

Access English Centre
Immigrant Centre Manitoba
FOR CONSUMERS: FOODS
Warm-up: "Potluck Party" Activity Plan
15 minutes
High Beginner/Intermediate Level

Facilitator Note: This is a warm-up activity that is a fun way for learners to interact with one another. This activity is a repetition game which requires good listening skills and improves memory.

Warm-up:

Materials: Facilitator needs: optional-word/picture cards
 Whiteboard and whiteboard markers

5 min.	<p>Procedure:</p> <p>Before you begin, write: "Potluck Party" on the whiteboard and write the sentence starter: I am bringing _____."</p> <p>Ask the whole group if they know what "Potluck Party" means. Brainstorm together. Point to the sentence starter, and instruct the participants to use this sentence.</p>
10 min.	<p>Have everyone seated together in a circle, facing each other.</p> <p>Introduction: The facilitator will explain the activity.</p> <ol style="list-style-type: none"> 1. Begin by saying, "I'm going <i>to have a potluck party</i>. I would like you to come. I would like you to bring some food to the party. I <i>am bringing</i> some chicken." 2. Turn to the person on the left and call his/her name. For example, "Aron, what are you bringing to the potluck party?" 3. Ex. <i>Aron</i>: I am bringing some chicken and chips. <i>Yan Ying</i> what are you bringing? <i>Yan Ying</i>: I am bringing some chicken, chips, and pop. <i>Semir</i>, what are you bringing? <i>Semir</i>: I am bringing some chicken, chips, pop, and rice. <i>Abbas</i>, what are you bringing? <i>Abbas</i>: I am bringing some chicken, chips, pop, rice, and rolls. <i>Harvinder</i>, what are you bringing? <i>Harvinder</i>: I am bringing some chicken, chips, pop, rice, roll, and a salad...etc. 4. Once the last participant has finished the list, then everyone repeats the whole list. <p>Extension Activity #1: Other topics could include:</p> <ul style="list-style-type: none"> • I'm going shopping; I'm going to buy a TV, etc. • I'm going grocery shopping; I'm going to buy some cereal..., etc. • I'm going on a picnic; I'm bringing some chicken, etc.

- I'm going to a garage sale; I'm going to buy a vase, etc.

Extension Activity #2: Other sentence starters could be written on the whiteboard:

Ex. *I am going to bring* some chicken."

Extension Activity #3: To make the activity more challenging for higher English levels, display cards to influence the choice that the learner is bringing.

Ex. Vegetable/meat/milk product/fast food

Note: This activity can also be tailored for lower levels of English by giving them more sentence starters or a dialogue card. After they have played it a number of times, it becomes easier and easier for the participants to do.

Access English Centre
Immigrant Centre Manitoba
"Grocery Shopping Budget" Work-out Activity Plan
35 minutes
High Beginner/ Intermediate Level

Facilitator Note: This activity gives participants an opportunity to interact with each other by sharing their ideas with one another. Participants ask each other questions based on viewing flyers.

Work-Out:

Materials: Participants need: paper and pens/pencils
Optional: Dialogue Cards
Facilitator needs: Whiteboard & markers
Food Flyers

5 min.	<p>Procedure: Introduction- <i>Before you begin:</i></p> <ol style="list-style-type: none"> 1. Pair the participants: Option #1: Instruct the participants to find a partner. Option #2- Partner the participants by instructing them to get into two's –male and female. Option #3- Give each participant a partner.
10 min.	<ol style="list-style-type: none"> 2. Write " Grocery Shopping" Activity on the whiteboard. 3. Instruct the participants that they have \$20.00 to buy groceries. Write \$20.00 on the whiteboard. Instruct the participants to look through the flyers and choose food items that will fit their budget. Optional: Ask the participants to come up with questions that they would like to find out from their peers. Write their responses on the whiteboard. Ex. What kind of food should I buy? Do you like_____? What is this? How much is this_____? What's on special? What's on sale?
20 min.	<ol style="list-style-type: none"> 4. The participants can use the paper and pencil to keep track of their expenses. 5. Explain the activity to the whole group. Demonstrate. <p><i>Activity:</i></p> <ol style="list-style-type: none"> 6. Instruct the participants to take some time to look at flyers. The participants ask

<p>15 min.</p>	<p>each other questions, Ex. "Do you like this.....?" Then the participants answer either "yes" or "no". Ex. Angela points to picture of a bag of rice and asks her partner, "Najma, do you like rice?" Najma answers, "Yes, I like rice." Angela answers, "How much is the rice?" Najma answers, "It is \$5.99." Angela answers, "We have \$14.01, left. What else should we buy?" etc.</p> <p>7. Afterwards, each pair will choose one person to share their findings with the whole group (whole class).</p> <p>8. The facilitator will instruct the participants that they have selected (picked out) food items from the food flyers and they have already gone to the supermarket. The participants will "role-play" that they have already bought the food items.</p> <p>9. Optional: Write the following prompts on the whiteboard: We bought _____, _____, and _____. We spent \$ _____. <ul style="list-style-type: none"> • For Intermediate level: the Facilitator can write the following prompts(omit step #8-have the participants discuss in future /future progressive tenses): We will buy _____, _____, and _____. We will be spending \$ _____. </p>
<p>10 min.</p>	<p>10. The facilitator can demonstrate: Ex. Angela: We bought the following items. A box of rice at \$5.99, a carton of milk at 2.99, a package of red lentils at 1.99, a bag of chips at \$2.00, a package of wild salmon at \$7.00. We spent \$19. 97.</p> <p>11. The facilitator will circulate among the groups and help in clarifying vocabulary of food items (ex. <i>bag</i> of rice, <i>carton</i> of milk, etc.).</p> <p>12. Question Period: The facilitator can pose questions to the whole group based on the presentation of each pair.</p> <p>Ex. Which group stayed within budget and spent all of \$20.00? Which group spent more than \$20.00? Which group chose the most "junk food"? Which group chose healthy foods? etc.</p> <p>*For higher levels, participants can pose their own questions to the whole group.</p> <p>*Alternative Activity #1: Use different flyers such as electronics/furniture flyers ex. Brick or Best Buy flyers and increase the budget (Ex. \$300.00)</p> <p>** Alternative Activity #2: Participants can use dialogue cards to help them in their conversations with one another.</p> <p>*** Alternative Activity #3: Use actual food containers, jars, and boxes and label them with different prices.</p> <p>Note: If the participants are unsure of any vocabulary, be ready to explain the word.(Ex. "junk food")</p>

SHOPPING DIALOGUE CARD

SHOPPER #1: Let's look in the flyer together.

SHOPPER #2: What's on sale?

SHOPPER #1: Let's have a look. (The "shoppers" look through the food flyer together.)

SHOPPER #1: Do you like _____?

SHOPPER #2: Yes, I like _____. or No, I do not like _____.

SHOPPER #1: How much is _____?

SHOPPER #2: It is \$ _____.

SHOPPER #1: We have \$ _____ left. What else should you buy?

SHOPPER #2: What's on special?

SHOPPER #1: Look, _____ is on special.

(Continue with the shopping dialogue until you have spent \$20.00.)

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Cool-Down: "My Favourite Food" Activity Plan
15 minutes
High Beginner/Intermediate Level

Facilitator Note: This cool-down activity is a fun way for participants to interact with one another. This activity allows them to share their ideas on their favourite foods.

Cool-Down:

Materials: Participants need: different lengths of string/ yarn
 Facilitator needs: optional-word/picture cards
 Whiteboard and whiteboard markers

5 min.	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Before you begin, write: "My Favourite Food" on the whiteboard. Optional: Write the sentence starter: My favourite food is _____. I eat _____ for breakfast/lunch/dinner...." 2. Give each person a piece of string. (Please remember each person's string is a different length). <p>Optional: Have everyone seated together in a circle, facing each other or they sit at their tables but have the participants stand-up when speaking.</p> <p>Introduction: The facilitator will explain the activity. Each participant will talk about his/her favourite food while wrapping the string around his /her finger. When the string is fully wrapped around his/her finger. The participant's story is done. Then, the next person begins telling about his/her favourite food.</p>
10 min.	<ol style="list-style-type: none"> 3. Demonstrate by saying, "My favourite food is spaghetti. I like to eat spaghetti for lunch or dinner. I like spaghetti with meatballs...." Keep talking until the string is fully wrapped around your finger. Ask a volunteer to start or ask the participant who answers your question to begin. 4. In between the speakers, the facilitator will pose questions to the whole group to review each speaker's favourite food choices. Ex. Facilitator: "What is my favourite food?" Jean: "Spaghetti and meatballs" Jean starts wrapping the string around her finger and tells her story, "My favourite food is rice and black beans. I cook it for supper." Jean stops (<i>Her string is very short.</i>)

Facilitator: When does Jean eat rice and black beans?

Jing Shan: "For supper" Jing Shan starts wrapping his string around his finger and tells his story, "My favourite meal is oatmeal with raisins and warm milk. I eat it for breakfast every morning. It is nice to eat on cold days like today. I also like to add dried cranberries to it..."

5. Once the last participant has finished the list, the facilitator can pose review questions to the whole group: Whose favourite food is rice? The participants answer the questions. For higher levels, have the participants ask the whole group questions.

Extension Activity #1: To make the activity more challenging for higher English levels, display cards to influence the favourite food of each participant.

Ex. Vegetable/meat/milk product/fast food

Note: This cool-down activity could also be done as a warm-up activity. It can be tailored to be used at all levels. For Beginner levels, more sentence starters or dialogue cards could be used. For more advanced levels, more descriptive words can be used (Ex. use of adjectives-mouth-watering, homemade, etc.)