

### OALCF Task Cover Sheet

**Task Title:** Keep Track of What You Eat

<b>Learner Name:</b>	
<b>Date Started:</b> _____ <b>Date Completed:</b> _____	
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ___ Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ✓	
<b>Task Description:</b> The learner will use a copy of <i>My Food Guide Servings Tracker</i> to keep track of all of the foods and drinks they consume in one day. The learner will then compare what they consumed with the recommendations from <i>Eating Well with Canada's Food Guide</i> .	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information C: Understand and Use Numbers	<b>Task Group(s):</b> A1: Read continuous text A2: Interpret documents B3: Complete and create documents C4: Manage data
<b>Level Indicators:</b> A1.2: Read texts to locate and connect ideas and information A2.2: Interpret simple documents to locate and connect information B3.2a: Use layout to determine where to make entries in simple documents C4.2: Make low-level inferences to organize, make summary calculations and represent data	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• <i>My Food Guide Servings Tracker</i> (Google "My Food Guide Servings Tracker" , select appropriate guide according to age range and sex of learner , and print off a PDF copy for learner)</li> <li>• <i>Canada's Food Guide</i> should also be printed off to give the learner a better background understanding of food groups. (Google "Eating Well with Canada's Food Guide". Then download the PDF version and print a copy for the learner. You may also order print copies from Health Canada.)</li> <li>• Pencil or Pen</li> </ul>	

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**Learner Information and Tasks:**

Making wise food choices includes thinking about the amount and type of food that you eat each day. Following the recommended number of food guide servings and the tips in *Canada's Food Guide* can help you make healthy food choices.

Using a simple menu tracker, such as *My Food Guide Servings Tracker*, is one way to help keep track of the foods you eat. This form can be helpful as you start using *Eating Well with Canada's Food Guide*, to let you know if you are making wise eating choices.

For these tasks you will track what you eat and drink for one day and compare that to the recommendations of *Eating Well with Canada's Food Guide*.

- Task 1:** Using the *My Food Guide Servings Tracker*, write down all the foods and drinks you consume for at least one day. Write down the amount and type of food and drinks you eat at every meal and for snacks. Make sure you check the amounts you eat to the suggested serving sizes.
- Task 2:** At the end of the day, on page 1 of the tracker, check a box in the appropriate food groups for each serving of that group you consumed.
- Task 3:** Compare your servings per day to those recommended by *Eating Well with Canada's Food Guide*.
- Task 4:** Using the list on the right side of the *My Food Guide Servings Tracker*, check off two actions you can take to improve to improve your eating/drinking habits.

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**Answer Key**

Answers to all tasks will vary.

- Task 1:** The learner should be able to find the required information on serving sizes and appropriate numbers of servings within the documents provided. The learner should be able to compare amounts of food/drinks consumed with suggested serving sizes. The learner should also be able to make the appropriate entries into the *My Food Guide Servings Tracker*.
- Task 2:** The learner should be able to summarize the information for each food group, from page two of *My Food Guide Servings Tracker* onto page 1.
- Task 3:** The learner should be able to compare the results on the *My Food Guide Servings Tracker* with the recommendations in *Eating Well with Canada's Food Guide*.
- Task 4:** The learner should be able to choose two things to do to improve their eating habits and check them off in the right section of the *My Food Guide Servings Tracker*.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> <li>Makes connections between sentences and between paragraphs in a single text</li> </ul>			
	<ul style="list-style-type: none"> <li>Scans text to locate information</li> </ul>			
	<ul style="list-style-type: none"> <li>Makes low-level inferences</li> </ul>			
A2.2	<ul style="list-style-type: none"> <li>Performs limited searches using one or two search criteria</li> </ul>			
	<ul style="list-style-type: none"> <li>Extracts information from tables and forms</li> </ul>			
	<ul style="list-style-type: none"> <li>Uses layout to locate information</li> </ul>			
	<ul style="list-style-type: none"> <li>Makes connections between parts of documents</li> </ul>			
	<ul style="list-style-type: none"> <li>Makes low-level inferences</li> </ul>			
B3.2a	<ul style="list-style-type: none"> <li>Uses layout to determine where to make entries</li> </ul>			
	<ul style="list-style-type: none"> <li>Begins to make some inferences to decide what information is needed, where and how to enter the information</li> </ul>			
	<ul style="list-style-type: none"> <li>Makes entries using a limited range of vocabulary</li> </ul>			
C4.2	<ul style="list-style-type: none"> <li>calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li> </ul>			
	<ul style="list-style-type: none"> <li>understands and uses ratio and proportion</li> </ul>			
	<ul style="list-style-type: none"> <li>makes estimates</li> </ul>			
	<ul style="list-style-type: none"> <li>interprets rates (e.g. crime rates) and ratios (e.g. shots-on-net to goals)</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature