

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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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.

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. 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

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

Teaches Manitobans how to budget.

Fort Garry Women's Resource Centre

1150-A Waverley Street, Winnipeg, MB
204-477-1123
info@fgwrc.ca
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

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.

Module 2: Eating Well with Canada's Food Guide

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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) 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

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

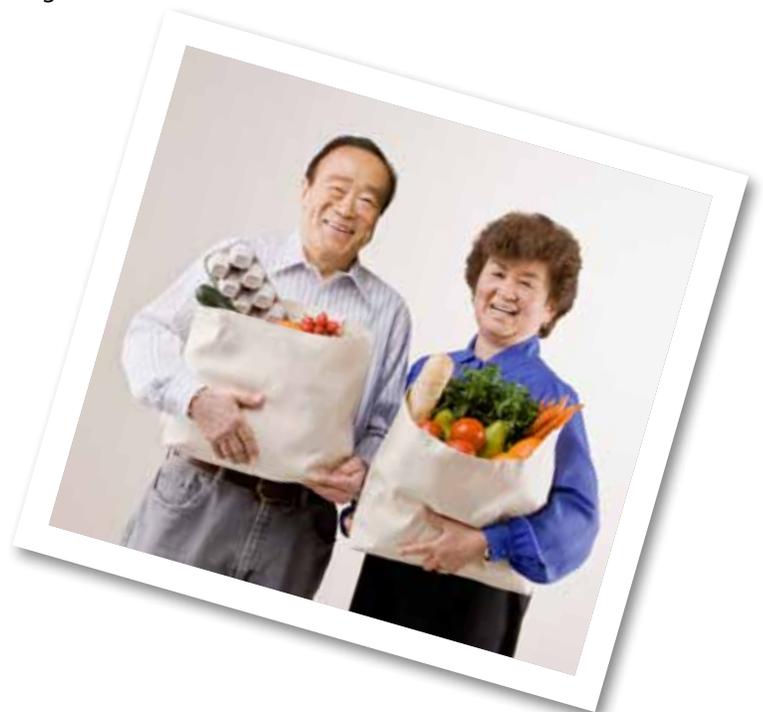
Breakfast at 9 am, lunch at 12:30 pm, supper at 7 pm Monday to Friday. Sunday supper 3:30-4:30 pm.

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

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