





# Nutrition Education for ESL Programs

**LEVEL: BEGINNING HIGH**



<b>Nutrition Standard</b>	Key Message #2: Students will continue to eat, or add, fruits and vegetables to their diets to equal USDA recommendations.
Content Objective	2.2 Students will be able to make progress towards a goal for healthy eating, as defined by the USDA
Behavior Change Objective	Students will evaluate the number of fruits and vegetables eaten daily and add more if necessary.
Language Objective	Students will be able to listen for specific information. Students will be able to ask for clarification when listening to someone speak.
Instructional Approach	Focused Listening
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 shared with students. Research shows that nutrition education that is skill-based is more effective than knowledge-based instruction and is more likely to lead to changes in behavior.)

**Key Message #2:** Students will continue to eat, or add, fruits and vegetables to their diets to equal USDA recommendations.

**Objective 2.3** Students will be able to make progress towards a goal for healthy eating as defined by the USDA, by using strategies to estimate amounts of fruits and vegetables eaten daily.

One goal of the **Network for a Healthy California (Network)** is to encourage everyone to eat the recommended number of cups of fruits and vegetables daily per the Dietary Guidelines for Americans and MyPyramid. Research shows that a diet rich in fruits and vegetables may help reduce the risk of many chronic diseases and thus is healthy. Most fruits and vegetables contain Vitamins A, E, and C, which are anti-oxidants, and may help prevent cancer and heart disease.

The 2005 Dietary Guidelines for Americans and the USDA MyPyramid food guidance system are based on consumers needing varying amounts of food based on their age, gender and activity level. In contrast to the previous food guide pyramid, MyPyramid uses "cups", not "servings" for fruit and vegetable recommendations. To find out exactly how many cups of fruit and vegetables an individual needs every day for good health, go to 'Inside the Food Pyramid' <http://www.mypyramid.gov/pyramid/index.html> and click on Vegetables and Fruits. For this lesson, the recommended minimum cups of fruits and vegetables to be eaten daily is five (5), which is an average for ages 19-30 years old, both sexes, and all activity levels.

Statewide research conducted with ESL students by the Network shows that many low-income Latino immigrants come to this country with healthy food traditions that may include plenty of fruits and vegetables. However, with time, their diets (or the diet of their children) become less healthy as they acculturate to living in the United States. Therefore, students need to be encouraged to retain the healthy habits they bring to this country. Those with less healthy habits should to be encouraged to make simple changes to maintain or achieve good health. In doing so, food should not be portrayed as "good" or "bad." Rather reference can be made to "more healthy" choices. ESL instructors play an important role in the acculturation process. The current typical American diet is not a particularly healthy model (e.g., "fast food" that is highly processed, and also high in fat, salt and sugar). This lesson encourages students to share the healthy aspects of their traditional meals and limit foods that are popular but less healthy.

The results of the Network research also indicated that students did not respond to an academic approach to nutrition education. It is more effective to teach practical ways to change behavior and make it easy to attain. The concepts of servings or cups in a beginning ESL class can be overwhelming (e.g., a small banana is ½ cup, a large banana is one cup; 32 seedless grapes is one cup). Instead of focusing on measuring, estimating and counting cups, the message of this lesson is simple: maintain recommended consumption or add more fruits or vegetables if needed. Refer students to [www.mypyramid.gov](http://www.mypyramid.gov) website for their individual recommendations. Note the site can be read in Spanish once it is accessed. Other languages are not available.



**Key Word Search:** *adding fruits and vegetables; USDA Guidelines*

**Websites for more information (2008)**

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

MyPyramid: [www.mypyramid.gov](http://www.mypyramid.gov).

'Inside the Food Pyramid' <http://www.mypyramid.gov/pyramid/index.html>

CDC: Get Smart with Fruits and Veggies:  
<http://www.cdc.gov/Features/FruitsAndVeggies/>

Network for a Healthy California/Champions for Change  
<http://www.cachampionsforchange.net/en/index.php>

USDA Guidelines: [www.healthierus.gov/dietaryguidelines](http://www.healthierus.gov/dietaryguidelines)



## LESSON PLAN



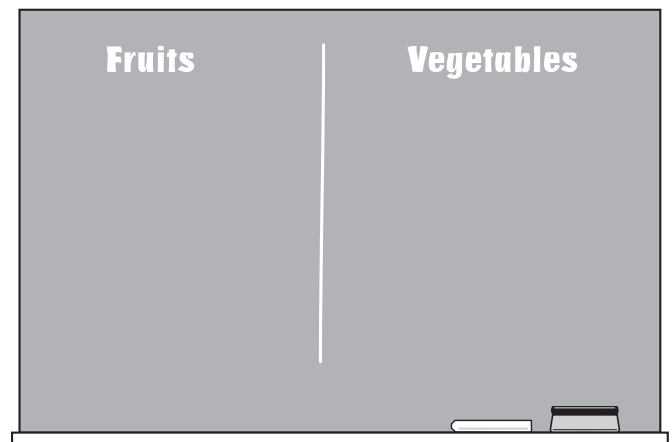
Beginning High

**Warm Up / Review:** (10-15 min.) 

1. **Write these categories on the board:** "Fruits" and "Vegetables."
2. **Distribute visuals** of different types of foods to students (Not provided with lesson.)
3. Have students **post fruit and vegetable visuals** on the board and not the visuals of other foods.

**Introduction:** (10 min.) 

1. **State objective:** "We will practice listening and speaking and talk about fruits and vegetables."
2. **Discuss benefits of eating fruits and vegetables.** Pose question, "Why are fruits and vegetables good for you?" (less disease, less fat; more healthy; good for your bones, eyes, hair, memory, etc). "Experts say to be healthy, eat at least 5 fruits and vegetables every day."
3. **Pose questions;** ask students to stand if the answer is "yes."
  - Do you eat fruit every day?
  - Do you eat vegetables every day?
  - In your native country, did you eat fruits and vegetables every day?
  - Did you eat more fruits and vegetables in your native country?

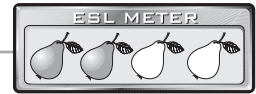


## MATERIALS

Visuals of different types of foods including fruits and vegetables (Not provided with lesson)




**LESSON PLAN**



**Beginning High**

**Presentation #1:** (20-30 min.) 

1. **State objective:** *“When listening sometimes we don’t understand. Today we will learn to ask for clarification, to ask someone to explain or repeat when we don’t understand.”*
2. **Project transparency of Worksheet #1, Clarification** 
3. **Explain and give examples** for each clarification statement while students listen.
4. **Recite the phrases** various times while students repeat.
5. **Elicit further suggestions** from students and add to list.
6. Ask students to respond to you by using the clarification phrases. **Speak quickly** until they respond with the appropriate response, such as, *“What did you say”* or *“Please speak slowly.”* then **speak softly** until they respond, *“Please speak louder.”* then **speak clearly** until they say, *“I got it. I understand.”*

Worksheet #1

**Listening: Clarification**

**A. Use the words below to ask for clarification.**

What did you say? Please repeat. Excuse me? I'm sorry, but I don't understand.  Please speak slowly. Please speak louder.	Did you say ____?  Continue.  I got it! I understand!
---	--

**B. Listen to the teacher speak about food. Make a check for fruits and vegetables. Stop your teacher when you don't understand and ask for clarification. Use the words above.**

Teacher's Name \_\_\_\_\_

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

Total: \_\_\_\_\_

**C. Answer the questions.**

1. How many fruits and vegetables did the teacher eat yesterday? \_\_\_\_\_
2. Did the teacher eat 5? Yes No
3. Does the teacher need to eat more fruits and vegetables? Yes No

**MATERIALS**

Transparency/Worksheet #1, “Listening: Clarification”




# LESSON PLAN



Beginning High

## Guided Practice #1: (20 min.)

1. **Project overhead transparency of Worksheet #1**, part B to model task. 
2. **Write your name** in the area designated for teacher's name.
3. **Explain** that you will tell what foods you ate yesterday and that you will check next to the time of day every time they hear the name of a fruit or vegetable.
4. Prepare them for the task by asking them to **raise their hands every time they hear you say a fruit of vegetable**. Say the names of various foods (chicken, rice, carrot, apple, beef, eggs, banana, cereal, bread, papaya, etc.) until they understand that they are to raise their hands when they hear a fruit or vegetable mentioned.
5. Ask students to **listen and watch while you model the activity** on the transparency.
  - Tell them what you ate yesterday speaking slowly so that students understand.

Example monologue:

*Yesterday I had a banana,* (pause and see if they recognized the fruit. Put a check next to *Morning and under Fruits and Vegetables.*) *cereal and milk in the morning.*  
*In the afternoon I had a turkey sandwich with an apple for lunch.* (pause again to see if they recognized apple.  
 Check the box. *I ate potatoes, eggs and tortillas for dinner.*  
 (Pause again to see if they recognized potato and check the box.)

Worksheet #1

**Listening: Clarification**

**A. Use the words below to ask for clarification.**

What did you say? Please repeat. Excuse me? I'm sorry, but I don't understand.  Please speak slowly. Please speak louder.	Did you say ____?  Continue.  I got it! I understand!
---	--

**B. Listen to the teacher speak about food. Make a check for fruits and vegetables. Stop your teacher when you don't understand and ask for clarification. Use the words above.**

Teacher's Name \_\_\_\_\_

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

Total: \_\_\_\_\_

**C. Answer the questions.**

1. How many fruits and vegetables did the teacher eat yesterday? \_\_\_\_\_
2. Did the teacher eat 5? Yes No
3. Does the teacher need to eat more fruits and vegetables? Yes No

## MATERIALS

Transparency of Worksheet #1



**LESSON PLAN**



**Beginning High**

**Guided Practice** (cont.)

- 6. **Distribute Worksheet #1 to students.**
- 7. Direct students to **look at the directions (B)**.
  - Instruct them to make checks when they hear a fruit or vegetable.
  - Tell them to use the clarification phrases if they don't understand.
  - Repeat above monologue, speaking quickly.
  - Continue at a fast pace until students start asking for clarification.
  - Continue and extend activity by speaking too quietly and too slowly until at least 80% of the students respond with clarification responses.
- 8. When students have completed part B, **proceed to part C**. Do together. Remind students that experts recommend eating five fruits and vegetables a day.

Worksheet #1

**Listening: Clarification**

**A. Use the words below to ask for clarification.**

What did you say? Please repeat. Excuse me? I'm sorry, but I don't understand.  Please speak slowly. Please speak louder.	Did you say ____?  Continue.  I got it! I understand!
---	--

**B. Listen to the teacher speak about food. Make a check for fruits and vegetables. Stop your teacher when you don't understand and ask for clarification. Use the words above.**

Teacher's Name \_\_\_\_\_

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	
Total: _____	

**C. Answer the questions.**

1. How many fruits and vegetables did the teacher eat yesterday? \_\_\_\_\_
2. Did the teacher eat 5?    Yes    No
3. Does the teacher need to eat more fruits and vegetables?    Yes    No

**MATERIALS**

Worksheet #1, "Listening: Clarification"



# LESSON PLAN




Beginning High

## Presentation #2: (10 min)

- Instruct students to listen to a story** about a woman named Moi. Play cassette tape or read script (if cassette player is unavailable) while students listen only.
- Conduct a comprehension check** with yes/no questions. (thumbs up/down)  
Sample questions: Did Moi eat fruit?  
Did Moi eat vegetables? Did Moi eat pizza?

## Guided Listening

### Practice: (10 min.)

- Project transparency of Worksheet #2**,  Fruits and Vegetables, show students part A and explain that they will put a check each time they hear a fruit or vegetable mentioned.
- Play tape** or read script (if cassette player is unavailable) again while putting a check on transparency each time a fruit or vegetable is mentioned.
- Play tape again** so students can review checkmarks. Ask questions, "Did I put a check for fish? Why not? Yes, it's not a fruit or vegetable. Did I put a check for banana? Yes. Why? Yes, it's a fruit."
- Erase checks from transparency and distribute Worksheet #2** to students.

Worksheet #2

### Fruits and Vegetables

A. Listen to Moi talk about the food she ate. Put a check (✓) for each fruit and vegetable.

Moi's Story

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

B. Listen to Adolfo. Put a check (✓) for each fruit and vegetable he ate.

Adolpho's Story

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

C. Listen to Cindy. Put a check (✓) for each fruit and vegetable.

Cindy's Story (Moi's daughter)

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

D. Count the checks (✓).

E. How many for Moi? \_\_\_\_\_ Adolfo? \_\_\_\_\_ Cindy? \_\_\_\_\_  
Who needs to eat more? \_\_\_\_\_

## MATERIALS

Transparency/Worksheet #2, "Fruits and Vegetables"  
Cassette Tape




## LESSON PLAN



Beginning High

Practice #2: (20 min.) 

1. **Play same tape again** while students listen and put checks when they hear a fruit or vegetable mentioned. 
2. Play tape again while students listen to **two more monologues** about Adolfo and Cindy. Students make checks when they hear a fruit or vegetable mentioned.
3. Have students **form pairs**. Instruct them to hold their papers up and not show them to their partners.
4. Inform students that they will be **checking answers and practicing clarification**.
5. **Model activity** with a student, checking answers about Moi and seeking clarification. "How many fruits and vegetables did Moi eat in the morning?" Drill question for pronunciation. Continue modeling for clarification. "Excuse me? Please repeat. I have three checks. Is that correct?" etc.
6. Instruct partners to **check worksheet by asking and answering questions**. Partner A asks Partner B for answers for Adolpho and seeks clarification. Partner B asks Partner A for answers for Cindy and seeks clarification.

## Teacher Script

*Moi's Monologue*

Hi, my name is Moi. I am from Vietnam, but I live in the U.S. now. This *morning* I ate a bowl of rice with some fish, and I drank a cup of tea. This *afternoon*, I ate a Vietnamese soup with chicken, noodles, and *cabbage*. It was good. I drank a glass of water. For *dinner* I ate some traditional food from my country. I had a green *papaya* salad with *carrots*, *onions* and a special sauce made with *chilies*. Also on my plate I had some rice and pork. I drank tea. I had a bowl of fruit with pieces of *banana* and *pineapple*. So, as you can see, I eat a lot of fruits and vegetables.

*Adolfo's Monologue*

Hi, I'm Adolfo. I live in the U.S., but I'm Mexican. Early in the *morning* I had a cup of hot milk with some hot cereal and a little sugar. Later in the morning I had *eggs* with fresh *salsa* of *onion*, *chilies*, and *tomatoes*. I ate some warm tortillas, too. I had some slices of fruit from a *papaya*. I drank some strong coffee. Later *at 2 pm*, I had some beans, chicken, rice, and more tortillas. I drank a glass of *orange juice*. In the *evening*, I ate a tortilla with cheese and *salsa*. Then I had fruit, a *banana* and an *apple*. I drank a cold beer, too.

*Cindy's Monologue (Moi's daughter)*

Hi, I'm Moi's daughter. My name is Cindy. I'm Vietnamese-American. I like a piece of toast for *breakfast*. I don't like the Vietnamese food my mom cooks in the morning. I buy my *lunch* at school. I always have a hamburger. I drink a large soda. I eat a bag of chips after school. I open a can of *soup* for *dinner* because I can fix it myself. My mom says I need to eat more fruits and vegetables. I don't really want to change. She wants me to eat one fruit or vegetable a day. So last night I ate a *banana*.

*Assessment Script*

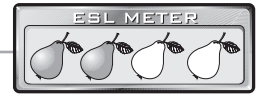
1. My name is Ana. My parents came to the United States from Mexico, but I was born here. Yesterday *morning* I ate two tortillas with eggs and *salsa*. *At lunch*, I ate a big salad with *lettuce*, *tomatoes* *onions* and cheese. In the *evening*, I ate some chicken, rice, *carrots* and *green beans*. I also had a salad with *lettuce*, *pineapple* and *bananas*. I really like salads.
2. Hi, I'm Carlos. I'm from Guatemala, but I live in the United States now. This *morning* I ate a bowl of cereal with some milk. I never ate cold cereal in Guatemala, but it's a fast and easy breakfast. I drank a glass of *orange juice*, too. *For lunch at noon*, I ate at a fast food restaurant. I had a hamburger with cheese and a Soda. I really like hamburgers, but I'm not sure if they're healthy. My mother always cooks a good dinner, and this *evening* I ate fish and rice, *green beans* and *corn*. That was a really nice dinner.

## MATERIALS

Worksheet #2, "Listening Practice: Fruits and Vegetables"; Cassette Player; Cassette




# LESSON PLAN



## Beginning High

### Guided Practice #3: (15 min.)

- Project Transparency #1** and show students examples of Nancy's fruit and vegetable consumption for yesterday. 
- Ask the questions** on the worksheet and have **students answer**. *"How many fruits and vegetables did Nancy eat in the morning? Yes, two. How many did Nancy eat in the afternoon? Etc..... How many total? Yes, four."*
- Call on student volunteers** to come to the front and role play asking about Nancy's meals. Coach them to garble some of the questions, so clarification is called for.

### Practice #3: (15 min.)

- Distribute Worksheet #3, "Partner Practice"**
- Instruct students to **fill in the grid**, recording the fruits and vegetables they ate yesterday.
- Have students **ask/answer in pairs** using own information.
- Direct students to **ask for clarification** as they work with their partners.

Transparency #1

**Nancy's Fruits and Vegetables**

A. Example: Name Nancy

Fruits and Vegetables	How many?
Morning: banana, orange juice	2
Afternoon: carrots, tomato	2
Evening:	0
Total:	4

Question	Answer
1. What fruits and vegetables did Nancy eat in the morning?	1. She ate a banana. She drank orange juice.
2. What fruits and vegetables did Nancy eat in the afternoon?	2. She ate carrots and a tomato.
3. What fruits and vegetables did Nancy eat in the evening?	3. She didn't eat fruits and vegetables.
4. How many total?	4. Four.
5. Did she eat five?	5. No.
6. Does she need more?	6. Yes.

Worksheet #3

**Partner Practice**

Your Name: \_\_\_\_\_

A. What did you eat yesterday?

Fruits and Vegetables	How many?
Morning:	
Afternoon:	
Evening:	
Total:	

B. Talk to your partner. Ask these questions. Write the answers.

Question	Answer
1. What fruits and vegetables did you eat in the morning?	1. _____
2. What fruits and vegetables did you eat in the afternoon?	2. _____
3. What fruits and vegetables did you eat in the evening?	3. _____
4. How many total?	4. _____
5. Did you eat 5?	5. _____
6. Do you need more?	6. _____

## MATERIALS

Transparency #1, "Nancy's Fruits and Vegetables",  
Transparency #3, "Partner Practice"



# LESSON PLAN



## Beginning High

### Assessment: (20 min.)

Conduct the assessment as you would a test, without help from the teacher or other students. The purpose of the assessment is to evaluate and measure the degree to which students understood the language, content and or behavior change outcomes of the lesson.

1. **Distribute Worksheet #4 Quiz.**
2. **Give directions for the quiz:**
  - Ask students to listen to the cassette tape (or read script) and listen for the fruits and vegetables that Ana ate yesterday.
  - Ask students to make a check after morning, afternoon or evening each time they hear a fruit or vegetable.
3. **Play cassette tape again** and listen to Carlos while students listen and make checks.
4. **Collect the papers and grade quiz.**
5. **Return graded papers the next day** so that the activity is fresh in students' minds.

Worksheet #4

### Quiz

1. Listen to Ana talk about the food she ate. Put a check (✓) for each fruit or vegetable you hear.

Time of Day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

2. Look at the chart in #1 above. Does Ana need to add more fruits and vegetables? Circle the correct answer: **Yes No**

3. Listen to Carlos talk about the food he ate. Put a (✓) for each fruit or vegetable you hear.

Time of day	Fruits and Vegetables
Morning	
Afternoon	
Evening	

4. Look at the chart in #3 above. Does Carlos need to add more fruits and vegetables? **Yes No**

### Application: (10 min.)

1. **Show Transparency of Worksheet#5, Journal**
2. Guide students in setting a goal.
3. Set aside a few minutes in each of 5 subsequent lessons.
  - Direct students to recall the fruits and vegetables they ate by checking.
  - After five recalls, direct students to do their report and share with a partner.

Worksheet #5  
Journal

**My Goal:** I want to eat \_\_\_\_\_ fruits and vegetables every day.

Directions:

1. For the next 5 days, check how many fruits and vegetables you eat.
2. Do your report.
3. Talk to a partner.

Date	Put a check (✓) for each fruit and vegetable you eat.	Total	Enough for the day?
Date #1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	No <input type="checkbox"/> Yes <input type="checkbox"/>
I ate: _____			
Date #2	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	No <input type="checkbox"/> Yes <input type="checkbox"/>
I ate: _____			
Date #3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	No <input type="checkbox"/> Yes <input type="checkbox"/>
I ate: _____			
Date #4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	No <input type="checkbox"/> Yes <input type="checkbox"/>
I ate: _____			
Date #5	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____	No <input type="checkbox"/> Yes <input type="checkbox"/>
I ate: _____			

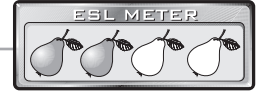
MY REPORT	DATE
1. I ate enough fruits and vegetables this week (5 cups or more each day).	No <input type="checkbox"/> Yes <input type="checkbox"/>
2. I need to eat more fruits and and vegetables.	No <input type="checkbox"/> Yes <input type="checkbox"/>
3. What will you do to eat more fruits and vegetables?	_____

## MATERIALS

Transparency/Worksheet #4, "Quiz;"  
Cassette tape; Nutrition Journal or Worksheet #5,  
"Fruits and Vegetables"



**LESSON PLAN**



**Beginning High**

**Additional Activities**

1. **Cut Worksheet #6 "Homework Strips"** into sections and have students **take home a slip of paper each day for the next five days.**
2. Instruct them to record their daily fruit and vegetable intake.
3. Practice the language from this lesson with a partner as a warm up/review in subsequent lessons.
4. Have students record their progress in their Nutrition Journal on lesson 2 page.

Homework Strips		Worksheet #6
Name: _____		
Fruits and Vegetables	How many?	
Morning:		
Afternoon:		
Evening:		
		Total: ____
-----		
Name: _____		
Fruits and Vegetables	How many?	
Morning:		
Afternoon:		
Evening:		
		Total: ____
-----		
Name: _____		
Fruits and Vegetables	How many?	
Morning:		
Afternoon:		
Evening:		
		Total: ____
-----		
Name: _____		
Fruits and Vegetables	How many?	
Morning:		
Afternoon:		
Evening:		
		Total: ____

**MATERIALS**

Worksheet #6, "Homework Strips"

