

ESL LESSON: LEVEL3 (INTERMEDIATE)

HIF10/20 Lesson Plan 2

Course:	Unit:	Topic:	Approx. Time Frame
HIF10/20	Daily Living Skills	Healthy Eating	95 minutes
Lesson Title:			
Healthy Eating and Canada's Food Guide			
Learning Goals/ Big Ideas		Success Criteria of Lesson	
<ul style="list-style-type: none"> - I will learn what it means to have a healthy diet - I will learn about nutrients - I will learn about macronutrients and micronutrients - I will learn about carbohydrates, proteins, fats, vitamins, and minerals - I will learn about Canada's Food Guide - I will learn how to plan a meal according to Canada's Food Guide 		<ul style="list-style-type: none"> - I can list the benefits of a healthy diet - I can explain what nutrients are - I can define and give examples of what macronutrients and micronutrients are - I can explain the difference between carbohydrates, proteins, fats, vitamins, and minerals - I can identify some sources of carbohydrates, proteins, fats, vitamins, and minerals - I can plan a meal according to Canada's Food Guide 	
OVERALL Learning Expectation(s) for this lesson:			
<p>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods;</p> <p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills</p> <p>C3. Practical Skills: demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family</p> <p>D1. Personal Responsibilities: demonstrate an understanding of their responsibilities related to their personal well-being and that of their family and of how they can maintain their health and well-being;</p>			
SPECIFIC Expectations for this lesson			
<p>A2.2 locate and select information relevant to their investigations from a variety of primary sources (e.g., <i>informal interviews and surveys, observations, grocery bills</i>) and/or secondary sources (e.g., <i>textbooks, newspaper and magazine articles, websites, government reports</i>)</p> <p>A3.2 record and organize information and key ideas using various formats (e.g., <i>notes, graphic organizers, summaries, audio/visual/digital records</i>)</p> <p>A4.2 use terms relating to individual and family needs and resources correctly (e.g., <i>abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit</i>)</p> <p>C3.2 describe the elements of a healthy diet, and demonstrate the practical knowledge and skills required to prepare healthy meals and snacks (e.g., <i>the ability to plan varied, nutritious, and economical meals and snacks; an understanding of healthy cooking methods; an understanding of the guidelines in Canada's Food Guide, including the First Nations, Inuit, and Métis version and the translated versions of Canada's Food Guide; the ability to follow recipes and to interpret food labels; skills related to food presentation</i>)</p> <p>D1.1 identify strategies and resources that individuals can use to improve and/or maintain their personal health and well-being (e.g., <i>resources such as Canada's Food Guide and other Health Canada publications; strategies such as practicing good hygiene, exercising, spending time in nature, managing stress, choosing healthy foods, living within their means, fostering healthy relationships; avoiding unsafe practices such as drinking and driving, smoking, having unprotected sex</i>)</p>			

ASSESSMENT OF EXPECTATIONS	PRIOR LEARNING AND SKILLS
<p>Assessment for learning:</p> <ul style="list-style-type: none"> Students will have an opportunity to demonstrate what they know about “<i>what it means to eat healthy</i>” and “<i>why it is important to eat healthy</i>” during the Minds-on Google Jamboard diagnostic activity. Teacher will be able to check students’ prior knowledge on the subject and address any misconceptions they may have. <p>Assessment as learning:</p> <ul style="list-style-type: none"> Students will be able to demonstrate their understanding of the different foods included in the Canadian Food Guide by connecting the food categories to popular foods in their culture. Teacher will be able to check their understanding by assessing their completion of the worksheet “Thinking About Food in My Culture”. 	<p>Students have been introduced to PowerPoint lessons and various examples of notetaking types (Venn diagrams).</p> <p>Special Notes for ELL’s (e.g., adaptations, extension activities, ways to check for understanding, etc.)</p> <p>It is recommended to work through this lesson plan slowly.</p> <p>Teacher should encourage students to ask questions and pause between teaching new information to allow time for processing.</p> <p>It is recommended to create a word wall with the lesson terminology for this lesson. For further language development, teacher may ask the students to write sentences using the vocabulary terms and to practice their communication skills by sharing their sentences with a partner.</p> <p>Pre-teach how to use Google Jamboard application if you have not used it before with this class.</p>
Lesson Terminology(e.g. word walls, vocabulary list)	Materials, Supplies, Equipment Required for Lesson
<ul style="list-style-type: none"> Healthy diet Nutrients Macronutrients Micronutrients Carbohydrates Proteins Fats Water Vitamins Minerals 	<ul style="list-style-type: none"> Students will require a device to complete the Google Jamboard activities (Appendix A and D) <p>For the lesson:</p> <ul style="list-style-type: none"> Computer Projector PowerPoint lesson (Appendix B) Worksheet: Thinking About Food in my Culture (Appendix C) Worksheet/Google Jamboard Activity: Planning a Meal According to CFG (Appendix D)

TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS	MINUTES
MINDS ON / INPUT		
<ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning for ELLs 		
<p>Students will be asked to complete a Minds-On activity using Google Jamboard (Appendix A): https://jamboard.google.com/d/1_9NMZJ8ibLbig6wocYOHarfl-o1919uohnVRHpmKyFY/copy?usp=sharing</p> <p>Students may post their answers as text boxes, images, and on sticky notes in Google Jamboard.</p> <p>After students have finished posting their answers, the teacher will read their answers out loud.</p>	<p>Students will answer the questions:</p> <ul style="list-style-type: none"> What does it mean to eat healthy? Why is it important to eat healthy? <p>Students will be able to see their classmates’ answers and ideas on the Jamboard. They can use this as an opportunity to see what “healthy eating” means to other students, as well as why others believe it is important to eat healthy.</p>	15 minutes
ACTION / CONTENT		
<ul style="list-style-type: none"> Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning (guided > independent) 		
<p>Teacher will teach the PowerPoint lesson on “Healthy Eating and Canada’s Food Guide” (Appendix B).</p>	<p>Students are encouraged to take notes during the lesson.</p> <p>For students that are beginner level ELLs, the teacher can provide them with a copy of the notes (print the PPT slides in “Note” format with three slides a page. The teachers can write notes in their language beside). Alternatively, the teacher may provide a fill-in-the-blank version of the PPT notes.</p>	25 minutes

<p>After the teacher has finished teaching about Canada’s Food Guide, the teacher will introduce the worksheet titled “Thinking About Food in my Culture” (Appendix C).</p> <p>The instructions can be displayed on the projector screen by presenting slide 13 in the PowerPoint lesson (Appendix B).</p>	<p>In order to gain a deeper understanding of the categories of food found in Canada’s Food Guide and to make it relevant to their own lives, students will be required to connect the categories to foods that are popular in their culture.</p>	<p>30 minutes</p>
<p>CONSOLIDATION</p> <ul style="list-style-type: none"> ▪ <i>Providing opportunities for consolidation and reflection</i> ▪ <i>Helping students demonstrate what they have learned</i> 		
<p>Teacher will distribute the “Planning a Meal According to Canada’s Food Guide” activity.</p> <p>This can be done on paper (Appendix D)</p> <p>OR</p> <p>Digitally on Google Jamboard: https://jamboard.google.com/d/1ceHFgszdNW4WWTLGOyz-6Bf1z15yJd2Yd6gYobb0C6s/copy?usp=sharing</p> <p>It is strongly encouraged for the teacher to model planning a meal with the class. Together with the students, the teacher can plan a meal with the class that satisfies the recommendations outlined by Canada’s Food Guide.</p>	<p>Students will be required to demonstrate their understanding of Canada’s Food Guide by planning a meal of their own, using the “Planning a Meal According to Canada’s Food Guide” activity (Appendix D).</p> <p>In order to make this activity relevant to students’ lives, they are encouraged to include food from their own culture.</p> <p>Teacher can also add a practical component to this activity after the worksheet above is completed. The teacher can ask students to cook their meal or to locate items in the pantry that could be used to create the meal they have planned in the activity mentioned above.</p>	<p>25 minutes</p>
<p>Accommodations/Modifications</p>		<p>Follow-up or Extension Activities</p>
<ul style="list-style-type: none"> - PowerPoint lesson can be printed out and given to students that have difficulty with writing or have special learning needs - A digital version of the PowerPoint lesson can also be provided to the students so that they can translate the material on Google Translate - Students can observe the teacher, then work with a partner to create another meal, before finally planning a meal on their own. 	<ul style="list-style-type: none"> - For the “Thinking About Food in my Culture” worksheet (Appendix C), teachers could have students paste images of popular cultural foods in a collaborative Google Slides presentation or in Jamboard. The foods can be shared and discussed as a class. - For the “Thinking About Food in my Culture” worksheet (Appendix C), teachers can encourage communication by splitting students into pairs. Each pair can share what foods they have written down on their sheet and compare the similarities and differences between the foods that are eaten in their culture. - To encourage communication skills, the teacher can ask the students to present the meal they have planned according to Canada’s Food Guide, to the class - To challenge the students, the teacher may ask the students to plan a breakfast, lunch, and dinner according to the recommendations in CFG - Teachers could ask their students to research whether their home country has a food guide of its own. Students can complete a Venn diagram where they compare Canada’s Food Guide to their country’s food guide. - Teacher could create a Kahoot! quiz with the content from today’s lesson. Students can work individually or in pairs or teams to complete the quiz. 	

References

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- Szalay, J. (2017). What are carbohydrates? Retrieved from <https://www.livescience.com/51976-carbohydrates.html>

WHAT DOES IT MEAN TO EAT HEALTHY?

WHY IS IT IMPORTANT TO EAT HEALTHY?

Thinking About Food in My Culture

The Canada's Food Guide recommends that we drink water, and eat vegetables and fruit, protein, and whole grains every day. Think about what foods are popular to eat in your culture. Complete the chart below by writing two foods for each category.

Category	Names of Food (In my language)	Pictures of the Food	Names of Food (In English)	Choose <u>one</u> food item from each category. Write a sentence explaining how you could prepare or eat this food item in your culture.
Vegetables	• •		• •	
Fruit	• •		• •	
Protein	• •		• •	
Grains	• •		• •	

Planning a Meal According to Canada's Food Guide

Practice planning a meal from your culture according to the recommendations given by Canada's Food Guide. You can draw pictures, use words, or cut out pictures of foods from magazines to complete the plate below. When you are finished, the plate should represent a healthy meal according to Canada's Food Guide. Don't forget to label each category of the plate to show your understanding of Canada's Food Guide.

