






# Nutrition Education for ESL Programs

LEVEL: **BEGINNING LOW**



<b>Nutrition Standard</b>	Key Message #3: Students will influence children to eat healthy meals and snacks.
Content Objective	Students will be able to plan strategies for modifying children's preferences for foods, beverages and snacks that are high in sugar, fat and salt.
Behavior Change Objective	Students will reintroduce their child to a vegetable they don't currently eat.
Language Objective	Students will be able to use critical thinking skills to sequence a story.
Instructional Approach	Literacy Picture Story
Class Length	3 hours 
Topic	Food/Family  



## 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 #3: Students will influence children to eat more healthy meals and snacks.

Objective 3.3: Students will be able to plan strategies for children's preferences for foods that are high in sugar, fat and salt.

A goal of the Network for a Healthy California (Network) is to help low-income families and children eat healthier. Research shows that often immigrants come to this country with many healthy food traditions that may include whole grains, plenty of fruits and vegetables, and lower amounts of meat, fat or sweet foods. However, sometimes their diets or their children's diets become less healthy the longer they live in the United States. Therefore, we need to acknowledge and encourage the healthy habits immigrants bring to this country. We need to encourage behavioral change for those with less healthy habits.

Research conducted by Prehm and Associates for the Network shows that to initiate behavioral change, change needs to be easy to attain. The goal in this lesson, through the picture story, is to learn ways to get children to eat a vegetable that they don't currently eat by preparing it in different ways and re-introducing it over time to the child. Often times a parent accepts that a child "doesn't like" a certain food and doesn't offer that food to the child again. Research has shown that if a food is re-introduced to a child over time, that eventually s/he may come to like it. When trying to introduce a vegetable to a child, nutritionists suggest adding it to foods that the child likes.

Here are some other ways to help children increase vegetable consumption.

- 1 Allow child to pick produce at the supermarket.**
- 2 Allow child to help prepare vegetables.**
- 3 Prepare raw vegetables with your child in the kitchen and serve with a nutritious low-fat dip. For example, a dip made with low-fat yogurt as a base.**
- 4 Plant a garden together with fruits and/or vegetables.**
- 5 Keep prepared fruits and vegetables ready.**
- 6 Be a good role model. Eat vegetables yourself.**
- 7 Put extra vegetables in the dishes they like.**

In addition, here are some guidelines for parents from nutritionists:

- Offer new food items several times. (Sometimes it will take children 7-8 attempts before they decide the food is acceptable.)
- **Don't force a child to eat something.**
- Serve a small amount of the new food with more familiar food.
- Model healthy eating. Children may like or dislike foods based on the opinion of adults in the family.
- Don't talk about foods as good or bad.
- Decide what food and when/where food is offered to a child..
- Allow a child to decide quantity and choice from the foods offered..
- Don't offer bribes or rewards for eating certain foods.
- Don't use food as a reward.
- Children need snacks between meals. Have vegetables, fruits, crackers available for them.
- Offer water or milk with snacks instead of juice or sodas.



**Key Word Search:** *healthy snacks/meals for children*

**Websites for more information (2008)**

USDA Nutrition Information (offers a wide range of information, resources and material):

<http://www.nutrition.gov/>

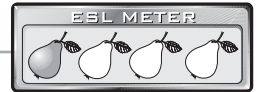
MyPyramid: [www.mypyramid.gov](http://www.mypyramid.gov)

Network for a Healthy California/Champions for Change

<http://www.cachampionsforchange.net/en/index.php>



## LESSON PLAN



Beginning Low

**Warm up and Review:** (15 min.) 

- Review names of vegetables from a previous lesson**, using visuals or a picture dictionary. Ask, "Do you eat celery? Do your children eat celery? How do you prepare celery?" Etc.

**Introduction:** (15 min.) 

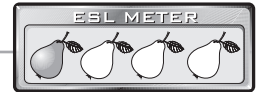
- Show the large picture #1** in the picture sequence, a child grimacing at a plate of vegetables.
  - Tell the students: *This is broccoli.*
  - Show them a picture of broccoli or the actual vegetable.
  - Ask questions. *Is the boy eating the broccoli? Does he like broccoli? Is the boy happy? Do your children eat vegetables? What vegetables do they like? What vegetables don't they like? What do you do when they don't like a vegetable? Are vegetables important to eat? Are vegetables good for you?*
- State the objective:** Today we will read a story about a boy who doesn't eat broccoli. His mother prepares broccoli in different ways.

**MATERIALS**

Visuals of vegetables from a previous lesson, including broccoli. (Not provided in this lesson.)  
Picture #1 in picture story sequence. Realia: Broccoli.



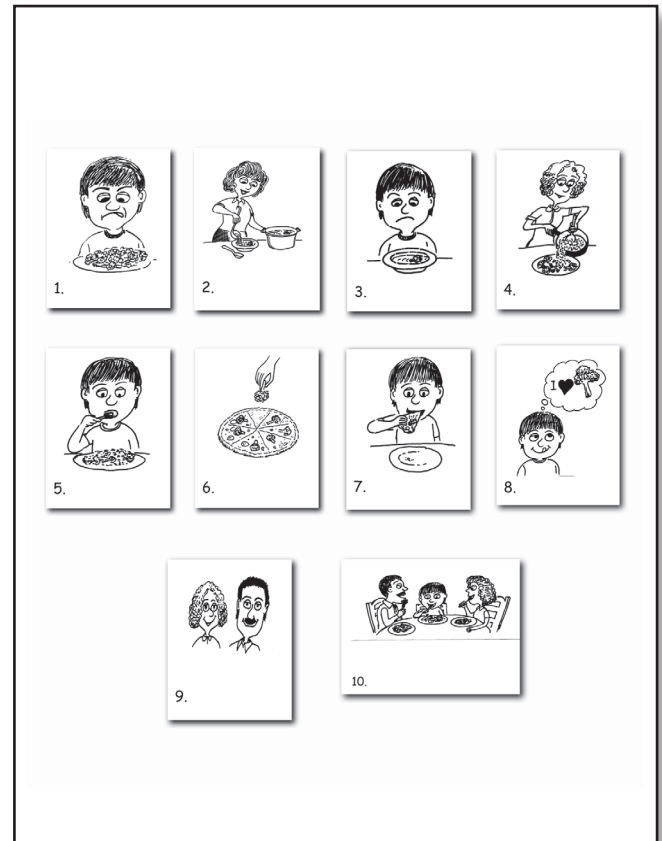
## LESSON PLAN



Beginning Low

**Presentation 1:** (30 min.) 

1. **Show students each large picture in the sequence** and tape them up in front of the class in order.
2. Ask students to **look at the story** so they can **see the progression**.
3. **Elicit predictions** from students about each picture, moving from #1 to the end, encouraging language.
4. **Show actual broccoli, soup, macaroni and pizza** if possible, so that students can better visualize the drawings in the pictures.
5. **Number the pictures.** Write June above #1, July above #2, August above #4, September above #6, October above #8.
6. **Read story to students frame by frame**, while they listen and look at the pictures.
7. **Read story again** while students listen and explain each frame to assure comprehension. Comment on the gradual progression of accepting the broccoli, that at first the child didn't like it, but that after numerous times he now likes it.
8. **Write a large number above each picture.** Read a segment of the story and have students guess which frame by saying the number.
9. **Say key words** in the story, such as: *likes a little*, *likes a lot*, *doesn't like*, *eats together*, and have **students** respond by **saying the number**.
10. **Call out the month** and have students respond by saying the number.

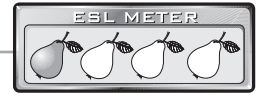


## MATERIALS

The 12- 8.5X11 Picture Story Sequence



**LESSON PLAN**













**Beginning Low**

**Practice 1:** (30 min.) 

1. **Distribute Worksheet #1.**
2. **Read while students follow the words** on their paper.
3. **Explain that this story occurs over a period of months** and reiterate the gradual acceptance of the vegetable. Use a different colored highlighter for the two frames that go with each month.
4. **Read random frames** and ask students to identify the month.
5. **Recite** the sentence for each frame while **students repeat**, do numerous times. Isolate and drill any words that are difficult to pronounce.
6. **Ask students, "What's #1?"** Students answer.
7. **Reverse the activity** having students ask you, "What's #1?" You answer.
8. Have **pairs do this activity** with student 1 asking the question and student 2 answering.
9. Ask students, "What happened in June? What happened in July? etc." and have them recite the answer.
10. Have students ask you, "What happened in June?" etc. You answer.
11. Have pairs do activity. Student 1 asks, "What happened in June?" Student 2 recites answer.

Worksheet #1

**The Boy Eats Broccoli Now**

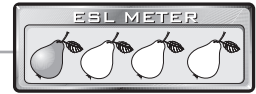
<b>June</b>	<b>July</b>	
		
1. The boy doesn't eat broccoli.	2. The mother prepares soup with broccoli.	3. The boy doesn't eat the broccoli.
<b>August</b>	<b>September</b>	
		
4. The mother prepares macaroni with broccoli.	5. The boy eats a little broccoli.	6. The mother prepares pizza with broccoli.
<b>October</b>		
		
7. The boy eats a lot of broccoli.	8. The boy likes broccoli now.	9. The mother and father are happy.
		
10. The family eats broccoli together.		

**MATERIALS**

Transparency/Worksheet #1, "The Boy Eats Broccoli Now"



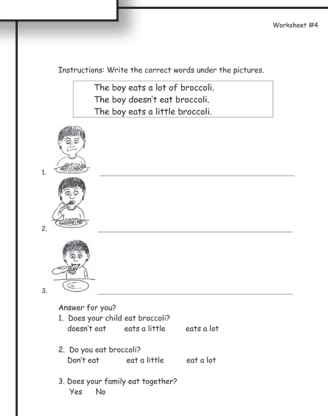
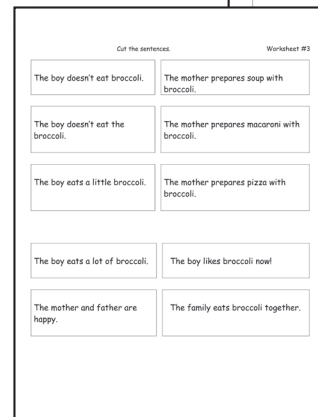
# LESSON PLAN



Beginning Low

**Practice:** *Continued* (40 min.)

1. Take the large pictures off the board and **give each picture to a student.**
2. **Call on the student with picture #1 to come to the front** and put the picture on the board. Ask the class what the picture is, ask the individual student what the picture is.
3. Continue with the other pictures until the entire sequence is back on the board in order.
4. **Have students work in pairs.** Distribute one copy of **Worksheet #2** and scissors to each pair. Instruct students to cut out the pictures.
5. Have them **put the pictures in order.**
6. When finished, distribute **Worksheet #3** and instruct students to cut the sentence strips out.
7. Have students **match the pictures with sentences.**
8. Have students turn the pictures over and **put just the sentences in order.**
9. Tell students to pick up and put pictures and sentences away.
10. **Project transparency of Worksheet #4. Cover the sentences in the box.** Ask students to tell you what number is "The boy doesn't eat broccoli". Show them how to write the sentence on the line.
11. **Distribute Worksheet #4** and have students write the sentences under the pictures.
12. **Explain questions at the bottom** of the worksheet and have students answer for themselves.

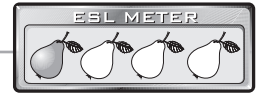


## MATERIALS

Transparencies/Worksheets #2, #3, #4



**LESSON PLAN**



**Beginning Low**

**Assessment:** (15 min.) 










1. **Conduct the quiz** as you would a test. Explain to students that they'll be working independently.
2. Explain that the instructions are to **number the pictures in sequence**.
3. **Distribute the quizzes**.
4. **Model by projecting transparency** of quiz, asking students what the first picture in the story is and putting a 1 under that picture.
5. Instruct them to **continue on their own**.
6. **Collect and score** the quizzes according to the rubric.
7. **Return the quizzes the next day** while the information is fresh in students' minds.

Rubric: Each correct answer 1 point. 8 points total. Passing score: 6.

Worksheet #5  
Answer Key

### Quiz

Instructions: Put in order. Write the number on the line.

		
<u>3</u> The boy doesn't eat the broccoli.	<u>6</u> The mother prepares pizza with broccoli.	<u>1</u> The boy doesn't eat broccoli.
		
<u>8</u> The mother and father are happy.	<u>5</u> The boy eats a little broccoli.	<u>9</u> The family eats broccoli together.
		
<u>7</u> The boy eats a lot of broccoli.	<u>2</u> The mother prepares soup with broccoli.	<u>4</u> The mother prepares macaroni with broccoli.

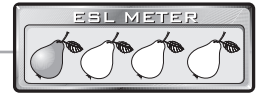
Rubric: Each correct answer 1 point. 8 points total. Passing score: 6

**MATERIALS**

Transparency/Worksheet #5, "Quiz"



**LESSON PLAN**



**Beginning Low**

**Application:** (25 min.) 

- 1. Remind students:**
  - Try vegetables with different foods over time.
  - Choose foods children like to eat with the vegetable.
  - It will take numerous attempts. Be patient.
- 2. Continue the discussion** asking students which vegetables their children eat and don't eat. Ask for ideas as to how to prepare those they don't eat. ("What foods can you put with the vegetables?") Write ideas on the board. Ask students not to copy until discussion is finished so that they listen and participate in the discussion.
- 3. Ask students which ideas from the list they would like to try at home.**
- 4. Show students a transparency of Nutrition Journal or Worksheet #6** and explain how to fill out the worksheet.
- 5. Distribute students' Nutrition Journals or Worksheet #6.**
  - Ask students to choose one of their children and write that child's name on the line.
  - Have them write the name of a vegetable that child doesn't eat.
  - Instruct them to think about how they will prepare that vegetable for their child this month.
  - Tell them they will be putting a check each time they prepare that vegetable for their child.
- 6. Return to the journals each week** so that students can put checks next to the foods they prepared.

Worksheet #6  
Journal

**My Goal:** My child's name is: \_\_\_\_\_  
My child will eat: \_\_\_\_\_

Directions:

1. Make a new vegetable for your child.
2. Write the month.
3. Check how you make the vegetable.
4. Do your Report.

Month: _____ <input type="checkbox"/> Soup <input type="checkbox"/> Pasta <input type="checkbox"/> Pizza <input type="checkbox"/> Rice <input type="checkbox"/> Meat <input type="checkbox"/> Eggs <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Month: _____ <input type="checkbox"/> Soup <input type="checkbox"/> Pasta <input type="checkbox"/> Pizza <input type="checkbox"/> Rice <input type="checkbox"/> Meat <input type="checkbox"/> Eggs <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
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**MY REPORT** DATE: \_\_\_\_\_

1. Now my child likes \_\_\_\_\_ ☹ ☺ ☺
2. Next time I will give my child: \_\_\_\_\_

**MATERIALS**

Transparency Nutrition Journal or Transparency/Worksheet #6.

