





# Nutrition Education for ESL Programs

LEVEL: **BEGINNING LOW**



|                           |  |
|---------------------------|--|
| <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         | Students will be able to make progress towards a goal for healthy eating as defined by the USDA by adding fruits and vegetables. |
| Behavior Change Objective | Students will share and taste unfamiliar fruits and vegetables at school and try them at home.                                   |
| Language Objective        | Students will be able to accept or refuse an offer of a food politely.   |
| Instructional Approach    | Dialogue and Drill   |
| Class Length              | 2 - 2½ 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 adding fruits and vegetables to their diets.

Research conducted by the Network for a Healthy California (Network) indicated that immigrants often come to this country with many healthy food traditions and habits that may include eating a wide variety and high quantity of fruits and vegetables, as recommended by the USDA. However, sometimes their diets, or the diets of their children, become less healthy the longer they live in the United States. In presenting this lesson, teachers should acknowledge the healthy habits immigrants bring to this country, while those with less healthy habits should be encouraged to add fruits and vegetables to their diets.

The *Network*, while conducting round table discussions with Latino immigrant students in California, identified fruits and vegetables commonly eaten by immigrants. Of those fruits and vegetables, the eight chosen for this lesson were selected because they can be prepared quickly and are easy to share. Those eight are underlined below.

Fruits and vegetables found to be commonly eaten by Latino immigrants include bananas, oranges, watermelon, mangos, papaya, cactus, greens, onions, tomatoes, potatoes, carrots, zucchini, cabbage and chili peppers. Fruits and vegetables found to be commonly eaten by Asian immigrants are bamboo shoots, greens, onions, mandarin oranges, carrots, bittermelon, snow peas, cabbage and chili peppers.

Customs in which food is offered and accepted vary from culture to culture. For example, a tradition that may shock an American, but shows hospitality in some cultures, is for the host to pick up the food and "feed" it to the guest. Teachers need to inform students that this lesson demonstrates hospitality appropriate in the United States. For example, when offering food, the host allows the guest to choose the piece of food and to take it out of the bag or off the tray, and when accepting, the guest takes the first food touched.

Teachers have the option to do the entire lesson with real foods if they feel it is appropriate for their group of students and school policy permits it. However, some students may feel uncomfortable when encouraged to try unfamiliar foods, their anxiety level may rise as a result and language acquisition may be adversely affected. One technique to counteract this potential anxiety is to use the real food items during the presentation stage of the lesson only and use visuals of foods during the practice stage.

**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).

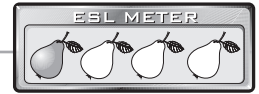
CDC: Get Smart with Fruits and Veggies: <http://www.cdc.gov/Features/FruitsAndVeggies/>

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 Low**

**Warm Up / Review:** (20 - 30 min.) 

1. Use **Transparency of Worksheet #1** to practice the eight fruits and vegetables in the lesson. 

- **Solicit** from students the **names of the fruits and vegetables** on the worksheet that they already know.
- To introduce the others, **use the Natural Approach:**
  - Repeat the targeted vocabulary several times in context; for example: This is a papaya. The papaya is a fruit. On the outside the papaya is green, but on the inside the papaya is yellow or orange. I like papaya. In Guatemala I had papaya every morning. I see many kinds of papaya in the supermarkets here.
- Practice the vocabulary by asking progressively difficult questions. Start with **yes/no questions**. Follow with **or questions** and then **wh-questions** requiring only one-word responses. For example:  
*Is this a vegetable? Is this a fruit? Is this a banana? In this picture do you see a papaya or a tomato? What is the name of this fruit?*
- **Write the name under each picture** as you talk about each one
- Distribute Worksheet #1.
- Have the students copy the words from the transparency.

**Fruits and Vegetables**      Worksheet #1

|   |   |
|---|---|
|     |    |
|     |    |
|   |  |
|  |  |

**2. Check students' comprehension.**

- Give commands: point to the tomato, point to the orange, etc
- Observe and assess the students' non-verbal responses.
- Direct students to do the same command/point exercise in pairs.

**MATERIALS**

Transparency/Worksheet #1 "Fruits and Vegetables"



## LESSON PLAN



Beginning Low

**Introduction:** (10 min.) 
**1. Set up the situation for the dialogue.**

- Ask students, "Did you bring a fruit or vegetable today for a snack at break time?"
- Hold up a paper bag and take out cut up fruit or vegetable snack.
- Walk around the classroom and congratulate students who brought a healthy snack. Make positive comments, for example, "Wow, a banana! It's good for the heart!"
- Return to the front of the class, pick up your healthy snack and start eating in front of the students.
- Look embarrassed for not remembering to offer to share the snack and then immediately offer some to a student sitting nearby.

**2. Show Transparency #1, "Accepting Food Offer"**

- Ask students what they see in the picture.
- State the objective: "Today we will learn how to offer food to someone."

**Presentation 1:** (15 min.) 
**1. Model the dialogue "Accepting Food Offer"**

- Indicate to the students by a hand gesture that they are to listen and not repeat.
- Project the transparency of Accepting the Food Offer picture. Using the transparency picture, face the students, point to the person speaking as you say the dialogue. Speak naturally.

- A. *Would you like to try one?*  
 B. *Yes, thank you. What is it?*  
 A. *A carrot.*  
 B. *Mmmmm. It's delicious!*

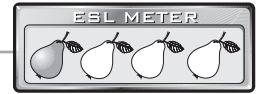
**2. Model the dialogue again.** The students watch and listen.

**MATERIALS**

Realia: Lunch sack with cut up fruit or vegetable snack.  
 Transparency #1 "Accepting Food Offer"




## LESSON PLAN



Beginning Low

**Presentation 1:** (15 min.) (Cont.)**3. Check comprehension.**

- **Ask yes/no questions** and have students respond with thumbs up/down.

**4. Model the dialogue two or three times more.****Practice 1** (20 min.) 

- 1. Use repetition drills** to practice with the whole group. Say a line and have the students repeat. (Use normal speed, stress, intonation and facial expressions.)

**2. Use backward build up drills:**T: ...**try one?**

S: ...try one?

T: ...**like to try one?**

S: ...like to try one?

T: ...**you like to try one?**

S: ...you like to try one?

T: **Would you like to try one?**

S: Would you like to try one?

**3. Large group practice:**

- **Divide the class in half**, into A and B speakers and practice. Continue repetition drills with half groups until students can say the lines on their own. Switch roles and practice again.
- **Divide the class into two other groups:** men and women or different countries of origin and continue to practice in two large groups.

**4. Small group practice:**

- Listen to students in **small groups such as rows or sections** practice while the rest of the class listens.
- Go section to section until all students speak in small groups.

**5. Instruct partners to practice in pairs.**

- 6. Ask for volunteer individuals** to practice with the teacher.

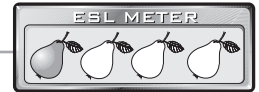
- 7. Ask for volunteer pairs** to practice while the class listens.

**MATERIALS**

None



**LESSON PLAN**



**Beginning Low**

**Presentation 2:** (15 min.)

**1. Project Transparency #2, "Declining Food Offer"**

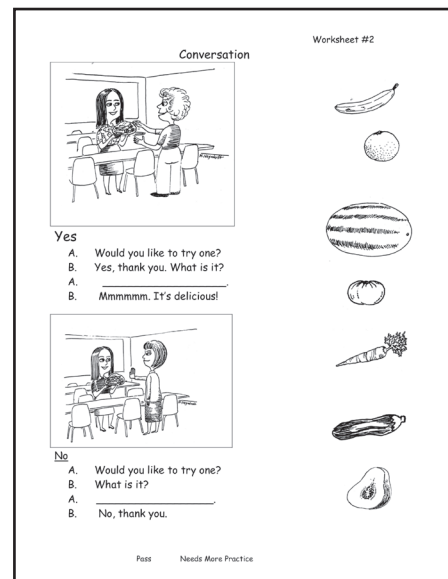
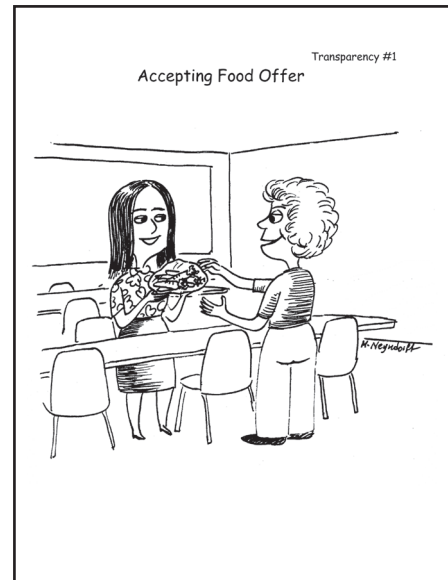
- Model the dialogue declining food.
- Follow the **same steps used in Presentation 1** to model the dialogue.
  - A. Would you like to try one?
  - B. What is it?
  - A. A carrot.
  - B. No, thank you.

**Practice 2:** (15min.)

1. **Drill the declining dialogue as in Practice 1.**
2. **Practice** the dialogue in **half class and pairs** using the no thank you response.

**Presentation 3:** (10 min.)

1. **Distribute Worksheet #2. Project the transparency** of Worksheet #2 (both dialogues).
2. **Read the dialogues while students listen.**
3. Read and have **students repeat, read aloud together.**
4. **Model substituting other fruits and vegetables** using the visuals on the page.
5. **Role play the dialogues** with the Teacher taking part A and students part B. Then reverse roles. Cue students to accept or decline the offers of food.

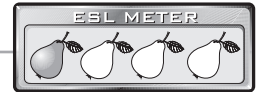


**MATERIALS**

Transparency #2 "Declining Food Offer";  
Transparency/Worksheet #2; "Conversation"



**LESSON PLAN**



**Beginning Low**

**Practice 3:** (10 min.)

- Instruct students to practice the dialogue in pairs, substituting** the other fruits and vegetables on the worksheet, taking turns with both roles, answering either "Yes, thank you" or "No, thank you."
- Instruct students to **cover the dialogue on the worksheet** and practice the dialogue **looking only at the pictures** of fruits and vegetables.
- Prompt students to practice good eye contact and proper body language.

**Assessment:** (30 min.)

- Tell students you will be listening and evaluating them while they are practicing.
- Circulate and evaluate pairs.** Consult rubric below for evaluation criteria. **Circle Pass** or **Needs More Practice** at the bottom of their worksheets.

Rubric and Scoring Scale:

|  |   |
|--|---|
| Identify name of fruit or vegetable: 1 point                       | Each task performed correctly = one point<br><br>Total number of points possible: 4<br>Points needed to pass: 3 |
| Offer fruit or vegetable: 1 point                                  |   |
| Accept or refuse offer of food: 1 point                            |   |
| Express appreciation for food offer by saying "thank you": 1 point |   |

Conversation

**Yes**

A. Would you like to try one?  
B. Yes, thank you. What is it?  
A. \_\_\_\_\_  
B. Mmmmm. It's delicious!

**No**

A. Would you like to try one?  
B. What is it?  
A. \_\_\_\_\_  
B. No, thank you.

Pass      Needs More Practice

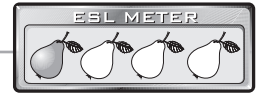
Worksheet #2

**MATERIALS**

Transparency/Worksheet #2 "Conversation"



**LESSON PLAN**



**Beginning Low**

**Application:** (10 min.)

1. **Ask students to bring in a fruit or vegetable from their country** to share with the class at break time.
2. **Distribute Nutrition Journal or Worksheet #3.**
3. **Give directions using a Transparency of Worksheet #3**
4. **Model filling out the chart:**
  - *Today is Tuesday. Write the date.*
  - *Did you eat a fruit or vegetable at break?.*
  - *(Put a check in the box if "yes.")*
  - *Did you offer food to other students? Check if "yes."*
  - *Did you say "Thank you?" Check if "yes."*
5. Remind students on **subsequent days to bring food to sample** so that they can practice the language. Explain that you will use the journal for 3 days to check after the break.
6. Repeat in a subsequent week.
7. (Optional) Explain that you will give prizes for students who have all boxes checked.
8. Lead students in completing "My Report" after they have completed the activity.

Worksheet #3  
Journal

**My Goal:** I will eat more fruits and vegetables.      Date: \_\_\_\_\_

Directions:

1. Eat fruit and vegetables at break.
2. Offer food to students.
3. Say "Thank you."
4. Check (✓) what you did.
5. Do your Report.

| WEEK 1                                  | DATE | DATE | DATE |
|---|------|------|------|
| 1. I eat fruit and vegetables at break. |      |      |      |
| 2. I offer food to students.            |      |      |      |
| 3. Students offer food to me.           |      |      |      |
| 4. I say "Thank you."                   |      |      |      |

| WEEK 2                                  | DATE | DATE | DATE |
|---|------|------|------|
| 1. I eat fruit and vegetables at break. |      |      |      |
| 2. I offer food to students.            |      |      |      |
| 3. Students offer food to me.           |      |      |      |
| 4. I say "Thank you."                   |      |      |      |

**MY REPORT** DATE: \_\_\_\_\_

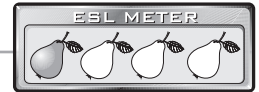
1. I ate fruit and vegetables \_\_\_\_\_ times as break.
2. I offered food to students \_\_\_\_\_ times at break.
3. Students offered food to me \_\_\_\_\_ times at break.
4. I said "Thank you" \_\_\_\_\_ times at break.

**MATERIALS**

Nutrition Journal page or Transparency/Worksheet #3.



## LESSON PLAN



Beginning Low

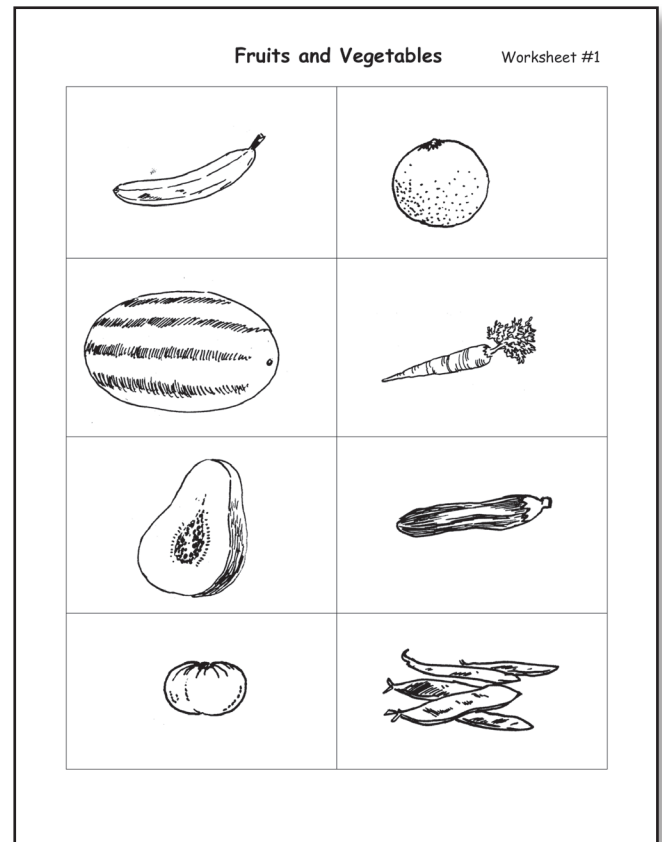
## Options for using the dialogue in simulations and real situations:

### 1. Party simulation

- Distribute 1 visual of a fruit or vegetable to each student.
- Have students stand up, circulate and mingle, using the dialogue to offer food (their visual) to each other as at a party, then exchange pictures.
- Direct students to exchange pictures with a new partner 5 or 6 times.
- Participate in the mingling activity to observe student progress.

### 2. Alternative Application with real food:

- Arrange for students to visit another class to practice offering food, or invite visitors to your class at break-time and offer healthy food.
- Use various bags of real food that teacher provides: such as banana, watermelon, papaya, mandarin orange, tomato, carrot, zucchini and snow peas.
- Identify the food.
- Model the two dialogues with a student or ask two student volunteers to demonstrate for the class.
- Distribute sample bags to volunteers.
- Use safe food handling practices such as using toothpicks, rubber gloves or small papers to handle food.
- Have volunteers practice dialogue by offering food to people. Remind them to smile and say thank you if offered food.
- When finished evaluate their practice by asking questions. Did you speak English? Did you smile? Did you say thank you? How many people did you offer food to? How many said "No thank you?" How many said "Yes?"



## MATERIALS

Realia will vary depending on activity.  
"Fruits and Vegetables" Worksheet #1

