





Nutrition Education for ESL Programs

LEVEL: **BEGINNING LOW**



Nutrition Standard	Key Message #5: Students will access resources for low cost healthy food.
Content Objective	Students will be able to identify and access nutrition assistance programs.
Behavior Change Objective	Students will locate resources for food assistance in their communities.
Language Objective	Students will be able to read a short narrative about a family's problem.
Instructional Approach	Language Experience Approach/Problem Solving.
Class Length	Day 1: 1 1/2 ; Day 2: 1 3/4 hours 
Topic	Community 



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 #5: Students will access resources for low cost, healthy food.

Objective 5.4 Students will be able to identify and access nutrition assistance programs.

Lessons around this nutrition content objective are a good way to incorporate nutrition topics into other competency areas than just the Food unit, such as Community Resources. Many students may already be aware of resources for low-cost healthy food in their communities. Word of mouth is an important source of information in many ethnic communities.

Emergency food programs and government nutrition assistance programs Emergency food resources provide food when someone is out of food. Sources for emergency food include: food banks, soup kitchens, faith-based programs, Emergency Food Stamps, and homeless and domestic violence shelters. These programs often have few eligibility requirements although they may require identification to prove residency in the program's service area.

Food Stamps, the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), the School Breakfast and National School Lunch Programs and the Summer Food Service Program are some of the United States Department of Agriculture (USDA) sponsored nutrition assistance programs. However, avoid using the term "government" or "federal" when referring to them because some immigrants believe any contact with a government program is risky. Often students believe that if they are working they should not be using or are not eligible for government or other community food assistance programs.

Let students know that these programs are for working families and for helping parents teach their children healthy eating habits. The government's goal is to help families raise healthy children and avoid disease.

Help students understand that they are likely to qualify if they are low income and that their immigration status will not be affected by applying for these programs for their eligible children. To apply for benefits, or for information about the Food Stamp Program, students will need to contact a **local food stamp office**. You can find local offices and each State's food stamp application on our **national map**. Local offices are also listed in the State or local government pages of the telephone book. The office should be listed under "Food Stamps," "Social Services," "Human Services," "Public Assistance," or a similar title. You can also call your State's **food stamp information/hotline number**. Most are toll-free numbers.

Teachers may give information on location, hours, eligibility requirements, possible benefits, what materials to take to an appointment, and direct students to advocates or government offices.

Key Word Search: food assistance programs; nutrition assistance programs

Websites for more information (2008)

U.S. Department of Agriculture Food and Nutrition Services: www.fns.usda.gov/

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

California Food Policy Advocates: <http://cfpa.net>
Community Food Security Coalition www.foodsecurity.org/

USDA Food and Nutrition Programs and Services: <http://www.fns.usda.gov/fns/services.htm>



Farmer's Markets in California:

<http://www.cafarmersmarkets.com/>

Find a Farmer's Market in Your State

<http://apps.ams.usda.gov/FarmersMarkets/>

Meals on Wheels in California

<http://www.mealcall.org/meals-on-wheels/ca/>

Find Meals on Wheels in Your State:

<http://www.mealcall.org/meals-on-wheels/index.htm>

WIC in California

<http://www.cdph.ca.gov/programs/wicworks/Pages/default.aspx>

Find WIC in Your State

<http://www.fns.usda.gov/wic/>

Language Experience Approach

This lesson uses the Language Experience story to set up a problem for students to solve regarding food assistance. The Language Experience Approach elicits students' own language to create a story to read thus reducing the likelihood that there will be unknown vocabulary and grammatical structures in the reading material. This also allows the instructor to focus on the meaning of the words, not the form of the language. There is some controversy among instructors as to whether students' grammatical errors should be recorded when the story is first elicited from students. Purists would say, "Record the students' language exactly as it is given." Others would say, "Record students' exact language and then ask the class if that is how they want it," to allow for self-editing. Still others would say that the teacher should accept the students' language and then make corrections for them, being careful not to change the meaning or vocabulary. Teachers can decide which point of view to follow. If corrections are made, they should be done prior to the reading practice of the story.

Since the story is elicited from the students, the teacher has to create the follow up activities using the students' story. Templates are provided in this lesson for the Practice, Evaluation and Application stages of the lesson to which the teacher must add the students' words in order to create the worksheets. The lesson is done over a 2-day period, which allows the teacher time to prepare the follow up reading and evaluation activities.

This lesson enables students at the Beginning Low level to do some problem solving by offering very simple solutions to the problem of a family not having enough food. Students' solutions are kept in the imperative form since students at this level have not been introduced to the language functions of giving advice or offering solutions (e.g., use of modals).



Ideas for Low Cost, Emergency and Free Food

Cannery food sales: Food outlets associated with canneries

Community garden: A large plot of land divided into smaller plots that individuals can rent to grow food. Community supported agriculture: consumers pay a flat fee to receive a box of fresh produce each week at a local drop off point.

Dairy outlet: small stores often owned and operated by a dairy as an outlet for milk, cheese, butter, ice cream, etc.

Day-old bread stores: Discount stores for bakery companies that sell products pulled from grocery stores and supermarkets because the expiration date is near.

Emergency food assistance: Programs (public and private) that provide food when there is a need. They include food banks, soup kitchens, Red Cross, homeless shelters, church programs, domestic violence shelters. They have few eligibility requirements, but may ask for identification.

Ethnic food store: Usually small, family owned local market with imported foods for specific cultural group such as Mexican, Middle Eastern, Chinese, Vietnamese; may or may not be cheaper than supermarket. Farm stand/Farmers market: Shed/stall that is set up temporarily to sell fresh produce picked by local growers; might be connected with a community garden to sell excess produce; sometimes set up at swap meets, shopping center parking lots on a weekend or a designated day of the week.

Meals on Wheels: Usually run by a non-profit organization that delivers meals to low-income elderly at their homes or group homes. They may also provide emergency food assistance to disabled persons released from the hospital.

Membership store: Retail stores including markets that require a yearly membership fee to shop there. Memberships can be shared with family, significant others and sometimes friends. Sometimes there are eligibility requirements such as being a public employee. Often there are opportunities for buying in bulk.

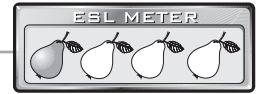
Food Stamp Program: Nutrition assistance program for low-income families and individuals. Applicants must meet income guidelines (gross monthly income at or below 130 percent of the Federal Poverty Level). Immigrants are eligible if their children are citizens and/or they meet eligibility requirements.

School meal programs: Nutrition programs provided for low-income children at public schools (school breakfast, school lunch, summer food program.) Families must meet income eligibility requirements (below 130% Federal Poverty Level for free lunch; between 130% and at or below 185% Federal Poverty Level for reduced lunch).

Women, Infants and Children (WIC): Supplemental Nutrition Program provides vouchers for nutritious foods, nutrition counseling, and referrals to health and other social services to low income (gross monthly income at or below 185 percent of the Federal Poverty Level) pregnant women (through pregnancy and up to 6 weeks after birth or after pregnancy ends), breastfeeding women (up to infant's 1st birthday), non-breastfeeding postpartum women (up to 6 months after the birth of an infant or after pregnancy ends), infants (up to 1st birthday) and children up to age 5. WIC serves 45 percent of all infants born in the United States. Participants must meet income guidelines, state residency requirements and be determined to be "at nutrition risk" by a health professional.



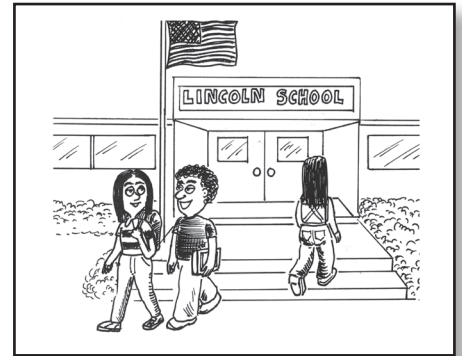
LESSON PLAN



Beginning Low

Warm up /Review: (5 min.)

1. **Review vocabulary** for places in the community.
2. **Review community places.**
 - Show **Transparencies of community places.**
 - Say: "I need stamps. Where can I go?" "I need to learn English. Where can I go?" "I need bread. Where can I go?" "I need to cash a check. Where can I go?" Etc.



Introduction (10 min.)

1. **Show** 8.5 X 11 drawing #1 "The Avila Family."
2. **Elicit guesses** from the students:
 - Say: "This is the Avila family.
 - They have a problem. Mr. and Mrs. Avila are sad. They are worried. They need help."
 - Ask: "What is their problem?"
3. **Write students' ideas** on the board.
4. Say: "Today we are going to write and read a story."

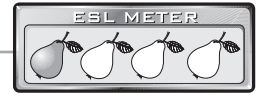


MATERIALS

Transparency/Drawings of places in the Community;
Drawing #1; Avila Family



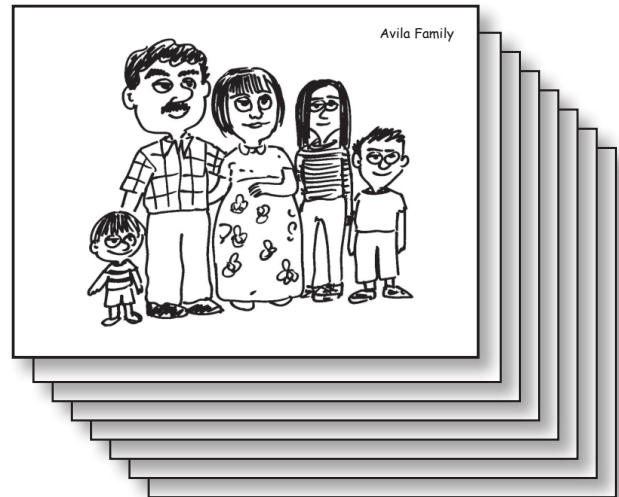
LESSON PLAN



Beginning Low

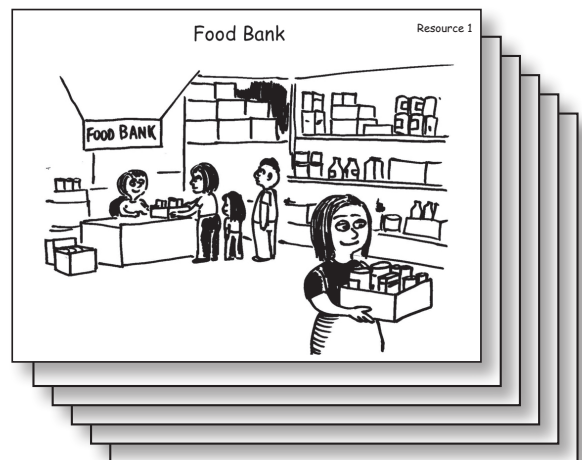
Presentation 1: (40 min.)

- Present picture story**, one picture at a time. Tape the pictures to the board.
- Ask questions to elicit story** from students,
 - Who are these people? Give them names.
 - How many children do they have? (Mrs. Avila is pregnant.)
 - How do they feel?
 - What are they doing?
 - Is this the same day?
 - Where are they going?
 - What is the problem?
- Write students' description** under each picture.
- Ask clarification questions** if necessary in order to confirm students' narrative.



(Note: You may write exactly what students say or modify their language slightly to make it more grammatically correct. See discussion of LEA in Background Information)

- The last picture is blank** with a large question mark. Ask: **"What can the Avila's do?** Where can they get food with little money?"
- Write students answers** ("Go to the store" "make a garden")
- Post visuals of food resources on the board** and provide simple labels.
- Have students vote to **indicate which option** they want to suggest to Mrs. Avila.
- When finished, read story as students listen, pointing to the text and picture.
 - Ask "Is that o.k.?", encouraging **students to edit** the language.



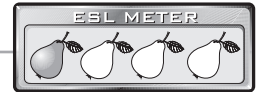
10. Read 2 or 3 times as needed.

MATERIALS

Drawings # 1-8; The Avila's Problem
 Drawings # 1-6; Food Resources



LESSON PLAN

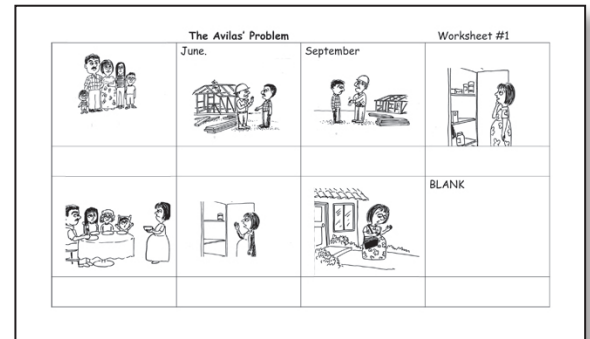


Beginning Low

Practice 1: (20 min.)

1. Pass out copies of **Worksheet #1**, "The Avila's Problem."
2. Direct students to **copy sentences** under the pictures from the board.
3. Direct students to **draw a picture of one solution in the blank box** and copy a label from the visuals on the board, e.g. "Go to the Food Bank."
4. Direct students to **read their stories in pairs**.

(Note: **Copy students' text** on to **Worksheet #1** as a photocopy master for Day 2's activities.)


Assessment (5 min.)

1. Read story's text out of sequence.
2. Students point to corresponding picture on **Worksheet #1**.

Teacher Prep prior to Day 2

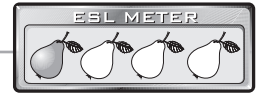
1. Make photocopies of **Worksheet #1** with student generated text added.
2. Use **Worksheet #2b** as a template.
 - Add the student-generated text to make sentence strips to match to the pictures in **Worksheet # 2a**.
 - Make photocopies.
3. Add the student-generated text to **Assessment, Worksheet #3**, Part 2.
4. Make photocopies.
5. Research addresses of local food resources for students to copy on the **Journal page**.

MATERIALS

Worksheet #1, "The Avila's Problem"
 Preparation: Worksheet #1 with text added, Worksheet #2a, #2b,
 Worksheet #3 "Quiz", Part 1 and Part 2.



LESSON PLAN



Beginning Low

Warm-Up: (10 min.)

1. **Review food resources vocabulary** showing the 12 drawings (Food Bank, Soup Kitchen, etc.) Have **students listen and repeat.**
2. **Review transparency of Worksheet #1** of Avila family.
 - Ask, "Who are they?" What is their problem?"

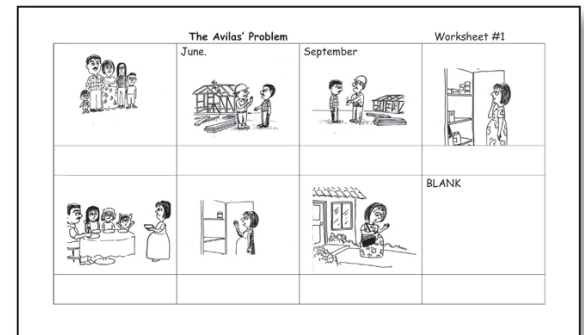


Introduction: (5 min.)

1. Inform students that, "Today we are going to practice reading the Avilas' story."

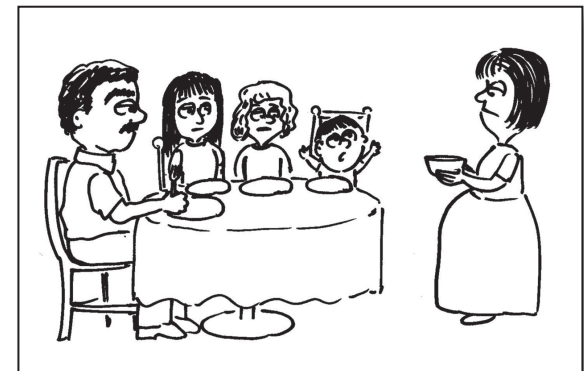
Presentation: (15 min.)

1. Post the 8.5 X 11 drawings of the story.
2. **Read the story** from Day 1 using the students' text exactly as written in the previous lesson.
3. **Ask comprehension questions,**
 - "Who is this? Does he have a job? Is he looking for a job?"
 - Is Mrs. Avila angry? How does she feel? Etc."



Practice 1: (15 minutes)

1. **Pass out copies of Worksheet #1** with text added from Day 1 to students who were absent.
2. Direct students in **pairs to read the story** to each other.

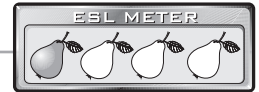


MATERIALS

Drawings #1-8
 Transparency/Worksheet #1 with student generated text added;
 Transparency/Worksheet-2a, 2b (cut into strips).



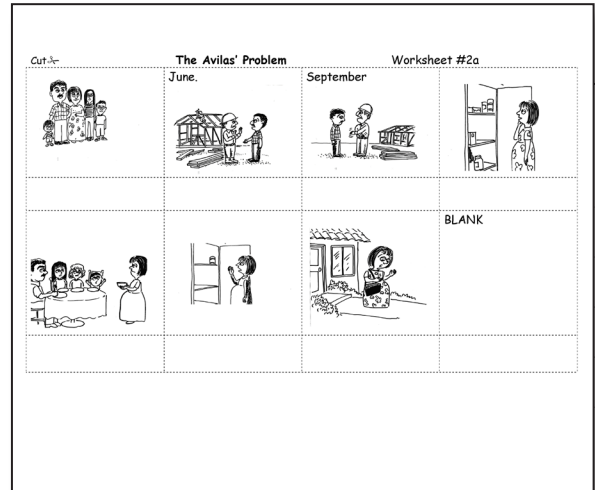
LESSON PLAN



Beginning Low

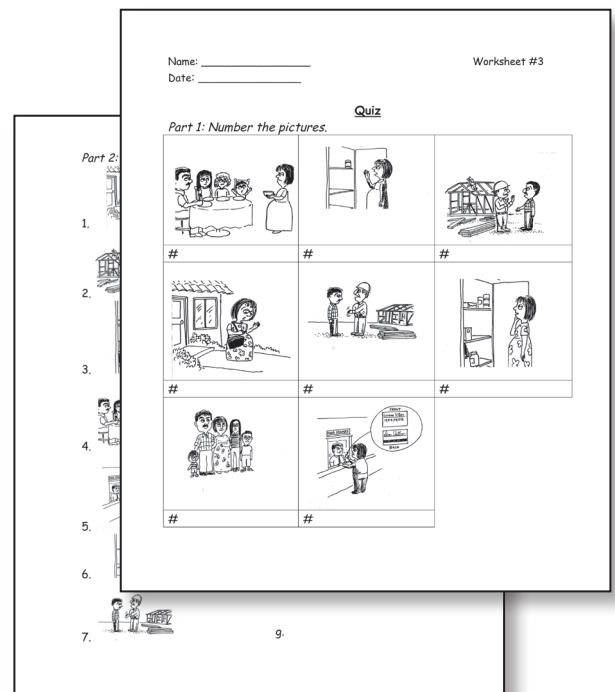
Practice 2: (20 min.)

1. Pass out copies of **Worksheet #2a and 2b** and scissors to pairs of students.
2. Direct students to **cut up pictures and sentence strips**.
3. Direct students to **put the pictures in the correct order**.
4. Direct students to **match the sentence with the picture**.
5. Direct **pairs to check with other pairs**.
6. **Check as a class** using a transparency of Worksheet #2a and 2b cut up into strips.



Assessment (20 min.)

1. Pass out **Worksheet #3, "Quiz"**.
2. Give directions.
 - Part 1, students number pictures so that they are sequenced correctly.
 - In Part 2, students match the picture with the student-generated text.
3. **Collect papers and correct them** using the following Rubric: Part 1 - 6/8 = passing
Part 2 - 6/7 = passing Total = 12/15 (75%)

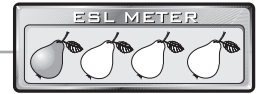


MATERIALS

Transparency/Worksheet #1 with student generated text added;
Transparency/Worksheet-2a, 2b (cut into strips).
Transparency/Worksheet #3, Quiz



LESSON PLAN



Beginning Low

Application (20 min.)






1. Direct students to **take out** their **Journal or distribute Worksheet #4**.
2. Have students **identify pictures/places**.
3. Direct students to **find the address and telephone number** of one resource for emergency food.
4. In a subsequent lesson, have students share the addresses they have found.
 - Have students report the address and telephone number.
 - Write them on a transparency of the journal.
 - Have students copy so they have 5 addresses and telephone numbers.
5. Have students choose a resource they might use and write the information under "My Report."

Worksheet #4
Journal

My Goal: I will find the address and telephone number of a place to get healthy, low-cost or free food.

Directions:

1. Choose a place.
2. Do the Report.

CHECK	PLACE	ADDRESS AND TELEPHONE NUMBER
<input checked="" type="checkbox"/>		Address: _____ Telephone Number: _____
<input type="checkbox"/>		Address: _____ Telephone Number: _____
<input type="checkbox"/>		Address: _____ Telephone Number: _____
<input type="checkbox"/>		Address: _____ Telephone Number: _____
<input type="checkbox"/>		Address: _____ Telephone Number: _____

MY REPORT DATE: _____

1. The address for _____ is _____.
2. The telephone number is: _____.

MATERIALS

Worksheet #4, Journal

