



Purpose: To teach the basics of *Canada’s Food Guide to Healthy Eating*.

Instructor’s Note: *Eating Well with Canada’s Food Guide* is a Health Canada publication designed to help Canadians make food choices for healthy eating every day. Use the food guide resources listed below as basic references to teach about healthy eating.

For more information about *Eating Well with Canada’s Food Guide* or to order copies of food guide resources, visit: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

This page also includes links to:

- *Eating Well with Canada’s Food Guide* in English, French and ten other languages
- *Eating Well with Canada’s Food Guide – First Nations, Inuit and Metis* version using traditional food choices.
- *Eating Well with Canada’s Food Guide – a Resource for Educators and Communicators*
- *My Food Guide* – an interactive tool that helps you create your personalized food guide.

Tip: Be aware of learners’ food choices and the reasons for their food choices. Some learners may be vegetarian or have food allergies.

Lesson 1 - Recognizing Common Foods

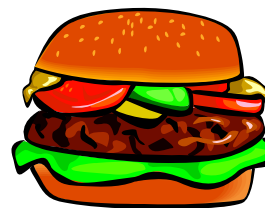
Purpose: To teach about common foods and encourage trying a variety of foods.

Instructor’s Note:

Food identification activities:

- encourage discussion about a variety of foods
- help learners practice reading and writing skills and/or be able to identify with pictures.
- help you to determine current learner skill level and identify learning needs.

Recognizing a food and its name will make it easier to ask for food items in a store or to order them in a restaurant. Learners may be familiar with a food but not know its name. Or they know the name of the food in their own language but need to learn it in English. In other instances the food may be completely unfamiliar to them.



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**You will need:**

Food models or food pictures from magazines or flyers
 Flip chart or white board
 Copies of *Eating Well with Canada's Food Guide*

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Activity 1 – Name Common Foods**Literacy Stage 1**

- Hold up food models one at a time and ask learners to name the food. Ask some of the following questions:
 - Have you tried this food?
 - Did you like it?
 - How did you prepare it?
 - Did you have it as part of a meal or a snack?
 - How much did you have?
 - What other foods did you have with it?
 - Would you try it again?
- Hand out [Activity Sheet 1.1: Name That Food](#) to each learner. Ask learners to identify the common foods on the worksheet through discussion or by having them write the name of the food underneath the picture.

Activity 2 – Tasting Session**Literacy Stage 2**

- Use the tasting session to talk about eating a variety of foods for health and flavour.
Note: Centre your tasting session on one of the following ideas:
 - An unfamiliar food
 - Various forms of a food (e.g. apple, applesauce, apple juice)
 - Foods eaten raw
 - Foods in season
- Ask learners to set out the foods that will be tasted. This will give them a chance to see how the food is packaged and what kind of preparation is needed.
- Show learners the food that will be sampled. Have learners taste the food. Talk about its flavour, texture and appearance. Write the name of the food on a flip chart or white board.
- Hand out [Activity Sheet 1.2: Do You Like It?](#) to each learner. Ask learners to copy the name of the food onto activity sheet. Ask learners to check off on the worksheet if they liked, disliked or have never tried the food before.

Note: It is recommended that only three foods be sampled at one time.

Activity 3 – Food for Thought**Literacy Stage 3**

- Divide learners into groups of three to five.
- Hand out a variety of food models to each group. Have each person in turn choose a food model. Ask each person to talk for two minutes about the food they selected.
- Ask learners to write a short report (one page) on the food they presented.

**You will need:**

Food models or food pictures from magazines or flyers
 Flip chart or white board
 Copies of *Eating Well with Canada's Food Guide*

Lesson 2 - Vegetables and Fruit

Purpose: To recognize foods in the *Vegetables and Fruit* food group and name the recommended number of servings per day for each learner.

Activity 1 – Name the Vegetables and Fruit**Literacy Stage 1**

1. Introduce the *Vegetables and Fruit* food group. Hold up the food models from the *Vegetables and Fruit* food group one at a time and talk about each food - colour, texture, shape, taste and where it comes from. Point out that Canada's Food Guide recommends that we eat one dark green and one orange vegetable every day. (See page 12 of *Eating Well with Canada's Food Guide – a Resource for Educators and Communicators* for a discussion of this recommendation)
2. Ask learners which foods they like in this group.
3. Hand out [Activity Sheet 1.3: Vegetables and Fruit](#) to each learner. Ask learners to circle the foods from the *Vegetables and Fruit* food group and write the name of each food below its picture.

Activity 2 – Crossword Puzzle**Literacy Stage 2**

1. Hand out *Eating Well with Canada's Food Guide* and help learners find the column in the *Vegetables and Fruit* group that corresponds to their age and gender. Explain why there is a range in the number of servings.
2. Talk about the *Vegetables and Fruit* group. Give some examples of one serving.
3. Hand out [Activity Sheet 1.4: Vegetables and Fruit Crossword](#) to each learner. Ask learners to fill in the crossword puzzle.

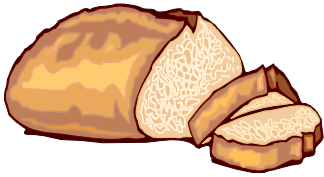
Activity 3 – Writing a Vegetables and Fruit List**Literacy Stage 3**

1. Show learners the food models for the *Vegetables and Fruit* food group.
2. Ask learners to think about the food that they ate yesterday. Ask them if they had any food from the *Vegetables and Fruit* food group.
3. Make a list of these foods on a flip chart or white board or ask learners to write their own list.
4. Ask learners to count how many food guide servings of *Vegetables and Fruit* they ate yesterday. Ask if they had the recommended number of servings. If not, what could they have added?



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**You will need:**

Food models or food pictures from magazines or flyers
 Flip chart or white board
 Copies of *Eating Well with Canada's Food Guide*

Lesson 3 - Grain Products

Purpose: To recognize foods in the *Grain Products* food group and name the recommended number of servings per day for each learner.

Activity 1 – Name the Grain Product**Literacy Stage 1**

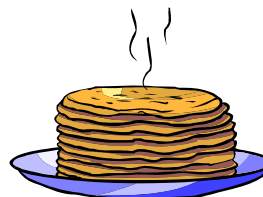
1. Introduce the *Grain Products* food group. Hold up the food models from the *Grain Products* food group one at a time. Talk about each food - colour, texture, shape, taste and where it comes from. Point out that Canada's Food Guide recommends making half of our grain products whole grain. (See page 16 of *Eating Well with Canada's Food Guide – a Resource for Educators and Communicators* for a discussion of whole grains.)
2. Ask learners which foods they like in this group. Ask them which of them is whole grain.
3. Hand out [Activity Sheet 1.5: Grain Products](#) to each learner. Ask learners to circle the foods from the *Grain Products* food group and write the name of each food below its picture.

Activity 2 – Crossword Puzzle**Literacy Stage 2**

1. Hand out *Eating Well with Canada's Food Guide* and help learners find the column in the grain products group that corresponds to their age and gender. Explain why there is a range in the number of servings.
2. Talk about the *Grain Products* food group. Give some examples of one serving.
3. Hand out [Activity Sheet 1.6: Grain Products Crossword](#) to each learner. Ask learners to fill in the crossword puzzle.

Activity 3 – Writing a Grain Products List**Literacy Stage 3**

1. Show learners the food models for the *Grain Products* food group. Ask learners to think about the food that they ate yesterday. Ask them if they had any food from the *Grain Products* food group.
2. Make a list of these foods on a flip chart or white board or ask learners to write their own list.
3. Ask learners to count how many food guide servings of *Grain Products* they ate yesterday. Ask if they had the recommended number of servings. If not, what could they have added?



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Lesson 4 - Milk and Alternatives

Purpose: To recognize foods in the *Milk and Alternatives* food group and name the recommended number of servings per day for each learner.

Activity 1 – Name the *Milk and Alternatives***Literacy Stage 1**

1. Introduce the *Milk and Alternatives* food group. Hold up the food models from the *Milk and Alternatives* food group one at a time and talk about each food - colour, texture, shape, and taste and where it comes from. Point out that Canada's Food Guide recommends two cups of milk every day fortified soy beverages for adequate vitamin D.
2. Ask learners which foods they like in this group.
3. Hand out [Activity Sheet 1.7: Milk and Alternatives](#) to each learner. Ask the learners to circle the foods from the *Milk and Alternatives* food group and write the name of each food below its picture.

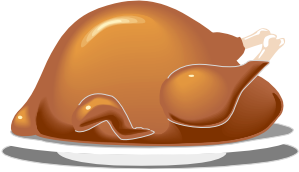
Activity 2 – Crossword Puzzle**Literacy Stage 2**

1. Hand out *Eating Well with Canada's Food Guide* and help learners find the column in the *Milk and Alternatives* group that corresponds to their age and gender. Explain why there is a range in the number of servings.
2. Talk about the *Milk and Alternatives* food group. Give examples of one serving.
3. Hand out [Activity Sheet 1.8: Milk and Alternatives Crossword](#) to each learner. Ask the learners to fill in the crossword puzzle.

Activity 3 – Writing a *Milk and Alternatives* List**Literacy Stage 3**

1. Show learners the food models for the *Milk and Alternatives* food group. Ask learners to think about the food that they ate yesterday. Ask them if they had any food from the *Milk and Alternatives* food group.
2. Make a list of these foods on a flip chart or white board or ask learners to write their own list.
4. Ask learners to count how many servings of *Milk and Alternatives* they ate yesterday. Ask if they had the recommended number of servings. If not, what could they have added?



**You will need:**

Food models or food pictures from magazines or flyers
 Flip chart or white board
 Copies of *Eating Well with Canada's Food Guide*

Lesson 5 - Meat and Alternatives

Purpose: To recognize foods in the *Meat and Alternatives* food group and name the recommended number of servings per day for each learner.

Activity 1 – Name the *Meat and Alternatives***Literacy Stage 1**

1. Introduce the *Meat and Alternatives* food group. Hold up the food models from the *Meat and Alternatives* food group one at a time and talk about each food - colour, texture, shape, taste and where it comes from. Point out that Canada's Food Guide recommends having beans, lentils and tofu often and to include two food guide servings of fish each week.
2. Ask learners which foods they like in this group.
3. Hand out [Activity Sheet 1.9: Meat and Alternatives](#) to each learner. Ask the learners to circle the foods from the *Meat and Alternatives* food group and write the name of each food below its picture.

Activity 2 – Crossword Puzzle**Literacy Stage 2**

1. Hand out *Eating Well with Canada's Food Guide* and help learners find the column in the *Meat and Alternatives* group that corresponds to their age and gender. Explain why there is a range in the number of servings.
2. Talk about the *Meat and Alternatives* food group. Give examples of one serving.
3. Give [Activity Sheet 1.10: Meat and Alternatives Crossword](#) to each learner. Ask learners to fill in the crossword puzzle.

Activity 3 – Writing a *Meat and Alternatives* List**Literacy Stage 3**

1. Show learners the food models for the *Meat and Alternatives* food group
2. Ask learners to think about the food that they ate yesterday. Ask them if they had any food from the *Meat and Alternatives* food group.
3. Make a list of these foods on a flip chart or white board or ask the learners to make their own list.
5. Ask learners to count how many food guide servings of *Meat and Alternatives* they ate yesterday. Ask if they had the recommended number of servings. If not, what could they have added?



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You will need:

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from magazines or flyers
Flip chart or white board

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Lesson 6 – Foods Not In The Four Food Groups

Purpose: To show how foods that are not part of the four food groups can be a part of healthy eating.

Instructor’s Note: Many foods do not fit in one of the four food groups.

These foods include:

- Water - The food guide recommends water to satisfy thirst.
- Foods that are mostly fats and oils – Note that the food guide recommends including 2 to 3 tablespoons of unsaturated fat each day.
- Foods that are mostly sugar
- High fat and/or high salt snack foods
- Beverages
- Herbs, spices and condiments

Examples: potato chips, soft drinks, coffee, candies, French fries, tea, gum, pretzels, jam, honey, spices, ketchup, pickles, water
Some of these foods are high in fat, salt or sugar and should be limited.

Activity 1 – Name Foods Not In The Four Food Groups Literacy Stage 1

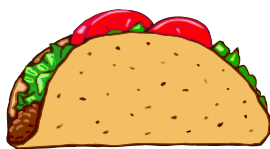
1. Introduce some foods that are not in the 4 food groups. Hold up food models one at a time and talk about each food, its colour, texture, shape, taste and where it comes from. Talk about whether the food is high in fat, sugar or salt.
2. Ask learners which of these other foods they like. Give learners a variety of food models and ask them to pick out and name the foods that do not fit into one of the four food groups.
3. Hand out [Activity Sheet 1.11: Foods Not In The Four Food Groups](#) to each learner. Ask learners to circle the foods that do not fit into one of the four food groups and/or write the name of the food below its picture.

Activity 2 –List of Foods Not In The Four Food Groups Literacy Stage 2

1. Talk about foods that do not fit into one of the four food groups. Tell learners that taste and enjoyment can come from foods and beverages that are not part of the four food groups. Because some of these foods are high in fat, salt or sugar they should be eaten only occasionally and only in moderation.
2. Ask learners to write a list of foods that do not fit into one of the four food groups. Talk about the foods listed.

Activity 3 – Write a List of Foods Not In The Four Food Literacy Stage 3 Groups

1. Show learners the food models for some of foods that do not fit into the four food groups. Remind learners that some foods should be limited because they are high in fat, salt or sugar.
2. Ask learners to think about the foods that they have eaten over the day. Ask them if they had any foods that are high in fat, salt or sugar.
3. Make a list of these foods on a flip chart or white board or ask learners to write their own list.



Tip: Many Canadians do not meet the recommendations for *Vegetables and Fruit* and *Milk Products*. Be aware of barriers that may affect people's access to certain foods. For example, cost, availability, food allergies and intolerances.

You will need:

A copy of *Canada's Food Guide*

Food models or food pictures from magazines or flyers

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Canada's Food Guide to Healthy Eating

Review Activities

Activity 1 – Food Match

Literacy Stage 1

1. Hand out [Activity Sheet 1.12: Food Match](#) to each learner.
2. Ask learners to draw a line from each food to the correct food group and write the name of the food group underneath each picture.
3. Talk about combination foods and how they can fit into two or more food groups. Examples: pizza, tuna noodle casserole, macaroni and cheese and chili.

Activity 2 – Serving Sizes

Literacy Stage 2

1. Hand out *Eating Well with Canada's Food Guide* and help learners find the column that corresponds to their age and gender.
2. Hold up a food model from each food group one at a time. Ask learners how many servings are recommended for them each day from that food group. (It may be different for different learners.)
3. Ask learners to write the name of the food down, what food group it belongs to and how many servings they require each day.

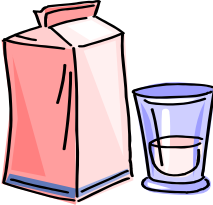
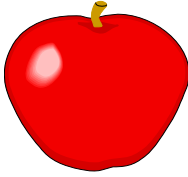

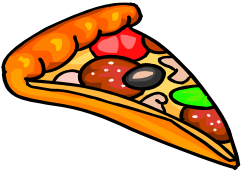

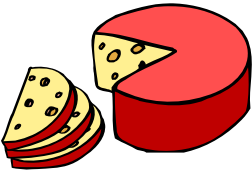
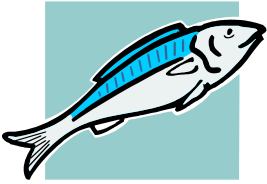

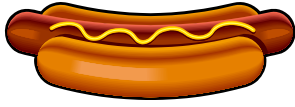
Activity 3 – One Day Food Diary

Literacy Stage 3




1. Hand out [Activity Sheet 1.13: One Day Food Diary](#) to each learner. Ask learners to write down the foods they ate yesterday. Then ask them to sort the foods into food groups.
2. Ask them to count and write down the number of food guide servings they had from each food group.
3. Have learners compare the number of servings eaten with the recommended number of servings for their age and gender. Ask if they had the recommended number of servings for each food group. If not, what could they have added?

Name That Food

Write the name of the food underneath its picture.

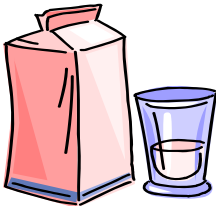
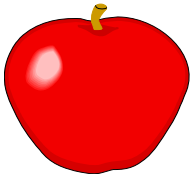
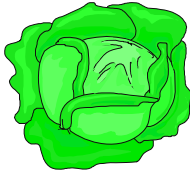
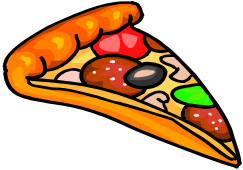



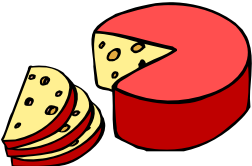
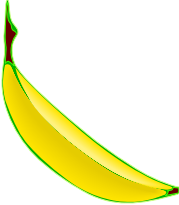
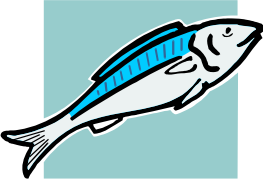

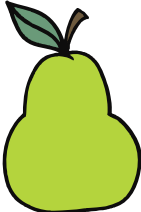
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Do You Like it?

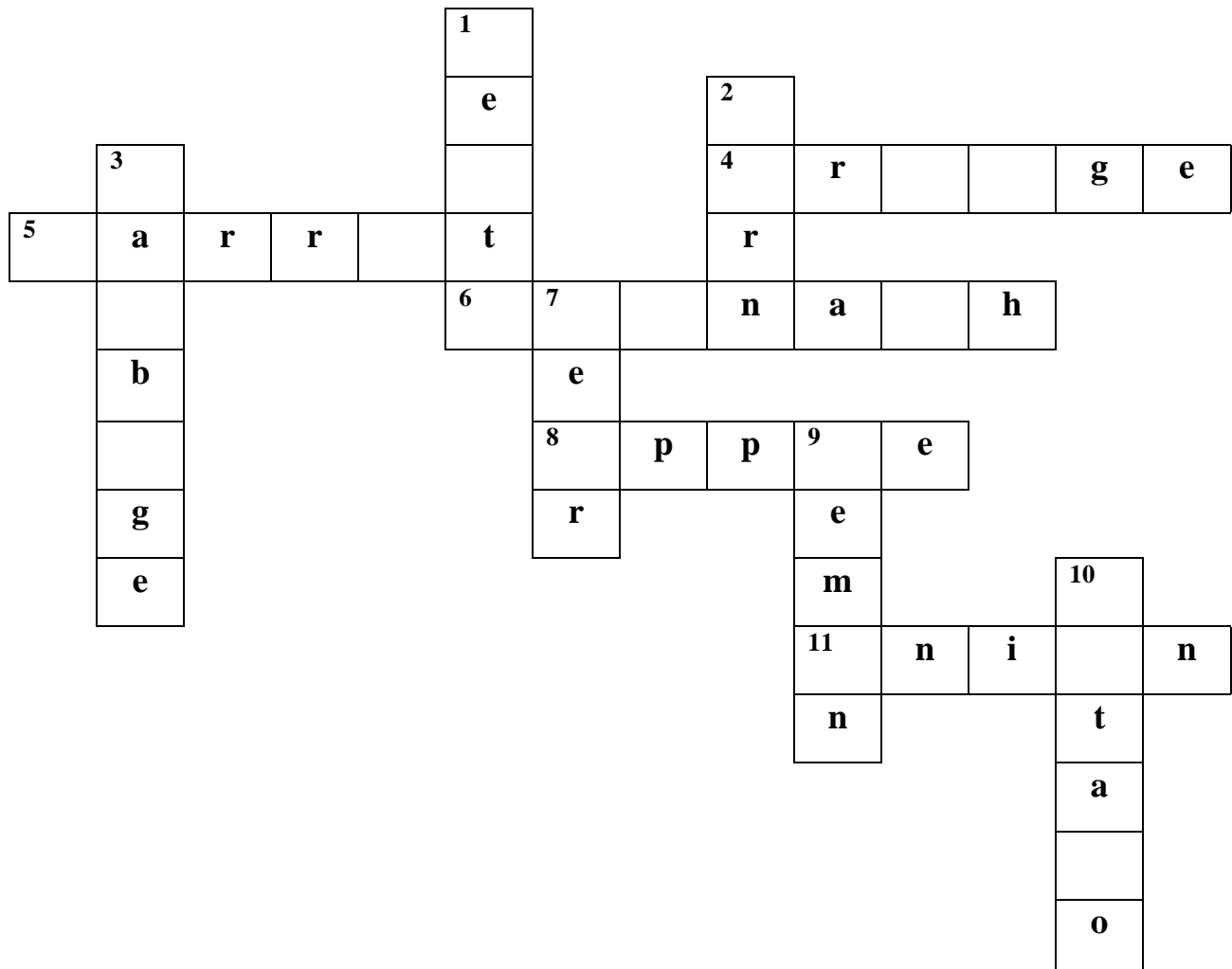
Food Name	Like 	Don't Like 	Never Tried  ?

Vegetables and Fruit

Circle the foods from the *Vegetables and Fruit* food group and write the name of each food below the picture.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Vegetables and Fruit Crossword



Across

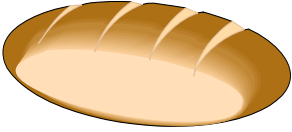
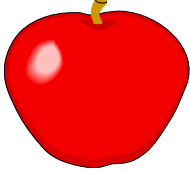





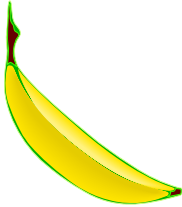

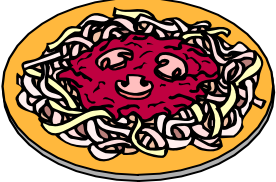


- 4. orange
- 5. carrot
- 6. spinach
- 8. apple
- 11. onion

Down

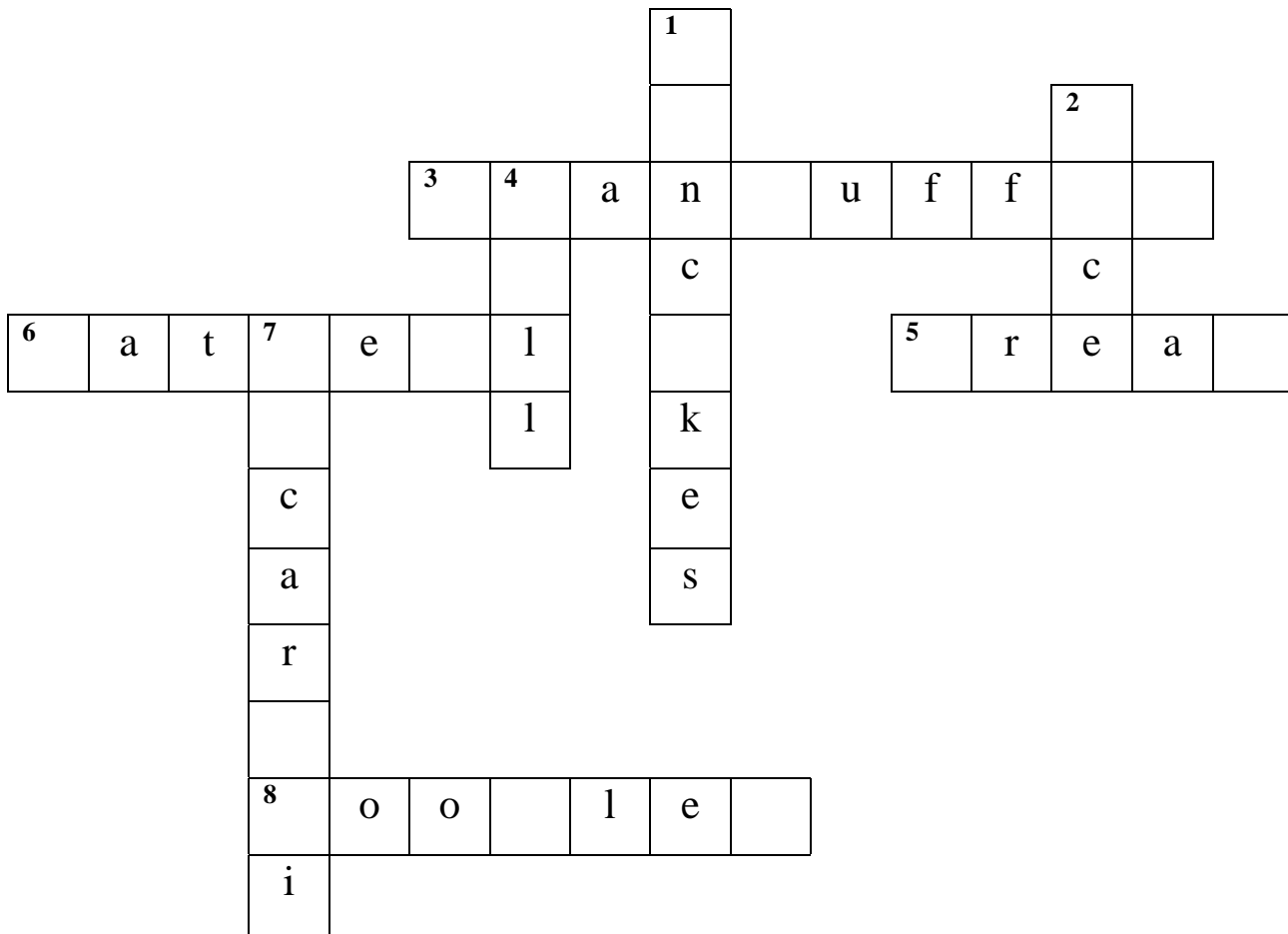
- 1. beets
- 2. corn
- 3. cabbage
- 7. pear
- 9. lemon
- 10. potato

Grain Products

Circle the foods from the *Grain Products* food group and write the name of each food below the picture.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Grain Products Crossword



Across

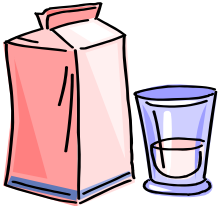
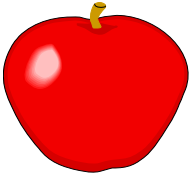


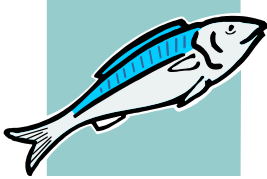
- 3. bran muffin
- 5. bread
- 6. oatmeal
- 8. noodles

Down

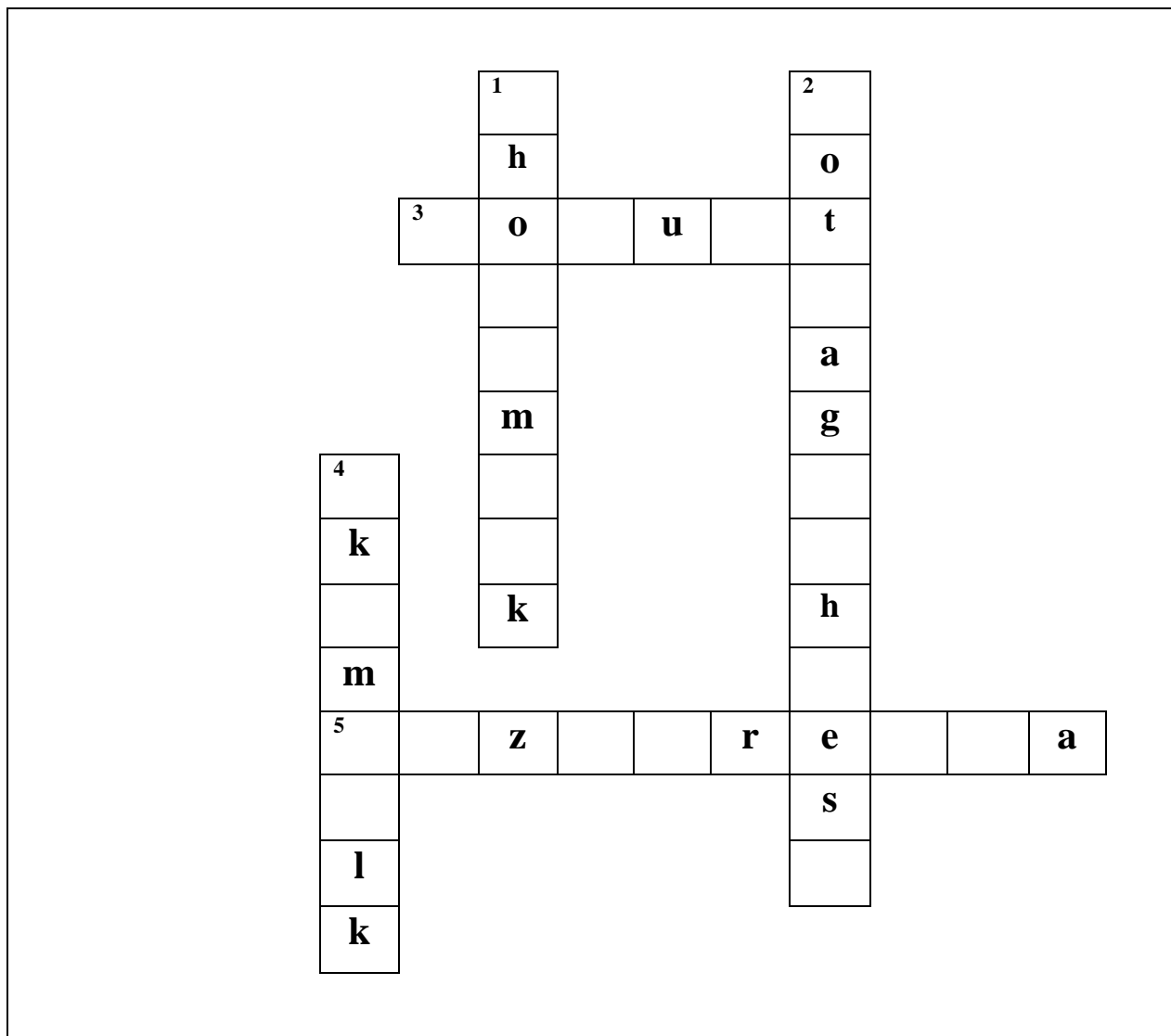
- 1. pancakes
- 2. rice
- 4. roll
- 7. macaroni

Milk and Alternatives

Circle the foods from the *Milk and Alternatives* food group and write the name of each food below the picture.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Milk and Alternatives Crossword



Across

3. yogurt

5. mozzarella

Down

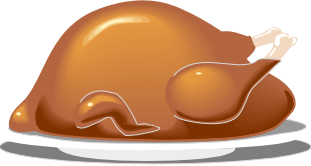
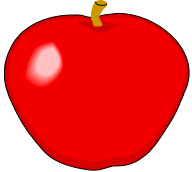

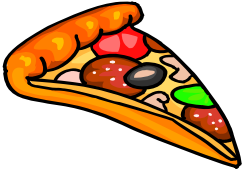

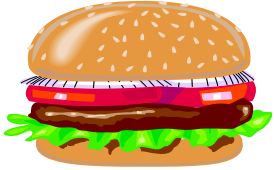

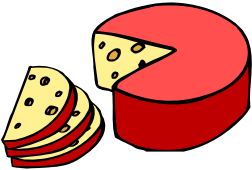
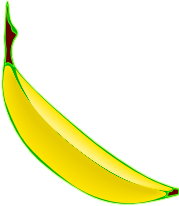
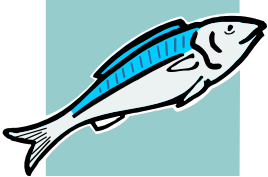

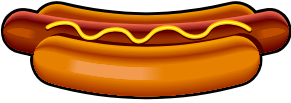
1. whole milk

2. cottage cheese

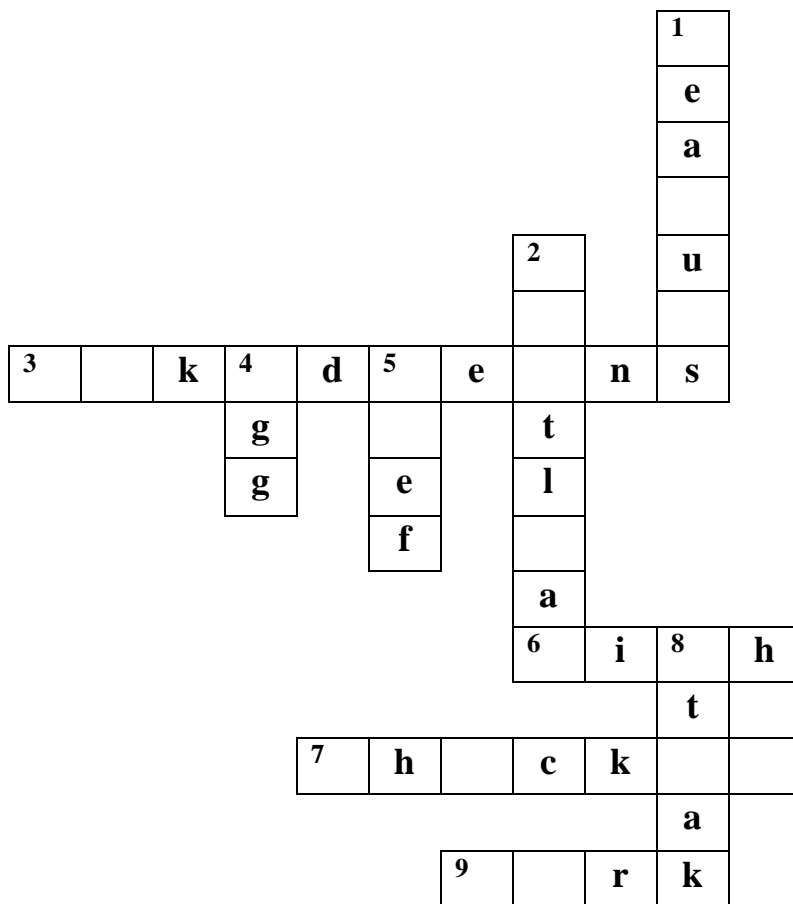
4. skim milk

Meat and Alternatives

Circle the foods from the *Meat and Alternatives* food group and write the name of each food below the picture.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Meat and Alternatives Crossword



Across

- 3. baked beans
- 6. fish
- 7. chicken
- 9. pork

Down

- 1. peanuts
- 2. meatloaf
- 4. egg
- 5. beef
- 8. steak

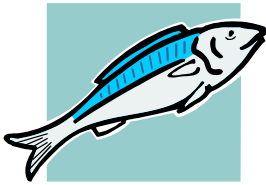
Foods Not In The Four Food Groups

Circle the foods that do not belong in one of the four food groups and write the name under each food.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

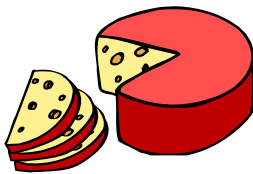
Food Match

Draw a line from each food to the correct food group or write the name of the food group underneath each picture.

1. 


Vegetables and Fruits

5. 

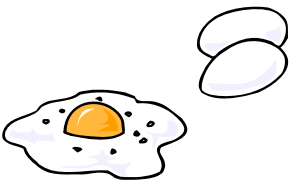
2. 


Grain Products

6. 

3. 

Milk and Alternatives

7. 

4. 

Meat and Alternatives

8. 