





Nutrition Education for ESL Programs

LEVEL: **BEGINNING HIGH**



Nutrition Standard	Key Message #4: Students will eat a balanced diet as defined by the USDA.
Content Objective	Students will be able to evaluate typical daily food intake to decide if modification of food choices is needed to achieve balance.
Behavior Change Objective	Students will modify food choices to achieve balance, if needed.
Language Objective	Students will be able to categorize foods.
Instructional Approach	Critical Thinking
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 #4: Students will eat a balanced diet as defined by the United States Department of Agriculture (USDA).

Objective 4.4 Students will be able to evaluate typical daily food intake to decide if modification of food choices is needed.

Research shows that traditional ethnic diets can be healthier than the average American diet. These traditional diets often (but not always) include high levels of fruit and vegetable consumption, moderate levels of protein foods and less consumption of the kinds of processed foods that often contain added sugar, salt and fats. It is important to validate that ESL students' native diets may be very healthy already. In doing that, students can make the connection that healthy eating (eating sufficient amounts of and a variety of fruits and vegetables, whole grains and low fat or fat free dairy foods) could result in lower risk of obesity and chronic diseases such as heart disease, diabetes, and some cancers.

In the 2005 MyPyramid, Steps to a Healthier You: www.mypyramid.gov, the concept of a "balanced diet" has been expanded to include daily physical activity, moderation, personalization, proportionality, variety and taking small steps to add up to real changes. In terms of healthy eating, daily consumption from each of the food groups (grains, vegetables, fruits, milk, meat and beans) is key, with the amount varying depending on an individual's age, gender and activity level. Oils are part of the Pyramid, but are not considered a food group.

There is also the category of "Discretionary Calories" or 'Extras' which includes foods that contain solid fats or added sugars (e.g., whole milk, cheese, sausage, biscuits, sweetened cereal, and sweetened yogurt), adding fats or sweeteners to foods (e.g., sauces, salad dressings, sugar, syrup and butter), and eating or drinking items that are mostly fats, caloric sweeteners and/or alcohol, such as candy, soda, wine and beer. These foods will be referred to as "Extras" in this lesson. The issues of "recommended number of cups", age, gender and activity considerations make use of My Pyramid in ESL classes problematic, especially at the lower levels. Beginning low/high students may not yet have enough language to comprehend these concepts, but can be introduced to MyPyramid in some simple ways.

For example, the shape of the pyramid, the food groups in MyPyramid, can be introduced at this level, with visuals and realia to reinforce the vocabulary and concepts.

The focus of the lesson presented here is for students to gain greater awareness of balanced eating in general, and not to prescribe a specific diet or tell students what to eat at each meal. In this lesson, students check individual days for balance, in order to learn about and practice the concept of balance and food groups. Balance is appropriate when applied to a total day's meals rather than looking at one meal and making a general assumption that it is or is not balanced.

It is recommended that the teacher use food visuals that are familiar to students – either those that have been pre-taught in other units and/or those that represent students' typical ethnic foods. If those visuals are not available, have students draw the foods that they eat. A resource for food visuals that include ethnic examples is the Dairy Council of California's "Food Pictures" www.dairyCouncilofca.org.



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

Examples of foods categorized in groups:

Grains: Breads, cereals, oatmeal and other grains used for porridge, tortillas, enjera (East African grain staple), pasta, rice.

Vegetables: All vegetables and vegetable juices, dry peas and beans including tofu (Note: some foods such as beans, corn, etc. can be categorized into more than one food group).

Fruits: All fruits and 100% fruit juices.

Dairy: Milk, cheese, yogurt, kefir, cottage cheese, ice cream.

Meat and Beans: Chicken, beef, pork, turkey, lamb, goat, fish and shellfish, eggs, seeds, tofu, beans, nuts, peanut butter (last five are included with meat because of high protein content.)

Oils: Oils are part of the Pyramid, but are not considered a food group. Healthier choices include fats that are liquid at room temperature like oils from vegetables, plants (olive oil, for example) and fish.

The "Extras" category: The "Extra" category is not a food group because these foods do not contribute nutrients to the body. Advice from the USDA's Dietary Guidelines is to eat these foods sparingly. Examples are solid fats like butter, margarine, lard; mayonnaise; sweets such as donuts, cakes, cookies, pies; wine, beer and other alcoholic beverages, and soda.

Key Word Search: *balanced diet; dietary guidelines; MyPyramid*

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

National Agricultural Library <http://www.nal.usda.gov>

Fact sheets on foods from many cultures <http://ohio.osu.edu>

Dietary Guidelines <http://www.health.gov/dietaryguidelines>

"Food Model Comparison Cards" National Dairy Council, www.nutritionexplorations.org/catalog/parents2.asp Life-size color photographs of common American foods with nutrient analysis on the back in food label format.

"Food Pictures," Dairy Council of California, 1998. S15/15M/7-00/CB www.nationaldairyCouncil.org Color photos of representative food groups and mixed foods. Some representation of Hispanic and Asian dishes.



LESSON PLAN



Beginning High

Warm up and Review (15 min.)

1. **Use visuals of previously learned food (healthy examples)** vocabulary and review as whole class.
2. **Tape or post** those visuals in the front of the class.
 - **Elicit names** of foods and review pronunciation as students repeat.
 - Have students **work in pairs** reciting names of foods to each other and asking, "Do you eat _____?". [If available, **distribute small flash cards** from a previous class for students to review in pairs.]

Introduction (5 min.)

Introduce the objective: Students will eat from all the food groups to stay healthy.

MATERIALS

Food visuals from previous classes OR from "Eating Well, Living Well" Resource CD: apple, banana, beef, brown rice, butter, cake, carrots, cereal, chicken, chilies, cucumber, enjera (African bread), fish, lettuce, mango, milk, onions, orange juice, soda, tomato, tortillas, watermelon, yogurt. (Two-three copies of food visuals may be needed of foods that are common for students to show a day's meals, eg. rice for the morning meal, rice at noon, rice at night.)



LESSON PLAN



Beginning High

Presentation 1 (30 min.) 

- Put the **food group headings** along the top of the board:
 - Grains
 - Vegetables
 - Fruits
 - Milk
 - Meat, Beans
 - Oils
 - Extras (Explain that 'extras' are fats, sweets, alcohol and condiments.)
- Post an example visual for each food group.
Examples: Grains: Tortillas or bread; Vegetables: Corn or cabbage; Fruits: Orange or banana; Milk: Milk or cheese; Meat: Chicken, beans or beef; Oils; Extra: Candy or cookies, cake, butter, alcohol, soda.
- Pass out visuals** used in the Warm-Up.
 - Invite students to post the visuals under the different food groups to match the example.
 - Ask students** for ideas on **additional foods** to be put into the groups, adding visuals, words or drawings.
 - Encourage students to include foods from their native countries or cultures.
- Recite** the names of each of the **food groups** and items and have students repeat.
- Keep these visuals posted** in their categories for students to refer to during the lesson.

MATERIALS

Same visuals as above



LESSON PLAN



Beginning High

Presentation (cont.)

6. Tell students that you are going to make a 'balanced day' of food from the food groups.
 - **Choose a picture** of a food **from each group** on the board to create meals and tape the pictures together onto the board for students to see the full day.
 - Make sure the day is 'balanced' (has food from all the groups).
 - **Model** for the class:
"I have a food from the grain group, the vegetable group, the fruit group, the milk group, oils and the meat group. My food for the day is balanced. This food is good for my health."
 - **Write on board:** "balanced = some food from each group each day."

7. Select another group of pictures and tape them together as an example of another day's food.
 - This time, do not choose a food from each group, for example, vegetables.
 - **Ask students,** "Do I have a food from the grain group?" "Yes." "Do I have food from the vegetable group?" "No." Etc. "Is my food for the day balanced?" "No." "Why not?" "You need vegetables."

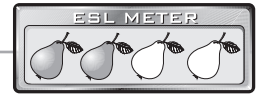
8. **Ask two volunteers to come to the board** and create a day's food that is balanced.
 - Ask the class the questions to determine if the day is balanced or not. Refer to the balanced eating definition that is written on the board. (balanced = some food from each group).

MATERIALS

Multiple visuals of common foods - rice, tomatoes, chicken, tortillas, from teacher's collection.



LESSON PLAN




Beginning High


Practice 1 (30 min.)


1. Explain to students that they will decide if a day's food is balanced.
2. Project *Transparency #1, "Ali's Food"* and model the practice.
3. Direct students to look at the food Ali ate for one day.
 - **Ask** students, "Did Ali eat grains?"
 - When the **answer is "yes,"** put a check (✓) in that food group box.
 - If the **answer is "no,"** don't put a check in the box.
 - As you ask questions for each food group, have students come up and put checks on the transparency.
 - Have class agree or disagree.
4. After asking about each group and checking the boxes, **ask** the class '**Did Ali eat from all six food groups today?** The answer is "no," **he didn't eat dairy.**
 - Then ask '**Was his food balanced?** If he didn't eat from all six groups the day was not balanced. Make an X in the "No" box.
5. Distribute *Worksheet #1, Maria's Food*
 - **Review directions.**
 - Have students **work in pairs completing the worksheet**, filling in the food groups and marking an X in the yes/no box.
6. When finished have them **check with another pair** to compare answers.
7. **Check answers** as whole class using overhead transparency.


Transparency #1


Ali's Food



beef



watermelon


soda


chicken with
carrots and onions


brown rice


orange juice


enjera
(bread from Africa)

Check (✓) the food groups for Ali.

Grains	Vegetables	Fruits	Milk	Meat	Oils

Extra:


Yes, the food is balanced. No, the food is not balanced.


Maria's Food Worksheet #1


Directions:


- Work with a partner.
- Look at Maria's food for one day.
- Check (✓) the boxes for the food groups.


Maria's Food



cereal



milk



banana



chicken sandwich with
lettuce and tomato


apple


soda


fish with tomatoes,
chilies, carrots and
onions.


corn tortillas


watermelon

Check (✓) the food groups for Maria.

Grains	Vegetables	Fruits	Milk	Meat	Oils

Extra:

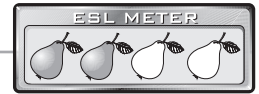
Yes, the food is balanced. No, the food is not balanced.

MATERIALS

Transparency #1, "Ali's Food,"
Transparency/Worksheet #1, "Maria's Food"



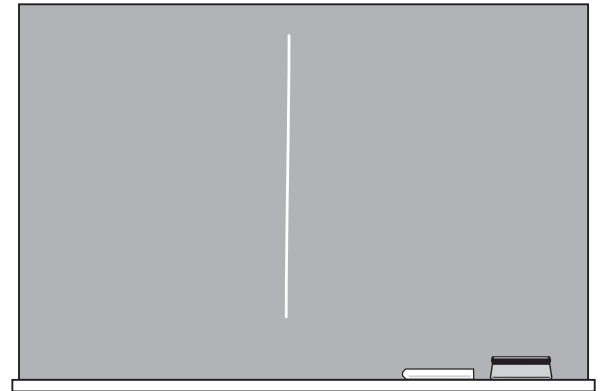
LESSON PLAN



Beginning High

Presentation 2 (30 min.)

1. Inform students that they will **practice talking about** the food people ate.
2. **Write the questions and the answers on the board** about each food group for Ali.
 - Did Ali eat grains? Which foods are grains?
Yes, he ate grains. (etc.)
 - Did Ali have milk? Which foods are milk group?
No, he didn't have milk.
 - What can he eat/drink from the milk group?
3. **Point out the past tense construction of the verb** in the question, the yes answer and the no answer.
 - In the question, the helping verb is in the past-'did;,' the action word does not change - 'eat.'
 - In the "yes" answer, there is no helping verb; the irregular verb is in the past - 'ate'.
 - In the "no" answer, the helping verb is in the past-'didn't;,' the action word does not change - 'eat.'
4. **Ask the questions and have students answer about Ali.**
 - Have **students ask the questions** and you answer.
 - If more practice is needed, do question/answer as **half class** activity.
 - Have students ask/answer all in **pairs**.



MATERIALS

None



LESSON PLAN



Beginning High

Presentation 2 (cont.)

5. Show a transparency of Worksheet #1, "Maria's Food."
 - Ask the questions and have students answer about Maria.
 - **Have students ask the questions** and you answer.
 - If more practice is needed, do question/answer as half class activity.
 - Have students ask/answer all in pairs.
6. Have students copy the questions and answers.
7. Read questions while students repeat after you.

Practice 2 (20 min.) 










1. **Distribute Worksheet #2**, "Questions and Answers".
2. Use a transparency to guide students in **identifying the foods** and their food groups.
3. **Model the task** by doing #1.
4. Point out the **changes in the verb** forms.
5. Have students **continue the worksheet**.
6. **Check** the activity **as whole class** using an overhead transparency.

Maria's Food Worksheet #1

Directions:

- > Work with a partner.
- > Look at Maria's food for one day.
- > Check (✓) the boxes for the food groups.

Maria's Food

 cereal	 milk	 banana
 chicken sandwich with lettuce and tomato	 apple	 soda
 fish with tomatoes, chilies, carrots and onions.	 corn tortillas	 watermelon

Check (✓) the food groups for Maria.

Grains	Vegetables	Fruits	Milk	Meat	Oils




Extra:

Yes, the food is balanced. No, the food is not balanced.

Worksheet #2

Questions and Answers

Directions: Write the questions and answers about Amina, Nina and Maria.

1. Did Amina _____ grains? _____ grains. 2. _____ Amina _____ fruit? _____ fruit. 3. _____ Amina _____ an extra? _____ an extra.	
1. Did Nina _____ grains? _____ grains. 2. _____ Nina _____ an extra? _____ an extra. 3. _____ Nina _____ milk? _____ milk?	
1. _____ Maria _____ fruit? _____ fruit. 2. _____ Maria _____ meat? _____ meat. 3. _____ Maria _____ vegetables? _____ vegetables.	

MATERIALS

Transparency/Worksheet #1 "Maria's Food"
 Transparency/Worksheet #2 "Questions and Answers"



LESSON PLAN



Beginning High

Assessment (40 min.)

1. Inform students that they will be taking a quiz.
2. **Distribute** the Quiz (Worksheet #3) and **explain instructions** for parts 1 and 2.
3. When finished **collect and grade** them according to the rubric OR correct and grade in class.

Rubric: 1 point for each correct answer. 30 points total.
Pass = 23 correct.

QUIZ Worksheet #3

Name: _____ Date: _____ Score: _____

Part 1: Write the foods in the food groups.

yogurt tortillas mango soda fish orange juice
chicken milk enjera butter onions cucumber

Grains	Vegetables	Fruits	Milk	Meat	Oils	Extras

Part 2: Look at Vera's food for one day. Check the boxes (✓).

Vera's Food

 yogurt	 banana	 milk
 beef	 brown rice	
 chicken	 orange juice	 cake

Grains	Vegetables	Fruits	Milk	Meat	Oils	Extras

Yes, the food is balanced. No, the food is not balanced.

Part 3: Write the questions and answers.

1. _____ Marco _____ grains? Yes, he _____ grains.
2. _____ Lee _____ milk? No, he _____ milk?
3. _____ Ann _____ vegetables? Yes, she _____ vegetables.

MATERIALS

Worksheet #3, "Quiz"



LESSON PLAN



Beginning High

Application (20 min.)

- Hand out "My Nutrition Journals" or Worksheet #4.
- Go over the directions.
 - For Day #1 (yesterday), direct students to write or draw the foods they ate yesterday.
 - Have students check the food groups for the food they ate yesterday.
 - Ask students if they ate from all the food groups yesterday.
 - Refer students back to the Goal at the top of the page.
- On two subsequent days in class, use the Journal/Worksheet #4 to revisit the lesson.
 - Direct students to draw or write in the foods they ate (Day #2) and check the food group boxes.
 - Repeat another day for Day #3.
 - At the end of the week, have students complete "My Report" and discuss in class.
 - Emphasize healthy changes and have students report if their eating is more balanced.

Worksheet #4
Journal

My Goal: This week, I will eat foods from the food groups for at least ONE day.
 Directions:
 1. Write or draw the meals you ate yesterday.
 2. Check off the food groups for yesterday.
 3. Write or draw your food for two more days this week.
 4. Do your Report and talk to a partner.

DAY #1

CHECK (✓) THE FOOD GROUPS YOU ATE FROM:						
	Grains	Vegetables	Fruits	Milk	Meat	Oils
DAY #1						

DAY #2

CHECK (✓) THE FOOD GROUPS YOU ATE FROM:						
	Grains	Vegetables	Fruits	Milk	Meat	Oils
DAY #2						

Worksheet #4
Journal
Part 2

DAY #3

CHECK (✓) THE FOOD GROUPS YOU ATE FROM:						
	Grains	Vegetables	Fruits	Milk	Meat	Oils
DAY #3						

MY REPORT DATE: _____

- I ate from all the food groups on _____ (1, 2, 3) days.
- Which food groups do you need to eat more? Circle.
- What foods can you eat from those groups? _____
- Are you ready to eat from all the food groups?
 ☹️ Not Ready 😐 Getting Ready 😊 Ready
- Why? _____

MATERIALS

"My Nutrition Journal"/Worksheet #4

