



Tip: Overall daily and weekly eating patterns are important for health.

You will need for Activities 1 and 2:
Food models or food pictures from magazines or flyers

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Purpose: To help learners plan meals using foods from all four food groups.

Lesson 1 – Balance

Purpose: To have learners recognize balanced meals.

Instructor's Note: A balanced meal has at least one food from each of the four food groups. Planning for a balanced meal may improve eating habits. A healthy meal does not need to have food from every food group. For example, *Eating Well with Canada's Food Guide* recommends two to three servings of the *Meat and Alternatives* food group, which means it is not necessary to have a food from the *Meat and Alternatives* food group at every meal.

Activity 1

Literacy Stage 1

1. Explain that a balanced meal is one that has at least one serving from each of the four food groups.
2. Give each learner some food models or magazines. Ask them to choose food models or cut out pictures to make a balanced meal.
3. Ask learners to write down which foods they picked for what meal.

Activity 2

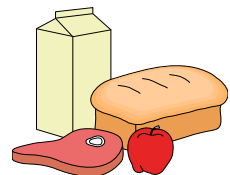
Literacy Stage 2

1. Talk about balanced meals with learners.
2. Split the class into groups of three to five. Hand out a variety of food models or pictures to each group.
3. Ask each group to select foods to make up a menu for breakfast, lunch and supper.
4. Have each group write down their menu plan and then present it to the class.

Activity 3

Literacy Stage 3

1. Hand out [Activity Sheet 2.1: Balanced Supper](#). Have them write the name of the food under each picture. Ask learners to circle the foods that would make a balanced supper.
2. Split the class into groups of three to five. Hand out flyers from a food store. Ask learners to plan two or three suppers using the foods that are shown. Discuss the meals. Are there foods from all four food groups?



Lesson 2 – Meal Planning

Purpose: To teach meal planning.

Instructor’s Note: Some things to consider when planning menus:

- *Canada’s Food Guide* – consider the needs of everyone who will be eating.
- Food likes and dislikes of family members.
- Budget – choose foods that learners can afford or look for sales in grocery flyers and coupons.
- Time – have learners plan simple recipes for a busy day or teach them to prepare foods ahead of time.
- Cooking ability and interest – choose simple recipes if learners don’t like to cook or are not good at it.
- Lifestyle – personal activities and meal patterns can affect food choices.
- Availability of foods – choose foods that are readily available or in season.
- Leftovers – teach learners to plan to use leftovers. For example: add leftover vegetables, rice or pasta to soups and casseroles to save money and avoid wasting food.

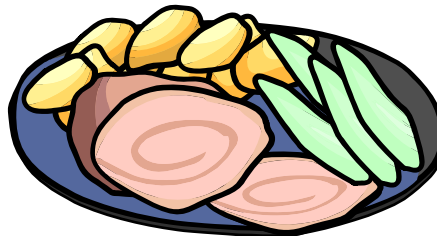
Tip: Find simple recipes in newspapers, cook books from the library, magazines and the internet

**You will need
for Activities 1 and 2:**
Flip chart or white board
Copies of *Canada’s Food Guide to Healthy Eating*

Activity 1

Literacy Stage 1

1. Ask learners what they think the advantages of menu planning are. List their answers on a flip chart or white board.
2. Hand out [Activity Sheet 2.2: Use Your Favourite Foods to Plan Meals](#). Ask them to list their favourite foods in each food group. List combination foods by food group. For example, macaroni and cheese – list the macaroni in the *Grain Products* column and cheese in the *Milk and Alternatives* column.
3. Ask learners to use this list to plan a menu for two days.



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Lesson 2 – Meal Planning continued...

Activity 2

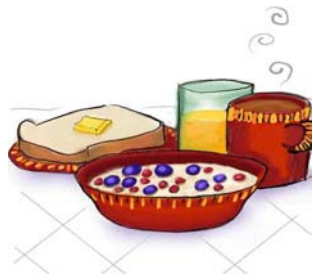
Literacy Stage 2

1. Divide learners into groups of two to three.
2. Give each group a food flyer or newspaper ad. Ask learners to work together to plan a two day menu using foods that are in the flyers.
3. Discuss the menus. Are there foods from all four food groups? For new Canadians, are there any traditional foods in the flyer or any foods from other cultures that they have never tried?

Activity 3

Literacy Stage 3

1. Hand out a sample menu from a magazine or cookbook.
2. Ask learners the following questions, do one question at a time.
 - Are there foods from all four food groups in *Canada's Food Guide* in the menu? If not, which groups are missing?
 - Do you like all the foods on the menu?
 - Can you afford to buy the foods on this menu?
 - Do you have time to make the foods on this menu?
 - Are the recipes too hard for you to make?
 - Are the foods available at this time of year and where can you buy them?
3. Ask learners to write a menu that would have balanced meals (see Lesson 1) for one day. Discuss their menu plan.



**You will need
for Activity 3:**

Food flyers or newspaper ads
Menus from magazines or cookbooks
Copies of *Canada's Food Guide to Healthy Eating*



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Lesson 3 – Breakfast

Purpose: To teach the importance of eating breakfast and how to plan a balanced breakfast.

Instructor’s Note: Breakfast can supply important nutrients such as vitamins, minerals and fiber. People who skip breakfast miss important nutrients that they may not make up for later in the day.

A balanced breakfast includes foods from at least three of the four food groups in *Canada’s Food Guide to Healthy Eating*. Breakfast provides energy for children and adults and helps them stay alert in the morning.

Activity 1

Literacy Stage 1

1. Explain that a balanced breakfast should have food from at least three out of the four food groups.
2. Split the class into groups of three to five learners. Hand out a variety of food models or pictures to each group. Ask them to select food models to make a balanced breakfast.
3. Have the groups talk about their food choices.



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Lesson 3 – Breakfast continued...



Activity 2

Literacy Stage 2

1. Talk about healthy breakfast food choices. Ask learners what they eat for breakfast?
2. Hand out [Activity Sheet 2.3: Balanced Breakfast](#). Have the learners write the name of the food under each picture. Ask learners to circle the foods that would make a balanced breakfast.
3. Ask learners to read their choices out loud and say why they made those choices.

Note: For some learners, especially new Canadians, the foods on this activity sheet may not be typical. If this is the case, ask the learners to describe their typical breakfast. Ask them to decide if it is a balanced breakfast. If not, what could they add?

Activity 3

Literacy Stage 3

1. Give each learner some food models or pictures. Ask learners to choose foods from each food group that would make a nutritious breakfast to take to work or school.
2. Ask learners to write three different breakfast menus.
3. Ask each learner which menu they prefer and why.



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Lesson 4 – Lunch

Purpose: To recognize a balanced lunch and to plan nutritious lunches to take to work or school.

Instructor’s Note: Remind learners to store their lunches in a refrigerator, if possible, or use an ice pack to prevent food spoilage. Juice boxes, water or yogurt can be frozen the night before to keep the lunch cold. They will thaw by lunch.

Activity 1

Literacy Stage 1

1. Tell learners that a balanced lunch would have at least one serving from each of the four food groups.
2. Give learners some food models or pictures. Ask learners to choose food models that would make a nutritious lunch to take to work or school.
3. Have the groups talk about their food choices.



Activity 2

Literacy Stage 2

1. Tell learners that a balanced lunch would have at least one serving from each of the four food groups.
2. Hand out [Activity Sheet 2.4: Balanced Lunch](#). Have them write the name of the food under each picture. Ask learners to circle the foods that would make a balanced lunch.
3. Ask learners to read their choices out loud. Ask them why they made those choices.

Note: For some learners, especially new Canadians, the foods on this activity sheet may not be typical. If this is the case, ask the learners to describe their typical lunch. Ask them to decide if it is a balanced lunch. If not, what could they add?

Activity 3

Literacy Stage 3

1. Tell learners that a balanced lunch would have at least one serving from each of the four food groups.
2. Give learners some food models or pictures. Ask learners to choose food models that would make a nutritious lunch to take to work or school.
3. Ask learners to write three different lunch menus.
4. Ask each learner which menu they prefer and why.



Lesson 5 – Snacking

Purpose: To help learners recognize healthy snacks.

Instructor’s Note: Snacks can be a part of healthy eating. Encourage learners to choose foods from the four food groups for their regular snacks.

Remember that some foods that are high in nutrients may also be high in sugar and can contribute to tooth decay. Sweet, sticky foods can be especially damaging to teeth. For example: raisins, fruit leathers, fruit drinks, sweetened cereals. These foods are less harmful to teeth if they are eaten with a meal instead of on their own.

Activity 1

Literacy Stage 1

1. Discuss foods for healthy snacks.
2. Ask learners what their favourite healthy snack is?
3. Hand out [Activity Sheet 2.5: Healthy Snacks Crossword](#). Ask learners to fill in the crossword puzzle using words that are healthy snacks.

Activity 2

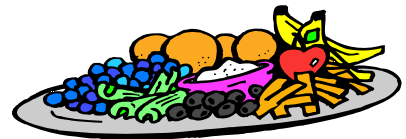
Literacy Stage 2

1. Discuss healthy snacks.
2. Ask learners what their favourite healthy snack is and what snacks they would choose less often.
3. Hand out [Activity Sheet 2.6: Healthy Snacks Word Search](#). Ask learners to find and circle the words that are healthy snacks.

Activity 3

Literacy Stage 3

1. Discuss healthy snacks.
2. Give learners some food models or pictures. Ask learners to choose food models that would make a nutritious snack.
3. Talk about their choices in terms of healthy snacks for nutrition and dental health.
4. On a flip chart or white board, write down favourite snacks in each food group. Have learners write a list of snacks that they would choose for themselves. Have them plan a menu for a day including snacks.



You will need for Activity 3:

Food models or food pictures from magazines or flyers
Flip chart or white board

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Lesson 6 – How to Read a Recipe

Purpose: To teach learners how to follow recipe instructions.

Instructor’s Note: When selecting recipes, find out what the learner wants to cook. Consider food preferences, how much they like to cook, and what kind of cooking facilities they have.

Some learners will be able to use the written recipes while others may need to use the picture recipes. Start by discussing each step of the recipe. Next, demonstrate each step of the recipe, help learners make it and then be available when they try to make it on their own.

Activity 1

Literacy Stage 1

1. Hand out the [Grilled Cheese Sandwiches \(Imperial\)](#) or [\(Metric\)](#) recipe from *Now You’re Cooking*. Have learners read it out loud. Discuss measures, cooking equipment and cooking terms.
2. Demonstrate each step of the recipe to the class.
3. Have learners break into groups of two or three, or as space allows. Have them make the recipe on their own.
4. Ask learners to write down any questions they have. Discuss them as a group.

Activity 2

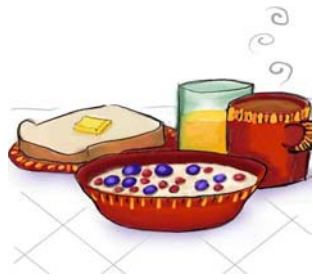
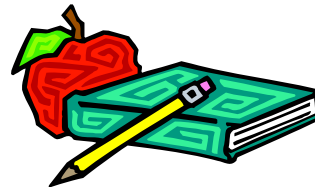
Literacy Stage 2

1. Hand out the [Bannock \(Imperial\)](#) or [\(Metric\)](#) recipe from *Now You’re Cooking*. Have learners read it out loud. Discuss measures, cooking equipment and cooking terms.
2. Demonstrate each step of the recipe to the class.
3. Have learners break into groups of two or three, or as space allows. Have them make the recipe on their own.
4. Ask learners to write down any questions they have. Discuss them as a group.

Activity 3

Literacy Stage 3

1. Hand out the [Lazy Day Stew \(Imperial\)](#) or [\(Metric\)](#) recipe from *Now You’re Cooking*. Have the learners read it out loud. Discuss measures, cooking equipment and cooking terms.
2. Demonstrate each step of the recipe to the class.
3. Have learners break into groups of two or three, or as space allows. Have them make the recipe on their own.
4. Ask learners to write down any questions they have. Discuss them as a group.



Tip: Use recipes to demonstrate safe food handling, proper use of equipment, kitchen safety and methods of food preparation.

You will need for Activities 1 - 3:
Cooking facilities and equipment
Recipe ingredients

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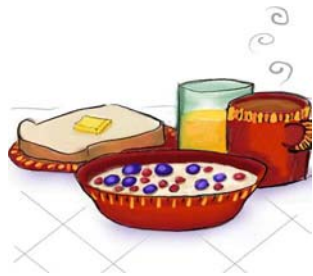
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Lesson 7 - Convenience Foods versus Homemade Foods

Purpose: To compare the cost of convenience foods and homemade foods.

Instructor's Note: Convenience foods are processed foods that require very little, if any, preparation at home. They include canned soup, frozen vegetables, frozen dinners, pre-washed salads and vegetables, salad dressings, etc. They usually cost more than food made from scratch but they are quicker to prepare. The time saved in preparation is usually reflected by a higher cost.

Convenience foods can be used to make up for lack of cooking skills or to save time. For example, buying canned spaghetti sauce.



Tip: If possible, make the homemade and the canned chili before hand, so that learners can sample them.

You will need for Activities 1 - 3:
 Recipe ingredients
 Food receipt or bill
 Flip chart or white board
 Cooking facilities and equipment (for Activity 3 only)

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Literacy Stage 1

Activity 1

1. Talk about the advantages and disadvantages of using convenience foods. Show learners a food receipt that has the cost of a can of Chili Con Carne on it. Write the cost on a flipchart.
2. Hand out the [Chili Con Carne \(Imperial\)](#) or [\(Metric\)](#) recipe from *Now You're Cooking*. Read the recipe together as a group. Show learners a food receipt that has the ingredients for the homemade chili.
3. Write down the cost of the ingredients on a flip chart or white board and total the costs. Discuss the difference in costs.
4. Ask learners whether they think the homemade chili or the can of chili is the better buy based on cost. Discuss results.

Literacy Stage 2

Activity 2

1. Hand out the [Chili Con Carne \(Imperial\)](#) or [\(Metric\)](#) recipe from *Now You're Cooking*.
2. Ask learners to write out a shopping list for the recipe.
3. Hand out a food receipt that has the recipe ingredients of Chili Con Carne and a can of Chili Con Carne.
4. Write down the cost of each ingredient on their shopping list and total the cost for homemade chili. Compare the cost of the canned chili to the cost of the homemade recipe.

Literacy Stage 3

Activity 3

1. Hand out the [Chili Con Carne \(Imperial\)](#) or [\(Metric\)](#) recipe from *Now You're Cooking*. Have learners read it out loud. Discuss measures, cooking equipment and cooking terms.
2. Demonstrate each step of the recipe to the group. Have learners break into groups and make the recipe.
3. Hand out [Activity Sheet 2.7: Compare Homemade to Convenience](#). Ask learners to write down the ingredients, the cost of the ingredients, the time it took to make the recipe and the number of servings it made. Discuss findings as a group.
4. Compare the cost and taste of homemade chili to canned chili.


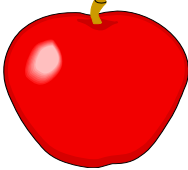





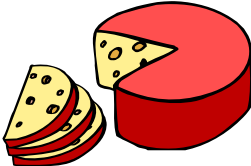
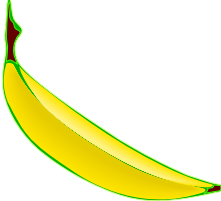


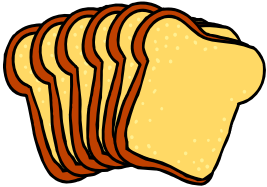
Balanced Supper

Pick the foods that would make a balanced supper. Write the name of the food under the picture.

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

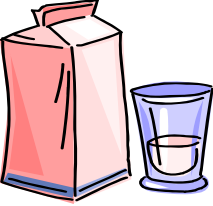
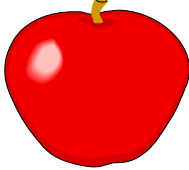
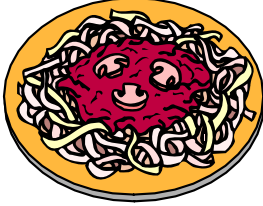


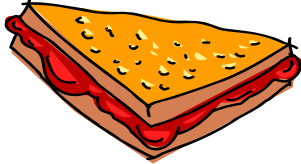
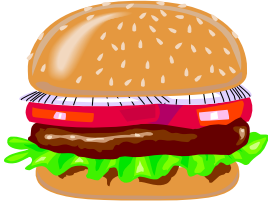

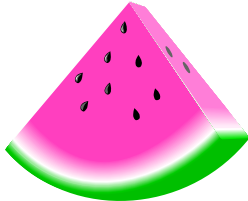


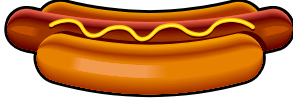
Balanced Breakfast

Circle the foods that would make a balanced breakfast. Write the name of the food under the picture.

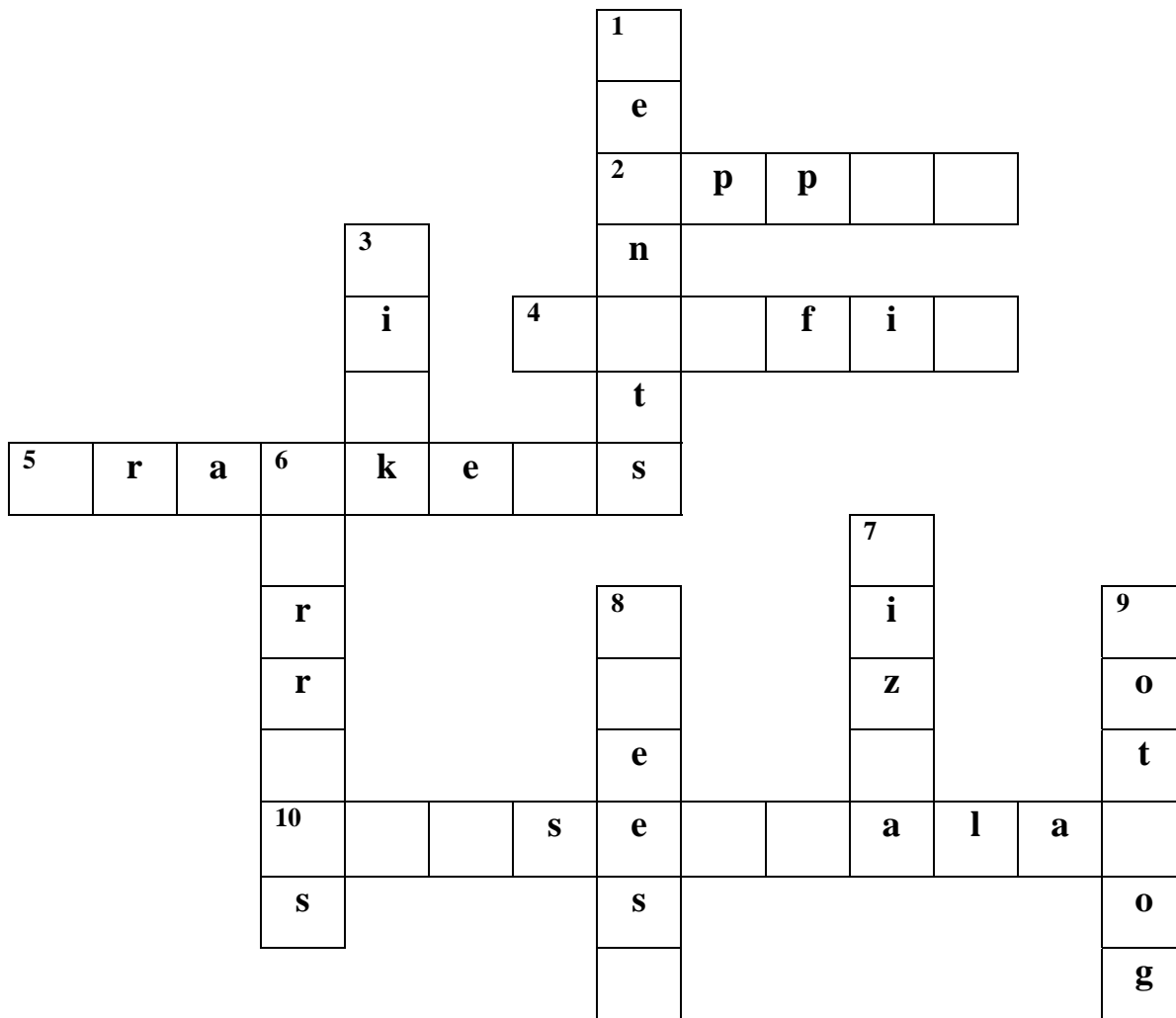
 _____	 _____	 _____
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Balanced Lunch

Circle the foods that would make a balanced lunch. Write the name of the food under the picture.

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

Healthy Snacks Crossword



Across

- 2. apple
- 4. muffin
- 5. crackers
- 10. tossed salad

Down

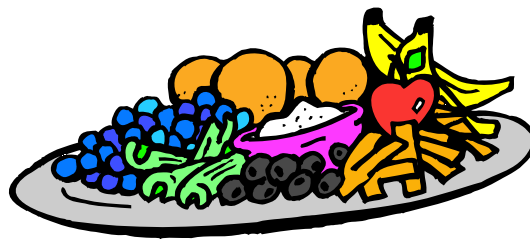
- 1. peanuts
- 3. milk
- 6. carrots
- 7. pizza
- 8. cheese
- 9. hot dog

Healthy Snacks Word Search

Find and circle each word below. Look across and down.

apple
carrots
cheese
cracker
hot dog

milk
muffin
peanuts
pizza
tossed salad



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

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

