





Nutrition Education for ESL Programs

LEVEL: **BEGINNING HIGH**



Nutrition Standard	Key message #1: Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, at school and in the home.
Content Objective	Students will be able to prepare quick and easy, healthy meals to eat "on the run" or take with them.
Behavior Change Objective	Students will try one or more of the shared tips at home and share tips with others.
Language Objective	Students will be able to listen for and share specific information.
Instructional Approach	Information Gap
Class Length	3 hours 
Topic	Food 






NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(NOTE: The following background information is intended for teachers only. It is not to be used as a lecture for students. Research shows that nutrition education that is skill based is more effective than knowledge-based instruction and is more likely to lead to behavior change.)

Key message #1: Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, school and in the home.

Objective 1.2 Students will be able to prepare quick and easy, healthy meals to eat “on the run” or take with them.

Warm up background material: Fat and sugar in various morning foods:

	Fat	Sugar	Price
 Hard-cooked egg	1 teaspoon	0	\$.13
 Glazed donut	3 teaspoons	4 teaspoons	\$.69
 flour tortilla with 1/4 cup fat-free refried beans	1 teaspoon	1/4 teaspoon	\$.18

Here are some points nutritionists would like to emphasize about morning foods. (The term morning foods is used purposefully because not all cultures have breakfast.) There is no need for the teacher to instruct on these points directly, but they are important points to include in discussion.

Not all cultures have a “breakfast meal.” The purpose of this objective is to reinforce the notion that the body needs energy from food in the morning.

It is better to eat something rather than nothing in the morning, but healthy food is preferable.

It is difficult for people to think and focus their attention if they are hungry.

Encourage eating from more than one food group. (See ‘Inside the Pyramid’ for information on all of the Food Groups:

<http://www.mypyramid.gov/pyramid/index.html>

Different food groups provide different nutrients. Examples:

- toast = 1 food group
- toast and fruit = 2 food groups
- toast, peanut butter and fruit = 3 food groups

It is better to eat healthy ethnic foods or non-traditional morning foods than to eat high sugar and high fat breakfast foods. For example, rice left over from the previous day is healthier than a doughnut.

The likelihood of motivating behavior change is greater if solutions come from the students themselves.

The tips in this lesson came from Hispanic students in California participating in round table discussions with a nutritional researcher.



It is expected that students will deduce some or all of these points about good nutrition based on examples from the 10 Tips List without direct explanation by the teacher. Students can demonstrate their awareness by coming up with their own nutritious examples in the application activity.

Key Word Search: *quick and easy healthy snacks/meals*

Websites for more information(2008)

American Heart Association Delicious Meals: <http://www.deliciousdecisions.org/>

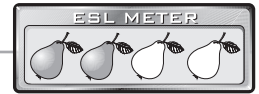
Quick and Easy Meal Ideas: Dairy Council of America:
<http://www.mealsmatter.org/RecipesAndMeals/QuickMeals/index.aspx>

USDA Nutrition Information (offers a wide range of information, resources and material): <http://www.nutrition.gov/>

'Inside the Pyramid' for information on all of the Food Groups:
<http://www.mypyramid.gov/pyramid/index.html>



LESSON PLAN



Beginning High

Warm up /Review (20-30 min.)

1. Show Transparency #1, Morning Foods From Around the World.

- Talk about the morning foods in Korea and Russia. Show the countries on a map.
- Use a picture dictionary and other visuals to assist students in identifying foods.
- Write student answers on the transparency on the foods they eat in the morning under For You.
- Be sensitive to cultural diversity by including more than typical American foods.

Introduction (30 min.)

- 1. Set up health connection** by asking students a series of questions,
 - “Do you eat in the morning? Some will probably say no.
 - “What do you eat?”
 - “Why is it important to eat in the morning?” Energy, so you don’t get sleepy, so you can think, etc.
 - If not brought up, comment that it’s often difficult to find the time to eat.
 - Ask students, “Are you busy in the morning” “What do you do in the morning?”
- 2. Tell students the objective of the day**, “Today we will talk about eating healthy food in the morning when we don’t have much time.”

Transparency #1

Morning Foods From Around the World

Here are examples of morning foods in 2 countries. Talk about the different foods. Share some of the morning foods you eat. The teacher will write your breakfast foods under For You.

<u>Korea</u>	<u>Russia</u>	<u>For You</u>
rice	tea	
soup	bread and butter	
kimchi*	cheese	
fish	kasha*	
meat	fish	
vegetables	ham	
fruit	eggs	

***Kimchi** is a vegetable dish, usually with cabbage, red pepper, garlic, green onion and ginger.

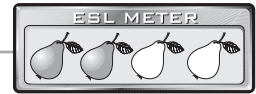
***Kasha** is cooked cereal with milk, sugar and/or butter.

MATERIALS

Transparency# 1: “Morning Foods From Around the World”



LESSON PLAN



Beginning High

Presentation (20-30 min.)

1. Dynamite Demo:

Tell students you're going to demonstrate some tips for quick and easy healthy foods.

(Model safe food handling by using plastic kitchen gloves while doing the demonstration.)

- Spoon some low fat yogurt in a glass, add non-fat milk, stir and drink.
- Put fruit and yogurt in a blender. (this is a popular drink in Hispanic cultures - "Smoothie"). Blend drinks and put in different colored cups for each family member. Bring small cups so each student can sample the drink.
- Mix almonds, raisins or other dried fruit, sunflower seeds, etc with a typical flake cereal and show students how to store it in a large container.

2. Ask students to share their ideas, what do they eat in the morning when they are very busy? What healthy foods do they prepare for their children before school?

3. Introduce the Information Gap practice activity

- Hold up a copy of **Worksheet #1A**. Tell the class: Here is a paper with some tips, good ideas, to help busy people.
- **Give students** some of the **background** they may find interesting about this information:
The nutritionists talked to Hispanic adult students in Los Angeles and Sacramento about ways to help busy people eat healthy foods. You are going to read and share their tips (ideas) with each other.
- **Project transparencies of Worksheets #1A and #1B.**
- **Clarify any vocabulary** that is new for the class.

Worksheet #1A

Student A 10 Tips for Morning Foods

Directions: Read #1 to your partner slowly. Your partner will fill in the missing (underlined> words.

#1.

1. Eat food from yesterday for breakfast. For example, eat leftover rice with vegetables from lunch, or eat leftover meat from dinner.
2. Drink your breakfast. Add milk to yogurt and drink in a glass, or put a lot of milk in hot cereal to drink in a cup.
3. Have foods that are quick to make, for example, cereal and milk, some fruit, and toast.
4. Cut raw fruits and vegetables (apples, carrots). Put them in plastic bags in the refrigerator.
5. Ask your family to help.

Now listen to your partner and write the words.

#2. Quick and Easy Foods

6. Put blender _____ in the refrigerator at _____. Use different color _____ for each person in the family.
7. Make food the night _____. For example, _____ a tortilla with _____ and vegetables in the refrigerator. Heat in the microwave in the _____.
8. Make food for the _____. For example, make _____ cooked _____ and put _____ in the refrigerator.
9. Make _____ food. For example, make _____ hot cereal with _____ and dried fruit. _____ in the microwave in the morning.
10. Get up _____ so you have _____ to eat.

Worksheet #1B

Student B 10 Tips for Morning Foods

Directions: Listen to your partner and write the missing words. Ask questions if you don't understand. Don't copy!

#1.

1. _____ food from _____ for breakfast. For example, eat leftover _____ with vegetables from _____, or eat leftover meat from _____.
2. _____ your breakfast. Add _____ to yogurt and drink in a glass, or put _____ milk in _____ cereal to drink in a cup.
3. Have foods that are _____ to _____, for example, cereal and milk, some _____ and toast.
4. _____ raw fruits and vegetables (apples, carrots). Put them in plastic _____ in the refrigerator.
5. _____ your family to _____.

Now, read #2 slowly to your partner. Your partner will write.

#2.

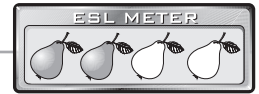
6. Put blender drinks in the refrigerator at night. Use different color cups for each person in the family.
7. Make food the night before. For example, put a tortilla with beans and vegetables in the refrigerator. Heat in the microwave in the morning.
8. Make food for the week. For example, make hard cooked eggs and put them in the refrigerator.
9. Make extra food. For example, make a lot of hot cereal with nuts, and dried fruit. Reheat in the microwave in the morning.
10. Get up early so you have time to eat.

MATERIALS

Plastic gloves, low fat yogurt, non-fat milk, seasonal fruit, blender, colored cups, trail mix, cereal
Transparencies of Worksheets #1A and #1B



LESSON PLAN





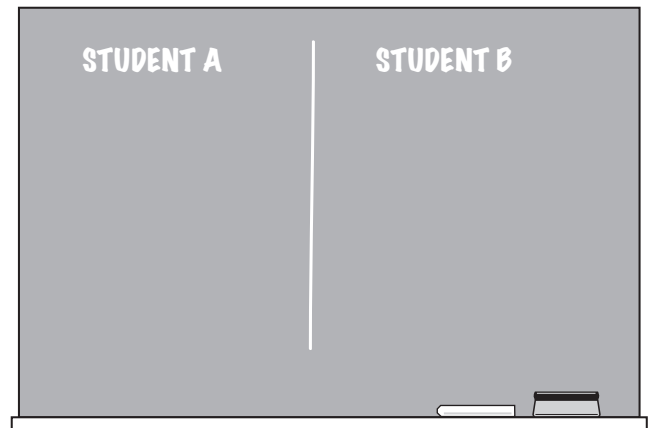
Beginning High

Presentation (cont.)

3. Model the Information Gap activity.

- Write sample A/B cloze sentences on the board, (see example below) to demonstrate how to do an information gap activity.

Student A	Student B
1. Eat a pear. 	1. Eat a _____.
2. _____ some orange juice.	2. Drink some orange juice. 



- **Call on** an extroverted **student to model the exercise with you.** Ask this student to come up to the board to be Student B while you are Student A.
- Put a file folder or some other barrier between the two of you.
- **Quiz the class about the task** before you begin the demo.

Ask: "Who has the answer for #1?" Students should answer, "A."

Ask, "Who has a blank for #1?" (They should answer, "B.")

Ask, "Who speaks for #1?" (They should answer, "A.")

Ask, "Who listens and writes?" (They should answer, "B." And so on.)

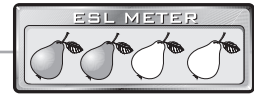
- Do the **demo with the student volunteer.**
- Remove the barrier and check the answers.
- Applaud the student volunteer for not copying, even if the student has some mistakes. Explain how important not copying is in this activity. Sharing information without copying practices language skills.

MATERIALS

None



LESSON PLAN



Beginning High

Practice #1 (30 min.) 

1. **Group students in pairs,**
 - **Assign a letter to pairs.** Ask the A's to raise their hands and then the B's.
 - Put a file folder or other type of barrier between the two students.
2. **Distribute Worksheet #1A to the "A" students and #1B to the "B" students.**
3. Instruct students **"A" to begin reading** while **"B's" write** the missing words. Students take turns until all the tips are shared.
4. Circulate and **monitor pairs.**
5. Pairs **remove barrier** when finished and self-correct for accuracy.
6. Go over all tips and explain.

Worksheet #1A

Student A 10 Tips for Morning Foods

Directions: Read #1 to your partner slowly. Your partner will fill in the missing (underlined> words.

#1.

1. Eat food from yesterday for breakfast. For example, eat leftover rice with vegetables from lunch, or eat leftover meat from dinner.
2. Drink your breakfast. Add milk to yogurt and drink in a glass, or put a lot of milk in hot cereal to drink in a cup.
3. Have foods that are quick to make, for example, cereal and milk, some fruit, and toast.
4. Cut raw fruits and vegetables (apples, carrots). Put them in plastic bags in the refrigerator.
5. Ask your family to help.

Now listen to your partner and write the words.

#2. Quick and Easy Foods

6. Put blender _____ in the refrigerator at _____. Use different color _____ for each person in the family.
7. Make food the night _____. For example, _____ a tortilla with _____ and vegetables in the refrigerator. Heat in the microwave in the _____.
8. Make food for the _____ and put _____ in the refrigerator. Cooked _____ and put _____ in the refrigerator.
9. Make _____ food. For example, make _____ hot cereal with _____ and dried fruit. _____ in the microwave in the morning.
10. Get up _____ so you have _____ to eat.

Worksheet #1B

Student B 10 Tips for Morning Foods

Directions: Listen to your partner and write the missing words. Ask questions if you don't understand. Don't copy!

#1.

1. _____ food from _____ for breakfast. For example, eat leftover _____ with vegetables from _____ or eat leftover meat from _____.
2. _____ your breakfast. Add _____ to yogurt and drink in a glass, or put _____ milk in _____ cereal to drink in a cup.
3. Have foods that are _____ to _____, for example, cereal and milk, some _____ and toast.
4. _____ raw fruits and vegetables (apples, carrots). Put them in plastic _____ in the refrigerator.
5. _____ your family to _____.

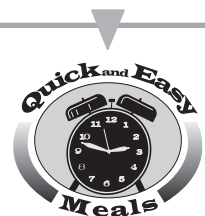
Now, read #2 slowly to your partner. Your partner will write.

#2.

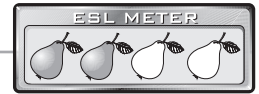
6. Put blender drinks in the refrigerator at night. Use different color cups for each person in the family.
7. Make food the night before. For example, put a tortilla with beans and vegetables in the refrigerator. Heat in the microwave in the morning.
8. Make food for the week. For example, make hard cooked eggs and put them in the refrigerator.
9. Make extra food. For example, make a lot of hot cereal with nuts and dried fruit. Reheat in the microwave in the morning.
10. Get up early so you have time to eat.

MATERIALS

Worksheet #1A, Worksheet #1B



LESSON PLAN



Beginning High

Assessment: (30 min.)

1. Distribute “Quiz,” Worksheet #2.
2. Dictate sentences 1-3 from the answer key while students fill in the blanks for **part A** of the quiz.
3. Have students fill in the **part B** of the quiz. (cloze exercise).
4. Have students **exchange papers**. Use a **transparency of quiz** and elicit correct answers from the students. **Students** write the **correct** answers for their partner.

Rubric and Scoring Scale:

Task	Scoring Scale
Fill in the blanks with the correct words as teacher reads script aloud.	Each correctly filled-in blank = 1 point
Fill in the blanks with the correct words chosen from a word bank.	Total points possible: 25 Points needed to pass: 20 (80 % accuracy)

Worksheet #2

Quiz: Quick and Easy Healthy Morning Meals

Listen to your teacher. Fill in the missing words.

1. Eat food from _____ in the morning. For example, eat leftover _____ with vegetables from _____, or eat leftover meat from _____.
2. _____ your breakfast. Add milk to yogurt and drink it in a _____, or put milk in hot cereal and drink it in a _____.
3. _____ raw _____ and vegetables. _____ them in plastic _____ in the refrigerator.

Fill in the blanks. Use these words:

eggs	time	drinks	family	colors
microwave	early	extra	cereal	
night	reheat	help	easy	

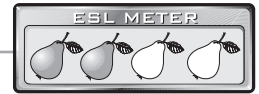
4. Have foods that are _____ to make, for example, cereal and milk, some fruit and toast.
5. Ask your _____ to _____.
6. Put blender _____ in the refrigerator the night before in cups of different _____ for each person in the family.
7. Make food the _____ before. For example, put leftover rice and vegetables in the refrigerator after dinner. _____ them in the microwave in the morning.
8. Make food for the week. For example, make many hard cooked _____ and keep them in the refrigerator for a quick meal.
9. Make _____ food. For example, make a lot of hot _____ with nuts and dried fruit. Reheat in the _____ in the morning.
10. Get up _____ so you have _____ to eat.

MATERIALS

Transparency/Worksheet #2, Quiz




LESSON PLAN



Beginning High

Application (30 min.)

- Project a transparency of Answer Key, "10 Tips for Morning Foods."** 
- Prepare students for a **group discussion by posing questions:**
 - Do you use some of the tips on this list in your home?
 - Do you have some other foods you think are quick and healthy for morning?
 - Do you have some other tips from your family?
- Tell students to **sit in groups of 3 or 4** and talk about other tips.
- Have a **writer** in the group **make a list of their tips.**
- Have a **reporter share the tips** with the whole class.
- Record all the class' tips** on a **tear sheet.**
- Allow **students to copy new tips from the tear sheet** the on the back of Worksheet #1A and #1B.
- Have students **put a check (✓) next to the ideas they already do** at home, on both sides of the paper.
- Ask them to **circle two or three of the tips to try at home** that week.
- Distribute** students' **"My Nutrition Journal"** and open to **Quick and Easy Healthy Meals** or Worksheet #3 Journal.
 - Explain that they will try some of the tips from the lesson and from other students at home.
 - Direct students to **copy the three tips they circled** on Worksheet #1A or #1B that they want to try at home.
- Have students **share** results with class **one week later** as a Warm-up/Review activity and complete "My Report" section of the Journal.

Worksheet #1A and 1B
Answer Key

10 Tips for Morning Foods
(The ideas are from adult students in Los Angeles and in Sacramento.)

Part A

- Eat food from yesterday for breakfast. For example, eat leftover rice with vegetables from lunch, or eat leftover meat from dinner.
- Drink your breakfast. Add milk to yogurt and drink in a glass, or put a lot of milk in hot cereal to drink in a cup.
- Have foods that are quick to make - for example, cereal and milk, some fruit and toast.
- Cut raw fruits and vegetables (apples, carrots). Put them in plastic bags in the refrigerator.
- Ask your family to help.

Part B

- Put blender drinks in the refrigerator at night. Use different color cups for each person in the family.
- Make food the night before. For example, put a tortilla with beans and vegetables in the refrigerator. Heat in the microwave in the morning.
- Make food for the week. For example, make hard cooked eggs and put them in the refrigerator.
- Make extra food. For example, make a lot of hot cereal with nuts and dried fruit. Reheat in the microwave in the morning.
- Get up early so you have time to eat.

Worksheet #3
Journal

My Goal: I want to try _____ tips for quick and easy healthy meals for my family or myself.

Directions:

- Talk with your group and write three new "Tips".
- Try the "Tips" at home.
- Do your Report
- Talk to a partner.

New tip for quick and easy healthy meal	I tried it	My family/I liked it:		
		No	Some	Yes
1. _____	Date: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. _____	Date: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. _____	Date: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MY REPORT _____ **DATE:** _____

- I tried _____ tips for quick and healthy meals.
- The best tip for my family was: _____
- The tip I will try again is: _____
- The tip I will not try again is: _____ because _____

MATERIALS

Tear sheet to record new tips, Transparency of Answer Key, Nutrition Journal or Worksheet #3.



LESSON PLAN



Beginning High

Additional Activities:

These activities can be used as supplemental activities on days following the lesson to practice the language taught in this lesson and increase the likelihood of behavior change by keeping students aware of the importance of eating healthy food in the morning before going to school or work.

Grammar Practice #1

1. Project the transparency Additional Activity #1 “How Often...? Always, Sometimes, Never”.



- **Remind students that it is important to eat something before work or school** because the body needs energy to think and pay attention. Eating anything is better than not eating. Eating something healthy is best.
- Quickly **brainstorm a list of quick, easy and healthy foods** to eat in the morning, e.g. leftovers from dinner, fruit, yogurt, smoothies, cereal, bread, nuts, hard cooked eggs. Use **food visuals** to include **ethnic foods**.

2. Model the chart activity.

- Ask “How often do you drink coffee in the morning?”
- Ask the students to stand who answer “always.”
- Write their names in the box labeled “Always.”
- Continue for the boxes “Sometimes” and “Never.”
- Lead students in making statements using the information in the chart, e.g. *Juan, Toby and Maria always drink coffee in the morning.* And “How often do Maria, Juan and Toby drink coffee?”

Additional Activity #1

(Optional Additional Grammar Practice 1)

How Often...? Always, Sometimes, Never

For example: How often do you drink coffee in the morning?
How often do you eat bread in the morning?

How often...?	Always	Sometimes	Never
coffee			
bread			
rice			
leftovers			
donuts			
cheese			
fruit			

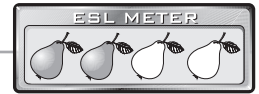
Talk to a partner.
Use the chart to say who eats quick and easy, healthy morning meals.

MATERIALS

Additional Activity #1



LESSON PLAN



Beginning High

Grammar Practice 1 (Cont.)

- After filling the chart as a whole class activity, direct students to practice by talking to a partner.
- Make the distinction between what are healthy morning choices on the chart and less healthy choices.

**Grammar Practice 2:
Student Survey**

1. **Pass out the survey Additional Activity #2.**
2. **Go over the directions. Clarify** any unfamiliar **vocabulary**.
 - Have students talk to 10 classmates, asking each classmate a different question.
 - Write the first name of the student in the third column (show a transparency as an example.)
 - Write the student’s answer in the second column.
3. **Model** the activity with 1 student.
4. After the oral survey, allow time for **students to write 3** statements using information in the chart.
5. Call on **volunteers** to **read** the statements.

Additional Activity #2

Student Survey:

Directions: Talk to 10 people. Ask a different question to each person. Write the answer and the person’s name. Then, answer the question the person asks you. Use *always*, *sometimes*, *never* for answers. Then stand up and move around to ask the next person. Remember to be polite and ask polite questions when you don’t understand.

Student Survey

Question	Answer (always, sometimes, never)	First Name
1. How often do you get up early?	Sometimes	Maria
2. How often are you too busy to cook?		
3. How often do you eat something in the morning?		
4. How often are you not hungry in the morning?		
5. How often do you cook in the morning?		
<i>(Questions 6-10 are in the morning or later.)</i>		
6. How often do you make food for your family?		
7. How often do you use a microwave?		
8. How often do you use a blender?		
9. How often do you use a toaster?		
10. How often do you eat leftovers?		

Write three sentences from the chart.
Example: Maria sometimes gets up early.

- 1.
- 2.
- 3.

MATERIALS

Additional Activity #2, "Student Survey"

