu.pdf)

This resource contains four weeks of menus are based on Eating Well with Canada's Food Guide. It contains many simple and healthy recipes.

Kraft Ka Khana

<http://www.kraftcanada.com/kraftkakhana/>

Tasty South Asian recipes made with Kraft products.

Cooking with Kids – Healthy Living Recipe Ideas for Kids

<http://www.kraftrecipes.com/yourkids/kids-nutrition/cooking-with-kids.aspx>

Age Appropriate Cooking Skills and Activities for Kids

<http://www.kraftcanada.com/en/YourKids/KidsInTheKitchen/SkillsKnowHow/Skillsfor6yrsUnder.aspx>

Ideas for how to involve your kids in the kitchen

Kids in the Kitchen: How to Set Up Your Kids' Cooking Club

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_2.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_2.pdf)

A manual with recipes for people who are interested in starting a kids' cooking club in their community.

### **BREAKFAST**

Nutrition Matters: A Fast Break in the Morning

<http://www.toronto.ca/health/pdf/fastbreak.pdf>

### **LUNCH**

Nutrition Matters: Healthy Lunches for Children

[http://www.toronto.ca/health/pdf/nm\\_lunches.pdf](http://www.toronto.ca/health/pdf/nm_lunches.pdf)

Also available in French: [http://www.toronto.ca/health/pdf/nm\\_lunches\\_french.pdf](http://www.toronto.ca/health/pdf/nm_lunches_french.pdf)

# APPENDIX A

## Online Resources

What are some healthy lunches for children?

[http://settlement.org/sys/faqs\\_detail.asp?k=NUT\\_BASIC&faq\\_id=4001290](http://settlement.org/sys/faqs_detail.asp?k=NUT_BASIC&faq_id=4001290)

Eat Well Play Well – At School

[http://www.dietitians.ca/Nutrition-Resources-A-Z/Fact-Sheet-Pages\(HTML\)/Toddlers-and-School-Age/Eat-Well-Play-Well-At-School.aspx](http://www.dietitians.ca/Nutrition-Resources-A-Z/Fact-Sheet-Pages(HTML)/Toddlers-and-School-Age/Eat-Well-Play-Well-At-School.aspx)

Nutrition Matters: Fruit Juice or Fruit Drink – What’s the Difference?

[http://www.toronto.ca/health/pdf/nm\\_fruit\\_drink\\_vs\\_juice.pdf](http://www.toronto.ca/health/pdf/nm_fruit_drink_vs_juice.pdf)

### **SNACK**

Healthy Snacks

[http://ottawa.ca/en/health\\_safety/living/nutrition/healthy/ready\\_set\\_go/](http://ottawa.ca/en/health_safety/living/nutrition/healthy/ready_set_go/)

Healthy Snacks

[http://www.toronto.ca/health/nutrition\\_matters/pdf/nm\\_healthysnacks.pdf](http://www.toronto.ca/health/nutrition_matters/pdf/nm_healthysnacks.pdf)

Healthy snacks for adults

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Healthy-Eating---General/Healthy-Snacks-for-Adults.aspx>

# APPENDIX A

## Online Resources

### **EATING OUT**

Fast Food Options – Tips for Making Healthy Choices

<http://www.dietitians.ca/Nutrition-Resources-A-Z/Factsheets/Lunches/Fast-Food-Options.aspx>

### **FOOD SAFETY**

Fact Sheet on CLEAN

[http://www.canfightbac.org/cpcfse/en/\\_pdf/clean.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/clean.pdf)

Fact Sheet on SEPARATE

[http://www.canfightbac.org/cpcfse/en/\\_pdf/separate.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/separate.pdf)

Fact Sheet on COOK

[http://www.canfightbac.org/cpcfse/en/\\_pdf/cook.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/cook.pdf)

Fact Sheet on CHILL

[http://www.canfightbac.org/cpcfse/en/\\_pdf/chill.pdf](http://www.canfightbac.org/cpcfse/en/_pdf/chill.pdf)

Safe Cooking Temperatures

<http://www.canfightbac.org/en/cookwell/charts/>

Safe Food Handling Tips

<http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/index-eng.php>

Safe Food Handling at the Grocery Store

<http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/interact/grocery-epicerie-eng.php>

Food Safety at Home

[http://www.canfightbac.org/en/\\_pdf/Safety\\_EN.pdf](http://www.canfightbac.org/en/_pdf/Safety_EN.pdf)

Food Safety for Your Family

[http://kidshealth.org/parent/firstaid\\_safe/home/food\\_safety.html#](http://kidshealth.org/parent/firstaid_safe/home/food_safety.html#)

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## Online Resources

Safe Food Handling for Pregnant Women

[http://www.hc-sc.gc.ca/fn-an/alt\\_formats/pdf/securit/kitchen-cuisine/pregnant-women-femmes-enceintes-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/pdf/securit/kitchen-cuisine/pregnant-women-femmes-enceintes-eng.pdf)

Safe Food Handling for Adults 60+

<http://www.hc-sc.gc.ca/fn-an/securit/kitchen-cuisine/older-adults-personnes-agees-eng.php>

Canadian Partnership for Consumer Food Safety Education

<http://www.canfightbac.org/cpcfse/en/>

It's Your Health: The Benefits of Hand Washing

<http://www.hc-sc.gc.ca/hl-vs/iyh-vsv/diseases-maladies/hands-mains-eng.php>

### **NUTRITION LABELS**

Nutrition Labelling

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php>

What is the Nutrition Facts Table?

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/index-eng.php>

Using the Nutrition Facts Table: % Daily Value Factsheet

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/fact-fiche-eng.php>

Interactive Tools on Nutrition Labelling

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/dv-vq/interact-eng.php>

Nutrition Labelling - Amount of Food

<http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/amount-quantite/interact-d-eng.php>

### **BASIC SKILLS FOR LIVING**

Basic Skills for Living is a website that provides online resources for consumers, learners and educators on topics related to:

- Eating healthy foods
- Learning about money

Manitoba Home Economists created this site as a community outreach project to promote functional literacy. These resources provide information and educational modules on adult literacy and life skills.

<http://www.basicsskillsforliving.ca/>

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## Online Resources

### Module 1: Food Basics

<http://www.basicsskillsforliving.ca/FoodBasics.html>

Lessons on recognizing common foods, the four food groups and foods not in the food groups (other foods).

### Module 2: Meal Planning

<http://www.basicsskillsforliving.ca/MealPlanning.html>

Lessons on balance, planning breakfast, lunch, supper and snacks, how to read a recipe and convenience vs. homemade foods.

### Module 3: Food Shopping

<http://www.basicsskillsforliving.ca/FoodShopping.html>

Lessons on planning a shopping trip, choosing a store, comparing prices, saving money, and convenience foods.

### Module 4: Meal Preparation

<http://basicsskillsforliving.ca/FoodPrep.html>

Lessons on food storage, food safety, measuring ingredients, kitchen tools and equipment, preparing and cooking food, and microwave cooking.

### Now You're Cooking! Cookbook

<http://www.basicsskillsforliving.ca/Cookbook.html>

This cookbook contains many easy recipes in pictorial format. It is available in metric or imperial measurement versions.

## OTHER

Food Picture Cards from the Dairy Farmers of Manitoba

<http://www.milk.mb.ca/TeacherOrder/default.asp>

Teaching Resources from the Dairy Farmers of Manitoba

<http://www.milk.mb.ca/Teachers/>

Guide to Understanding Halal Foods

[http://www.toronto.ca/health/nutrition\\_matters/pdf/nm\\_halal.pdf](http://www.toronto.ca/health/nutrition_matters/pdf/nm_halal.pdf)

A guide for service providers working with Muslim clients.

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## Online Resources

### Hand Guide

<http://www.diabetes.ca/Files/plan%20your%20portions.pdf>

### Food Allergies

<http://www.hc-sc.gc.ca/fn-an/securit/allerg/fa-aa/index-eng.php>

Information on food allergies and the 9 most common allergens: peanuts, eggs, milk, tree nuts, wheat, soy, sesame seeds, seafood and sulphites.

### Winnipeg Cooks: A Handbook for Community Kitchens

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_3.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_3.pdf)

A community kitchen is a group of people who meet regularly to cook food and take it home to feed their families. Every member contributes by planning, preparing and cooking food. Participants usually pay some or all of the cost of the food and they may help shop for food or bring it from home.

### Websites where you can find coupons:

[www.save.ca](http://www.save.ca)

[www.websaver.ca](http://www.websaver.ca)

[www.smartsource.ca](http://www.smartsource.ca)

### Healthy Eating, Healthy Living in the United States: A Nutrition Education Flip Chart

[http://www.uscritefugees.org/2010Website/5\\_Resources/5\\_1\\_For\\_Refugees\\_Immigrants/5\\_1\\_1\\_Health/5\\_1\\_1\\_2\\_Nutrition/Healthy\\_Eating\\_Flip\\_Chart.pdf](http://www.uscritefugees.org/2010Website/5_Resources/5_1_For_Refugees_Immigrants/5_1_1_Health/5_1_1_2_Nutrition/Healthy_Eating_Flip_Chart.pdf)

A resource to use with newcomers with simple points on nutrition and health and discussion questions.

Note: The breastfeeding recommendations are American. Health Canada recommends that women exclusively breastfeed for 6 months and then continue breastfeeding along with solid foods for up to 2 years and beyond.



# APPENDIX B

## Community Resources

### EMERGENCY FOOD

To obtain emergency food, contact Winnipeg Harvest at 204-982-3671 or email [morgan@winnipeg Harvest.org](mailto:morgan@winnipeg Harvest.org). Clients will be registered and then will be able to pick up food at a local food bank in their area. Community service workers (including EAL teachers) can call Winnipeg Harvest to register their clients.

#### Agape Table

All Saint's Church, 175 Colony Street, Winnipeg, MB R3C 1W2

204-783-6369

[www.agapetable.ca](http://www.agapetable.ca)

Provides subsidized breakfasts, hot meals, low cost bagged lunches, a low cost grocery, an emergency food bank and a weekly kids program.

#### Holy Trinity Anglican Church

256 Smith Street, Winnipeg, MB

204-942-7465

Free lunch (cup of soup and sandwich to go) Monday to Friday 11 am-12 pm, except holidays.

#### Immaculate Conception Church

181 Austin Street, Winnipeg, MB

204-942-3778

Full meal on Sundays at 2 pm, anyone can attend

#### The Lighthouse Mission

669 Main Street, Winnipeg, MB

204-943-9669

Soup kitchen Monday to Friday, 2-3:30 pm

#### Missionaries of Charity

167 Aikins Street, Winnipeg, MB

204-582-2773

Soup kitchen 9:30-10:45 am Monday to Wednesday, Friday and Saturday.

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### Salvation Army

180 Henry Street, Winnipeg, MB

204-946-9402

Soup vans operate on Saturday and Sunday at Main & Jarvis at 6 pm and Princess & Logan at 7 pm (locations subject to change).

### Siloam Mission

300 Princess Street, Winnipeg, MB

204-956-4344

Breakfast at 9 am, lunch at 12:30 pm, supper at 7 pm Monday to Friday. Sunday supper 3:30-4:30 pm.

### Union Gospel Mission

320 Princess Street, Winnipeg, MB

204-943-9904

Lunch/hot meal: doors open 11 am, chapel 11:30 am, lunch served after chapel Monday to Friday.

Soup and sandwich: doors open 7 pm, chapel 7:30 pm, soup and sandwich after chapel 7 days a week.

Free bread: Saturday and Sunday 2-4 pm

### Weetamah (Salvation Army)

324 Logan Avenue, Winnipeg, MB

204-949-9490

Friday drop-in 7-10 pm provides a hot meal. Hot meal Sunday at 12 pm. Soup kitchen Sunday at 7 pm. They request that you attend a service at 10:45 am Sunday to have lunch or the evening service at 6 pm for the soup kitchen.

### West Broadway Community Ministry

102-222 Furby Street, Winnipeg, MB

204-774-2773

Sandwich and coffee: Monday, Wednesday, Thursday, Friday 1-2 pm. Serves those in the surrounding community.

### West Central Women's Resource Centre

583 Ellice Avenue, lower level, Winnipeg, MB

204-774-8975

Free homemade lunches: 12-1 pm Monday, Wednesday, Friday

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## Community Resources

### SUPPORT AGENCIES

Canadian Muslim Women's Institute  
416 McDermot Avenue, Winnipeg MB  
Phone: 204-943-8539

E-mail: [contact@cmwi.ca](mailto:contact@cmwi.ca) Website: [www.cmwi.ca](http://www.cmwi.ca)

Offers services for women who are Muslim newcomers: Halal pantry service, English conversation group, Mom and Tots Program, home visits, peer support, sewing classes, parenting and family support programs.

Immigrant Centre

100 Adelaide Street, Winnipeg, MB  
204-943-9158

[info@icmanitoba.ca](mailto:info@icmanitoba.ca)

[www.icmanitoba.com](http://www.icmanitoba.com)

Provides a broad range of resources assisting new immigrants in transitioning to life in Manitoba. Services include needs assessments, settlement information, referral, advocacy, translation and interpretation, English conversation circles, tutoring and nutrition programs. The nutrition services include grocery store tours, nutrition planning during pregnancy, infant nutrition education including making baby food, individual counselling for those with health concerns, nutrition presentations in the community and onsite cooking and nutrition classes.

Immigrant and Refugee Community Organization of Manitoba (IRCOM)

95 Ellen Street, Winnipeg, MB  
204-943-8765

[info@ircom.ca](mailto:info@ircom.ca)

[www.ircom.ca](http://www.ircom.ca)

As part of the Newcomers Literacy Initiative (NLI), IRCOM offers classes based on the Canadian Language Benchmarks that provides students with survival English skills focusing on a number of topics including shopping and money. There is also a cooking school with classes once a week for NLI students interested in learning new recipes, nutritional advice and education, while practicing English in a casual social setting.

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Islamic Social Services Association Inc.

416 McDermot Avenue

Winnipeg MB

Phone: 204-944-1560

Toll free: 1-866-239-4772

E-mail: [info@issaservices.com](mailto:info@issaservices.com)

Website: [www.issaservices.com](http://www.issaservices.com)

Counselling and support, interpreter and translation services and help with grocery shopping for Muslim newcomers.

### NUTRITION SERVICES

\*See also Support Agencies

Dial-a-Dietitian

Have questions about food and nutrition? Call to speak to a registered dietitian in Manitoba to get answers:

1-877-830-2892 or in Winnipeg 204-788-8248

[http://www.winnipeginmotion.ca/in\\_motion\\_nutrition/community\\_services/dial\\_a\\_dietitian/](http://www.winnipeginmotion.ca/in_motion_nutrition/community_services/dial_a_dietitian/)

Winnipeg Regional Health Authority Public Health Dietitians

Downtown 204-940-8709

River East 204-938-5352

Transcona 204-938-5418

Seven Oaks/Inkster 204-938-5675

St. Boniface 204-938-5764

River Heights 204-938-5129

Fort Garry 204-940-2325

Assiniboine South/St. James 204-940-1725

Point Douglas 204-940-2659

St. Vital 204-255-4840

<http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/index.php>

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### Healthy Baby Program

Phone: 204-945-1301

Toll free: 1-888-848-0140

E-mail: [healthychild@gov.mb.ca](mailto:healthychild@gov.mb.ca)

Website: [www.gov.mb.ca/healthychild/healthybaby/](http://www.gov.mb.ca/healthychild/healthybaby/)

Offers social support and information for moms while they are pregnant and after they give birth. Provides interpreters for immigrants. These free drop-in sessions are facilitated by public health dietitians and public health nurses. Milk coupons, bus tickets and child care are available.

### Healthy Start for Mom and Me

2nd Floor, 400 Edmonton Street

Winnipeg MB

Phone: 204-949-5350

E-mail: [info@hsmm.ca](mailto:info@hsmm.ca)

Website: [www.hsmm.ca](http://www.hsmm.ca)

Offers friendly information and support to women about pregnancy and their new babies at nine locations in Winnipeg. Provides interpreters for immigrants.

### Nobody's Perfect

45 Robinson Street, Winnipeg, Manitoba

204-586-8441

[general@imfc.net](mailto:general@imfc.net)

This program incorporates education, literacy, parenting enhancement skills, nutrition and culture into an eight week curriculum. Participants must pre-register and can self-enroll. Referrals to the program are also made by various Child & Family agencies in an attempt to begin the child reclamation process.

### Families First

3rd Floor – 332 Bannatyne Avenue, Winnipeg MB

Toll free: 1-888-848-0140

E-mail: [healthychild@gov.mb.ca](mailto:healthychild@gov.mb.ca)

Website: [www.manitoba.ca/healthychild/familiesfirst](http://www.manitoba.ca/healthychild/familiesfirst)

Provides home visits to families with children, from pregnancy to school aged  
Parenting and family support programs

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The Nutrition Education Department of Dairy Farmers of Manitoba provides nutrition workshops for educators in Manitoba. All workshops and resource information is based on Canada's Food Guide and has been developed and reviewed by nutrition professionals. Workshops, facilitated by a Registered Dietitian, promise a fun & interactive, "hands on" approach to learning, and offer participants comprehensive resource materials designed to meet their needs. These resource materials are only available to Manitoba residents.

<http://www.milk.mb.ca/teachers/workshops.asp>

### The Learning Series (Diabetes)

Would your service club, school, association or other group like to learn more about diabetes? Call us and ask about the Learning Series Presentations. These presentations are targeted towards people diagnosed, undiagnosed as well as those at risk for developing diabetes. It provides consistent, up-to-date referenced diabetes information. For more information or to request a free Learning Series presentation, contact (902) 453-4232 or 1-800-326-7712.

### Kids in the Kitchen

Kids cooking clubs are available in some communities. Call your local public health office to find one in your area or call the Winnipeg Regional Health Authority main line at 204-926-7000.

#### Kids in the Kitchen: How to Set Up Your Kids' Cooking Club

[http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition\\_2.pdf](http://www.wrha.mb.ca/healthinfo/prohealth/nutrition/files/Nutrition_2.pdf)

A manual for people who are interested in starting a kids' cooking club in their community.

The Eating Disorders Self-Help Program offers information packages, referrals to clinics and therapists, and support groups to individuals suffering from disordered eating and weight preoccupation, as well as to their family and friends. They also offer empowerment workshops to raise women's self-esteem and body image, and presentations to schools and businesses on prevention, biology, self-esteem, and healthy lifestyles. All services are free. Contact Aliza at (204) 953-2358 or visit the Canadian Mental Health Association website ([www.cmha.ca](http://www.cmha.ca)).

## FARMERS' MARKETS, GARDENING AND PRODUCE

### Farmers' Markets Association of Manitoba

<http://fmam.ca/>

Information on farmers' markets across Manitoba

### Farm to School: Manitoba Healthy Choice Fundraiser

<http://www.farmtoschoolmanitoba.ca/>

Farm to School provides fresh, local vegetables at or below supermarket prices, offers healthy food choices to students and their families, supports local Manitoba farmers and supports your school's nutrition policy.

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### Manitoba's Local Produce Guide

<http://www.gov.mb.ca/agriculture/food/upick/markets.html>

A guide to Manitoba's farmers' markets, pre-picked market stands, U-Pick vegetable gardens and community supported agriculture farms.

### Community Gardens in Winnipeg

<http://winnipeg.ca/publicworks/ParksandFields/CommunityGardens/communitygardens.asp>

A community garden is managed by a community group. The group takes care of all aspects of membership, gardening and maintenance. Community gardens transform empty lots into green, living spaces. This website provides more information on community gardens, links to where they can be found and how to start one. Some community agencies may also have their own community garden plots.

### St. Matthews Maryland Community Ministry

641 St. Matthews Ave., Winnipeg, MB

204-774-3957

Community garden allows area residents opportunity to grow vegetables

Cooking programs sometimes available

### Grow-A-Row Project of Winnipeg Harvest

<http://winnipegharvest.org/grow-a-row-project/>

For those who have a garden, Grow-A-Row is a way to share their produce with those in need.

## HELP WITH BUDGETING

### Community Financial Counselling Services

3rd Floor, 238 Portage Avenue, Winnipeg, MB

204-989-1900 or 1-888-573-2383

[info@cfcs.mb.ca](mailto:info@cfcs.mb.ca)

Teaches Manitobans how to budget.

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Fort Garry Women's Resource Centre  
1150-A Waverley Street, Winnipeg, MB  
204-477-1123  
[info@fgwrc.ca](mailto:info@fgwrc.ca)  
[www.fgwrc.ca](http://www.fgwrc.ca)

Workshops for women who want to learn budgeting and how to save money.

### HEALTH

Health Links-Info Santé

A 24-hour, 7-days a week telephone information service. Staffed by registered nurses with the knowledge to provide answers over the phone to health care questions and guide you to the care you need. Call anytime 204-788-8200 or toll-free 1-888-315-9257.

Winnipeg Regional Health Authority  
[www.wrha.mb.ca](http://www.wrha.mb.ca)  
Main line: 204-926-7000

For those on a limited income and no dental insurance, see *Where to Go for Dental Care in Your Community*, available at: [www.wrha.mb.ca/prog/oralhealth/files/WhereToGo.pdf](http://www.wrha.mb.ca/prog/oralhealth/files/WhereToGo.pdf) for a list of community dental clinics.

### CHRONIC DISEASE PREVENTION ORGANIZATIONS

Canadian Cancer Society  
Manitoba Division  
193 Sherbrook Street, Winnipeg, MB  
204-774-7483 or 1-888-532-6982  
[info@mb.cancer.ca](mailto:info@mb.cancer.ca)  
[www.cancer.ca](http://www.cancer.ca)

Funds cancer research, advocates for social and political change to help control cancer in Canada and create environments to reduce people's risk of cancer, encourages Canadians to choose healthy lifestyles and environments to reduce cancer diagnoses, provides credible health information and supports those going through cancer treatment.



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Canadian Diabetes Association (Manitoba & Nunavut)

200-310 Broadway, Winnipeg, Manitoba  
204-925-3800

[www.diabetes.ca](http://www.diabetes.ca)

For resources, recipes, nutrition information, workshops, apply for a free testing kit, info on preventing, living with and managing diabetes for adults and children.

Heart and Stroke Foundation of Manitoba

6 Donald Street, Suite 200, Winnipeg, MB  
204-949-2000

[www.heartandstroke.mb.ca](http://www.heartandstroke.mb.ca)

Funds research, encourages Manitobans to improve their heart health by adopting behaviours to help prevent, reduce and limit heart disease and stroke and organizes fundraising activities.

Osteoporosis Canada (Manitoba Chapter)

123 St. Anne's Road, Winnipeg, MB  
204-772-3498

[manitoba@osteoporosis.caf](mailto:manitoba@osteoporosis.caf)

[www.osteoporosis.ca](http://www.osteoporosis.ca)

For osteoporosis facts, prevention and treatment with healthy eating, physical activity and drugs and more.

### OTHER

Dairy Farmers of Manitoba

36 Scurfield Blvd, Winnipeg, MB R3Y 1N9  
204-488-6455

<http://www.milk.mb.ca/>

Information on calcium, osteoporosis, nutrition resources, school milk programs and nutrition education resources for teachers.

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### School Milk Program

204- 488-6455

<http://www.milk.mb.ca/school/>

Information on elementary and high school milk programs in Manitoba.

### Buy Manitoba

[www.gov.mb.ca/agriculture/food/buymanitoba.html](http://www.gov.mb.ca/agriculture/food/buymanitoba.html)

Information on local Manitoba products and where you can buy them.

### Christmas Hamper

<http://www.christmascheerboard.ca>

Participants receive a free Christmas hamper of food and toys in December. Applications are required.

### Volunteer with Winnipeg Harvest

204-982-3663

<http://winnipegharvest.org/donate-time/>

### Food Bingo Game

A fabulously fun way to learn about healthy food choices!

To order the Food Bingo Game for your class, contact WRHA Nutrition and Food Services at 204-654-6552.

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### SPECIALTY FOOD STORES IN WINNIPEG

Note: Business hours are subject to change.

<b>Name of Store</b>	<b>Address</b>	<b>Phone Number</b>	<b>Business Hours</b>	<b>Types of Products</b>
<b>Asian Food Stores</b>				
<b>88 Mart</b>	101-1855 Pembina Hwy	204-414-9188	Monday to Saturday: 9 am-9 pm Sunday: 10 am-8 pm	Korean food. Includes a bakery, deli and seamstress.
<b>Arirang Oriental Market</b>	1799 Portage Avenue	204-831-1212	Monday to Saturday: 10 am-8 pm Sunday: 12-6 pm	Japanese and Korean foods
<b>Asian Cabana</b>	1393 Pembina Highway	204-415-0040	Monday to Friday: 11:30 am-10 pm Saturday: 2:30-11 pm Sunday: 4-10 pm	Asian foods
<b>Bueno Bros. Supermarket</b>	84 Isabel Street	204-786-2800	Monday to Saturday: 9 am-8 pm Sunday: 10 am-5 pm	Philippine and Asian foods: seafood, meat, vegetables, rice, sauces, spices, noodles

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<b>Dong Thai Ltd.</b>	459 Notre Dame Avenue	204-943-9868	Monday to Wednesday: 9 am-8 pm Thursday to Saturday: 9 am- 9 pm Sunday & holidays: 10 am-7 pm	Thai food and products from Vietnam, Cambodia, and China
<b>Handy Food Store</b>	G-230 Dalhousie Drive	204-275-1395	Monday to Friday: 8:30 am-8:30 pm Saturday: 10 am-8:30 pm Sunday: 4-9 pm	Chinese and other Asian foods.
<b>ING Supermarket</b>	1873 Pembina Highway	204-261-7335	Monday to Saturday: 9 am-midnight Sunday: 12- 7pm	Asian foods
<b>J &amp; F Supermarket</b>	730 Sargent Avenue	204-786-4579	Sunday to Saturday: 9 am-7:30 pm	Korean foods
<b>Lucky Supermarket</b>	1051 Winnipeg Avenue	204-272-8011	Monday to Saturday: 9 am-9 pm Sunday and holidays: 12-6 pm	Asian foods and cookware from Vietnam, China, Phillippines, Japan, Korea, Thailand, etc. Live and frozen seafood available. Bakery, fast food and barbeque departments.
<b>Miranda Foods</b>	530 Notre Dame Avenue	204-775-6109	Monday to Saturday: 9 am-8 pm Sunday: 9 am-7 pm	Philippine foods and some Chinese food products

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<b>Oriental Market</b>	268 King Street	204-943-4103	Monday to Saturday: 9 am-7:30 pm Sunday: 9:30 am-7:30 pm	Chinese foods, meat, vegetables, seafood, Chinese magazines, movies, phone cards, cooking equipment
<b>Pampanga Food Market</b>	587 Notre Dame Avenue	204-779-5517	Monday to Saturday: 9 am-7 pm Sunday: 9 am-6 pm	Philippine and Asian foods
<b>Seoul Food Store</b>	737 Wellington Avenue	204-774-3491	Sunday to Saturday: 9 am-9 pm	Korean foods
<b>Sun Wah Supermarket</b>	303 King Street	204-944-9162	Monday to Thursday: 9:30 am-8 pm Friday & Saturday: 9 am-8 pm Sunday: 9:30 am-7:30 pm	Chinese foods, meat, vegetables
<b>Tindahan Food Mart</b>	906 Sargent Avenue	204-783-3946	Monday to Saturday: 10 am -8 pm Sunday: 10 am-7 pm	Philippine foods and some Portuguese foods
<b>Van Loi's Market</b>	417 McPhillips Street	204-783-8715	Monday to Friday: 9 am-8 pm Saturday: 9 am-7 pm Sunday: 10 am-5 pm	Asian market with a variety of fresh seafood, meat, produce, noodles, rice, sauces, spices

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<b>Wenkai Garden Fresh</b>	2247 Pembina Highway	204-269-9182	Monday to Saturday: 10 am-8 pm Sunday: 12-6 pm	Specialize in Asian foods. Fresh Produce available.
<b>Young's Market</b>	1000 McPhillips Street  397 William Avenue	204-957-1088  204-957-0230	Monday to Friday: 9:30 am-8 pm Saturday and Sunday: 9 am-8 pm	Chinese, Japanese, Indian, and other Asian foods.
<b><i>East Indian Food Stores</i></b>				
<b>Didar Grocery Mart</b>	1-110 Adamar (Ft. Gary)	204-275-6060	Monday to Saturday: 9 am-8 pm Sunday: 10 am-5 pm	East Indian and Canadian foods
<b>India Spice House &amp; Video</b>	3-1875 Pembina Hwy  66 Mandalay Drive	204-261-3636  204-261-4600	Monday to Saturday: 10 am-8 pm Sunday: 12-5 pm	East Indian foods and spices
<b>Sangam Grocery Mart</b>	1-933 McLeod Avenue	204-668-6248	Monday to Saturday: 10 am-8 pm Sunday: 12-6 pm	East Indian foods
<b><i>Central / South American Food Stores</i></b>				
<b>The Chilean Corner</b>	157 Forks Market Road	204-942-1646	Saturday to Thursday: 9:30 am-6:30 pm Friday: 9:30 am-9 pm	South American foods

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<b>El Izalco Market</b>	696 Sargent Avenue	204-779-7092	Monday to Saturday: 9 am-7 pm Sunday: closed	Central American foods (frozen fruits & vegetables, tamales, pupusas, fresh tortillas, Mexican spices), piñatas, videos in Spanish
<b>La Fiesta Cafecito &amp; Bakery</b>	730 St. Anne's Road	204-257-7018	Tuesday to Saturday: 12-2 pm; 4-9 pm Monday & Sunday: closed	Salvadorian foods
<b>Marvin's Foods</b>	271 Grassie Boulevard	204-415-0616	Monday to Friday: 7 am-9 pm Saturday: 8 am-8 pm Sunday: 10 am-6 pm	Foods from Mexico, El Salvador, Argentina, Chile, Brazil and Paraguay
<b>Mercadito Latino</b>	219 Henderson Hwy.	204-667-4272	Tuesday to Saturday: 9 am-9 pm	Latin American foods
<b>Simons Cuisine</b>	513 St. Mary's Road	204-231-2756	Monday to Saturday*: 10:30 am-7 pm * Closed Saturdays during the summer	Argentinean and Canadian foods
<b><i>Italian / Greek Food Stores</i></b>				
<b>Deluca's Specialty Food Store</b>	950 Portage Avenue	204-774-7617	Monday to Thursday: 9 am-6 pm Friday: 9 am-9 pm Saturday: 9 am-6 pm	Mediterranean foods, meats and cheeses. Offers cooking classes.

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## Community Resources

<b>Greek Market</b>	1440 Corydon Avenue	204-488-6161	Monday to Friday : 9:30 am-7 pm Saturday: 9 am-6 pm Sunday: closed	Greek foods (olives, olive oil, pitas, deserts)
<b>La Grotta Del Formaggio</b>	550 Sargent Avenue	204-775-0691	Monday & Tuesday: 9 am-6 pm Wednesday: 9 am-6:30 pm Thursday: 9 am-7:30 pm Friday: 9 am-8:30 pm Saturday: 8:30 am-6 pm Sunday: closed	Italian and Greek foods
<b>La Grotta Mediterranean Market</b>	1360 Taylor Avenue	204-982-9461	Monday & Tuesday: 9 am-6 pm Wednesday: 9 am-6:30 pm Thursday: 9 am-7:30 pm Friday: 9 am-8:30 pm Saturday: 8:30 am-6 pm Sunday: closed	Italian and Greek foods
<b>Mini Marts Foods</b>	671 Corydon Avenue	204-452-1046	Monday to Saturday: 9 am-11 pm Sunday: 10 am-10 pm	Italian foods and other delicacies



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<b>Halal Food Stores</b>				
<b>Abdis Supermarket</b>	861 Portage Avenue	204-783-2990	Monday to Friday: 11 am-7 pm Saturday: 11-6pm	Halal meats (fresh and frozen beef, lamb, chicken, fish), natural and exotic food.
<b>Halal Meats &amp; Specialty Foods</b>	206 Maryland Street	204-774-8095	Monday to Friday: 9 am-9pm Saturday: 10 am-6 pm Sunday: 12-5pm	Foods from Iran, Syria, Lebanon, Morocco, Somalia and Pakistan
<b>Meghna Supermarket</b>	1741 Pembina Hwy.	204-261-4222	Monday to Saturday: 10am – 8:30pm Saturday: 10am – 8:30 Sunday: 12pm – 6pm	Halal meats, Bangladeshi, Pakistani, Arabian, Indian, and Sri Lankan groceries
<b>Millad's Supermarket</b>	396 Notre Dame Avenue	204-947-9558	Monday to Saturday: 9 am-8 pm Sunday: 11 am-6 pm	Foods from Iran and Afghanistan, including Halal meats
<b>Eastern European Food Stores</b>				
<b>Baltona Meat and Deli</b>	600 Selkirk Avenue	204-586-8621	Monday to Friday: 9am-6pm Saturday: 9 am-4 pm	Polish foods, meats, cosmetics, sweets, and herbs
<b>Hartford Bakery</b>	1757 Main Street	204-334-2526	Tuesday to Friday: 7:30 am-5 pm Saturday: 7:30 am-5:30 pm	French breads, cakes and pastries

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## Community Resources

<b>Lvov Food and Video</b>	800 Sargent Avenue	204-783-8777	Tuesday to Friday: 12-7 pm Saturday: 11 am-5 pm	Russian and Ukrainian products, specialty European foods
<b>Tasse's Balkan Foods</b>	185 Stradacona	204-663-1445	Monday to Saturday: 9 am-8 pm Sunday: 10 am-5 pm	Foods from Poland, Greece, Bosnia and Italy
<b><i>Kosher Food Stores</i></b>				
<b>Desserts Plus</b>	1795 Corydon Avenue	204-339-1957	Monday to Thursday: 9 am-5:30 pm Friday: 9 am-4 pm Saturday and Sunday: Closed	Israeli foods, including Kosher meats and groceries
<b><i>African and Caribbean Food Stores</i></b>				
<b>Caribbean Shield</b>	634 Notre Dame Avenue	204-219-3305	Monday to Thursday: 10 am-7 pm Friday: 10 am-8 pm Saturday: 10 am-7 pm Sunday: 12-5 pm	Caribbean and West Indian food
<b>Selam Grocery Store</b>	714 Ellice Avenue	204-772-2662	Monday to Saturday: 8:30 am-10 pm Sunday: 9 am-6 pm	Ethiopian and Canadian foods

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## Community Resources

<b>Miscellaneous Specialty Food Stores</b>				
<b>Dino's Grocery Mart</b>	460 Notre Dame Avenue	204-942-1526	Monday, Wednesday, & Saturday: 9:30 am-8 pm Thursday & Friday: 9:30 am-9 pm Sunday: 11:30 am-5 pm	Foods from the Caribbean Islands, Central & South America, India, Middle East, Pakistan, Africa, Asia
<b>Portuguese Fish &amp; Food Mart</b>	460 William Avenue.	204-943-8793	Monday to Wednesday & Saturday: 9 am-6 pm Thursday: 9 am-7 pm Friday: 9 am-8 pm Sunday: closed	Portuguese food and some Brazilian and Chilean food.
<b>Riedigers Supermarket</b>	188 Isabel Street	204-774-2451	Tuesday to Saturday: 7:30 am-6 pm Friday: 7:30 am-8 pm Sunday: closed	German chocolate, imported cookies, German food products, Canadian food. Home delivery available.
<b>Tehran Market</b>	1875 Pembina Highway	204-783-4726	Monday to Friday: 10 am-8 pm Saturday: 10:30 am-7 pm Sunday: 12- 5 pm	Persian foods

Updated by the Winnipeg Regional Health Authority (2011). Previous versions were developed by the Immigrant Centre and adapted by Healthy Start for Mom & Me (2009).

# APPENDIX C

## Glossary of EAL Terms

**Debrief/Transfer:** During the process of debrief and transfer, the teacher and students review the lesson's language and concepts and apply that knowledge and those skills in another setting.

**Realia:** Realia are authentic materials used to enhance the learning process.

**Choral repetition:** Teachers often ask students to repeat key words or phrases as a group.

**Chain drill:** Teachers sometimes ask learners to repeat phrases or sentences, while changing key elements. For example, "I am eating a pear." "I am eating an apple."

**Language Experience Approach (LEA):** In the Language Experience Approach, the teacher and students work as a group to construct meaningful stories.

**Scaffolding:** In order to make difficult language structures more accessible, teachers often review or provide important constructs which assist learners in acquiring the larger concept.