





Nutrition Education for ESL Programs

LEVEL: **BEGINNING LOW**



Nutrition Standard	Key Message #6: Students will demonstrate safe food handling practices at home, at school and on the job.
Content Objective	Students will be able to demonstrate appropriate sanitary practices before, during and after food preparation and handling.
Behavior Change Objective	Students will use one or more safe food handling practices at home.
Language Objective	Students will be able to identify imperative forms related to food safety.
Instructional Approach	Vocabulary development using video.
Class Length	3 hours 
Topic	Food 



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(NOTE: The following background information is intended for teachers only in order to answer students' questions. It is not meant to be the basis of a lesson or to be presented in a lecture to students. Research shows that nutrition education that is skill based is more effective than knowledge based instruction.)

Key Message #6: Students will demonstrate safe food handling practices at home, at school and on the job.

Objective 6.4 Students will be able to demonstrate appropriate sanitary practices before, during and after food preparation and handling.

Discussions in round tables with Hispanic adult ESL students around the state of California (Prehm & Associates, 2002) indicate that students practice basic kitchen cleanliness. However, they need more information on how to safely handle raw meat, what needs to be refrigerated, how long to keep perishable foods and how to safely thaw foods. The federal Department of Health and Human Services (DHHS) food safety program, "Fight BAC," identifies four aspects of food safety – clean, separate, cook and chill.

1. Clean hands, food, utensils and work surfaces: Cleanliness and other aspects of food safety can be sensitive topics with adults. Present the topic as something parents should teach their children, so that they are aware and stay healthy, and not to suggest that adult students do not use proper practices. Keep awareness high throughout the school term by giving food safety guidelines as well as nutrition guidelines for foods brought in for class potlucks. This lesson reinforces safe food handling practices by showing a video that demonstrates basic safe food-handling practices. The teacher uses the content to practice basic language development including vocabulary and literacy skills. The concepts can be followed up later by actually modeling them during food tasting in class, or other times when food is being prepared or served in the classroom.

Here are some tips to reinforce:

- Wash hands (front, back, between fingers and under nails for 20 seconds) with hot, soapy water before handling food and after using the bathroom, changing diapers and handling pets, etc. To give students an idea of how long 20 seconds is, have them sing the "Alphabet Song" or "Happy Birthday" with their children as they wash their hands.
- Wash cutting boards, dishes, utensils and counter tops with hot, soapy water after preparing each food item and before you go on to the next food.
- Use plastic and other non-porous cutting boards. These boards should be run through the dishwasher or washed in hot soapy water after use.
- Use paper towels to clean kitchen surfaces. Germs can grow on cloth towels and sponges. Wash kitchen towels and sponges often in hot soapy water.
- Wash fruits and vegetables with running water. Use a brush designated to only wash fruits and vegetables, to loosen dirt. Do not use soap on food.
- Store food in clean, covered containers. Tight lids help keep pests from getting into the food.
- Clean the refrigerator often.
- Take garbage outside every day. Store it in covered containers.
- Keep cupboards, floors, counters and stove free from insects, mice and rats.
- Never use bug killers on food, dishes, cooking utensils or counters where food is prepared.

2. Separate and handle raw meat, fish and poultry safely to avoid cross-contamination in shopping, cooking and storing:

Cross-contamination is the scientific word for how bacteria can be spread from one food product to another. This is especially true when handling raw meat, poultry and seafood. Tips can be generated on how to keep these foods – specifically meats, poultry and meat and their juices away from ready-to-eat foods. For example:

- At the grocery store, put meat, poultry, seafood, fruits and vegetables in separate plastic bags.
- Separate raw meat, poultry and seafood from other foods in the grocery-shopping cart and in the refrigerator.



- Pick up milk and other cold foods last at the store. This will give them less time to warm up before you get home.
- Do not leave food in a hot car. Go home right after shopping. Put food in the refrigerator right away.
- Do not buy cracked eggs or leaking cans or jars.
- If possible, use a different cutting board for raw meat than for vegetables and other foods eaten raw.
- Never place cooked food on a plate, which previously held raw meat, poultry or seafood.
- Keep raw meat, poultry and fish separate from other foods in the refrigerator so the juices do not touch other foods.
- Store raw meat (even if in a plastic bag) in a pan on the lowest shelf in the refrigerator.

3. Cook foods thoroughly (i.e. to a high enough temperature) to be safe to eat: Food safety experts agree that foods are properly cooked when they are heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause food-borne illness.

Germs grow fastest when food is in the “Danger Zone” – between 40 ° Fahrenheit (F) and 140° F. Room temperature (70°) is in the Danger Zone. Do not leave food out at room temperature for more than 2 hours. Keep hot food above 140° F.

- If possible, use a cooking thermometer to measure the internal temperature of cooked foods. If there is no thermometer, look at the food to see that it is thoroughly cooked. However using a food thermometer is strongly recommended to make sure food has been cooked to the proper temperature. They can be purchased relatively inexpensively, for around a couple of dollars at most larger grocery stores.
- When cooking in a microwave oven, make sure there are no cold spots in food where bacteria can survive. Cover food when cooking, stir and rotate it for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking.

Distributed August 1999 for use in September 1999 as part of the International Food Safety Council’s “<http://www.foodsafety.gov/september.html>” National Food Safety Education Month.

<http://www.foodsafety.gov/~fsg/fs-cook.html>

Visual for cooking different foods to proper temperature to help prevent foodborne illness
http://www.fsis.usda.gov/PDF/IsItDoneYet_Magnet.pdf



Cooking Temperature Chart

Product	°F		Product	°F
Eggs	Cook until yolk and white are firm		Poultry	
Egg dishes	160°		Chicken, whole	180°
Ground Meat & Meat Mixtures			Turkey, whole	180°
Turkey, chicken	165°		Poultry breasts, roast	170°
Veal, beef, lamb, pork	160°		Poultry thighs, wings	180°
Fresh Beef			Stuffing (cooked alone or in bird)	165°
Medium Rare	145°		Duck & Goose	180°
Medium	160°		Ham	
Well Done	170°		Fresh (raw)	160°
Fresh Pork			Pre-cooked (to reheat)	140°
Medium	160°		Seafood	
Well Done	170°		Fin Fish	Cook until opaque and flakes easily with a fork.
			Shrimp, lobster, crab	Should turn red and flesh should become pearly opaque.
			Scallops	Should turn milky white or opaque and firm.
			Clams, mussels, oysters	Cook until shells open.

Distributed August 1999 for use in September 1999 as part of the International Food Safety Council's *National Food Safety Education Month*.

<http://www.foodsafety.gov/~fsg/fs-cook.html>



4. Chill foods needing refrigeration properly before and after cooking; and thaw foods properly: Some students come from areas with limited use of refrigeration and may not be aware of how the lack of refrigeration negatively affects the safety of food. Doing a demonstration or showing photos to show food left un-refrigerated for several hours can be dramatic and raise students' awareness about the importance of keeping cold foods cold and hot foods hot. Ask students for examples of foods that spoil easily or safe food handling practices that they are aware of. Examples of food practices that are NOT safe are leaving a large pot of beans on the counter overnight or leaving a lunch of fish and vegetables in the car for several hours.

Refrigerate foods quickly because cold temperatures keep harmful bacteria from growing and multiplying. The refrigerator should be set no higher than 40° F and the freezer at 0°F. Check these temperatures occasionally with an appliance thermometer. Other tips are:

- Refrigerate or freeze perishables, prepared foods and leftovers within two hours or less.
- Put leftovers in shallow dishes so they cool faster.
- Eat leftovers within 3-4 2 days so they do not spoil. Foods that are spoiled may not look, smell or taste bad. If you think a food might be bad, do not taste it. A good motto to use in the kitchen is **"When in doubt, throw it out."** It is not worth risking one's health by eating food where the safety is in question.
- Never defrost food at room temperature. Thaw food in the refrigerator, under cold running water or in the microwave. If foods are thawed in the microwave, they should be cooked immediately following the thawing process.
- Marinate foods in the refrigerator.
- Do not put a lot of food in the refrigerator or freezer, or "over-stuff" it. Cold air must be able to circulate to keep food safe.

Key Word Search: *food safety*

Websites for more information(2008)

Fight Bac!

http://www.pueblo.gsa.gov/cic_text/food/fight-back/fightbac.htm

Food Safety

www.foodsafety.gov

Wellness Ways Food Safety

<http://web.aces.uiuc.edu/wellnessways/FoodSafety.html>

Food Safety Information that can be shared with students' children:

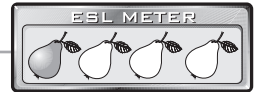
www.foodsafety.gov/~fsg/Fsgkids.html

American Dietetic Association Food Safety website.

<http://www.homefoodsafety.org/index.jsp>



LESSON PLAN



Beginning Low

Warm-up/Review (15 min.) 

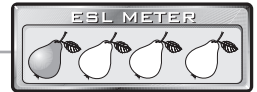
1. Ask students to **identify activities they do before and after preparing a meal** or dish. ("Show me how you cook.")
2. After orally brainstorming, **distribute large pictures** (washing hands, washing foods, eating, putting leftovers away into refrigerator, etc.).
3. Ask students with pictures to **come to front of the room and put** themselves **in order**. Other students will give instructions to help them get in order.
4. **Write the verbs** students generate on the board. (wash, cut, cook, eat, put away, etc.) Review together.


MATERIALS

8 X 11 visuals: washing hands, washing vegetables, cutting vegetables, washing meat, cutting meat, washing counter, cooking, eating, putting away leftovers



LESSON PLAN



Beginning Low

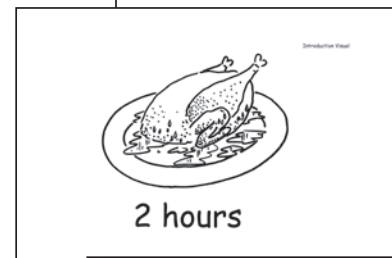
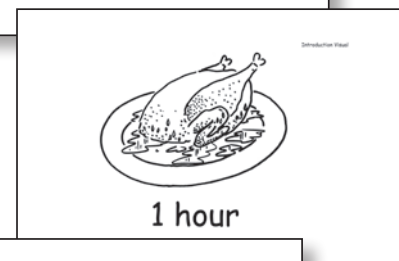
Introduction (10 min.) 

1. Introduce concept of germs or bacteria.

- Show several pictures of the same piece of cooked chicken with time under pictures.
- Ask "What happens to the chicken on the counter after 10 min, 30 min, 1 hour, 2 hours, 5 hours? Is it okay?"
- Tell students "Today we will watch a video about food safety at home."

Presentation 1 (30 min.) 

1. **Introduce vocabulary** (nouns) that may be new for students (cutting board, counter, sink, knife, bleach). (Note: Verbs/actions will be introduced through video.)
2. **View video, 1st viewing.** (Stop video before the captioned section.)
 - Tell Students, "We are going to watch the video without sound first."
 - Watch video without sound.
 - Ask Students, "What did you see in the video?"
 - Write list of verbs on the board.
3. **Rewind video.**
4. **View video, 2nd viewing** as follows: (Stop before the captions.)
 - Tell Students, "We are going to watch the video again. Watch and listen."
 - Show video with sound.
 - Ask, "What did you hear?"
 - Write a check next to the ideas students generated from first viewing.
 - Add new ideas to list.
 - DO NOT REWIND VIDEO.

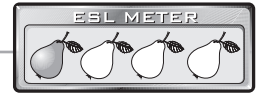


MATERIALS

Visuals of chicken left out on a counter.
Video, VCR



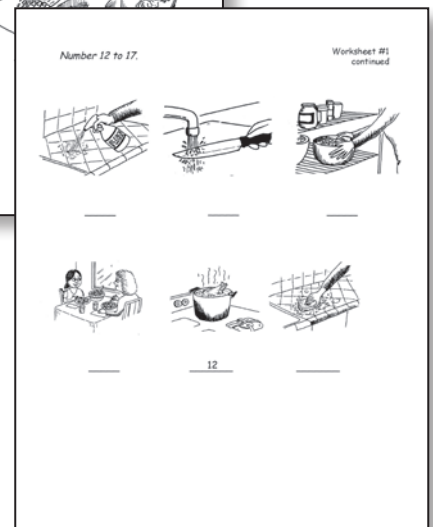
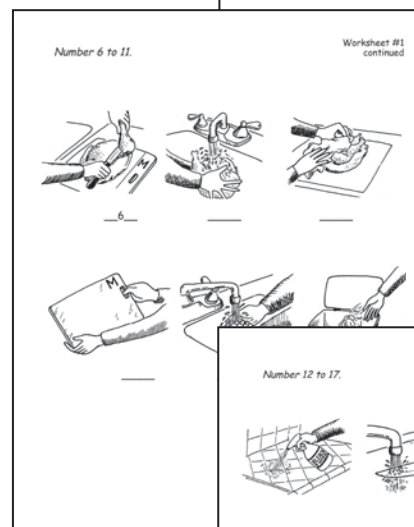
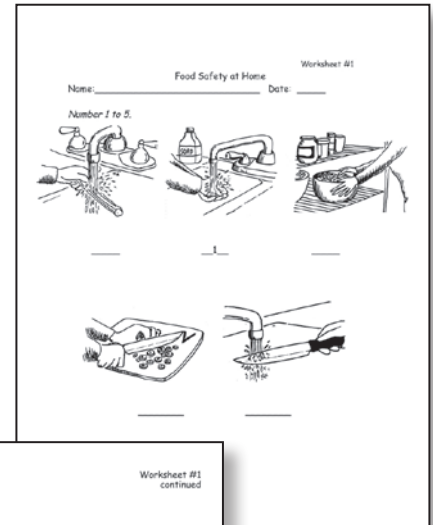
LESSON PLAN



Beginning Low

Practice 1 (20 min.)

1. **Distribute Worksheet #1**, "Food Safety At Home". It's comprised of three pages.
2. **Discuss the pictures with students** to agree on what each represents.
3. Ask students to **number the pictures on the first page** and put them in the correct order.
4. When finished, have students **check their answers page by page with other students**.
5. **Review each worksheet by watching video again stopping** after each page's segment.
6. Check again using transparencies of Worksheet #1, "Food Safety At Home."

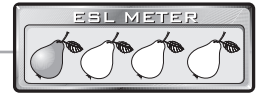


MATERIALS

Transparencies/Worksheets #1, "Food Safety At Home"



LESSON PLAN



Beginning Low

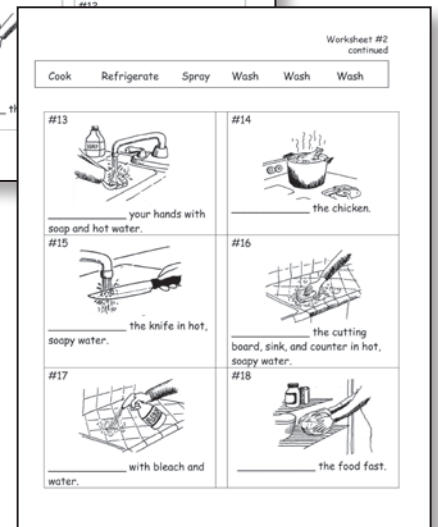
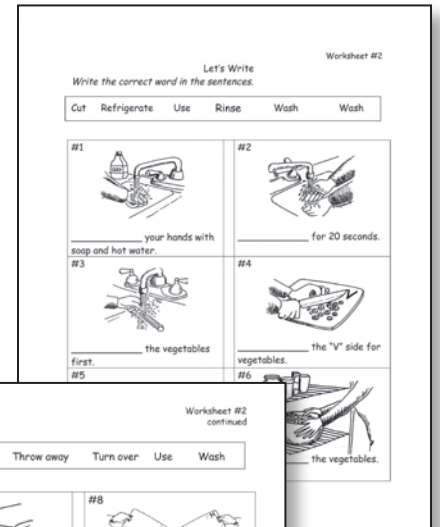
Presentation 2 (10 min.)

1. **View video, 3rd and 4th viewing**, (Begin at captioned section)

- Tell students, "We are going to watch the video again. Watch, listen, and read."
- Show video twice with sound and text.
- If your VCR or DVD player permits, pause at each imperative statement and have students read and repeat with you.

Practice 2 (20 min.)

1. **Distribute** cloze activity, **Worksheet #2**, "Let's Write." It's comprised of three pages.
2. Have students **complete them in pairs**.
3. Have pairs check answers with other pairs.
4. Check answers using transparencies of Worksheet #2, "Let's Write."
5. Have students read the captions.

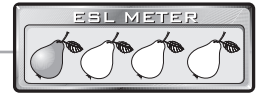


MATERIALS

Video, VCR; Transparencies/Worksheets #2, "Let's Write"



LESSON PLAN



Beginning Low

Practice 3 (15 min.)

1. **Distribute Worksheet #3**, "Food Safety Picture Cards."
2. Have students in **pairs cut up pictures**, and put them in order.
3. If students finish early, direct them to **write the verb on the back of the cards**.
4. Review sequence on overhead projector with transparency of Worksheet #3.
5. **Write verbs for students to copy.**

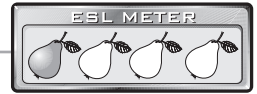


MATERIALS

Scissors, Transparency/Worksheet #3, "Food Safety Picture Cards"



LESSON PLAN



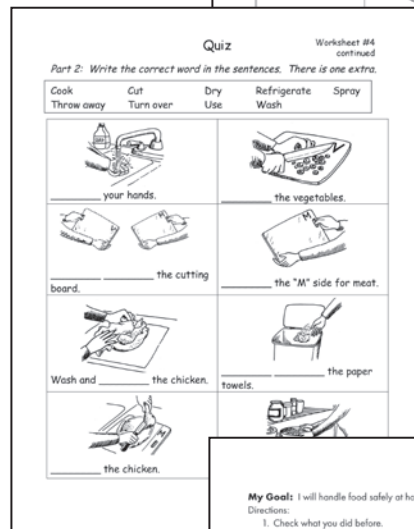
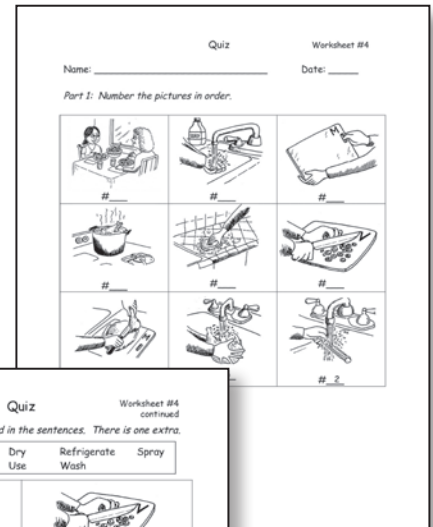
Beginning Low

Assessment (15 min.)

1. Distribute **Worksheet #4**, "Quiz, Part 1" and "Quiz, Part 2" (2 pages).
2. Have students **number pictures in order in Part 1**
3. Have students **write words in Part 2**.
4. **Collect and score.**

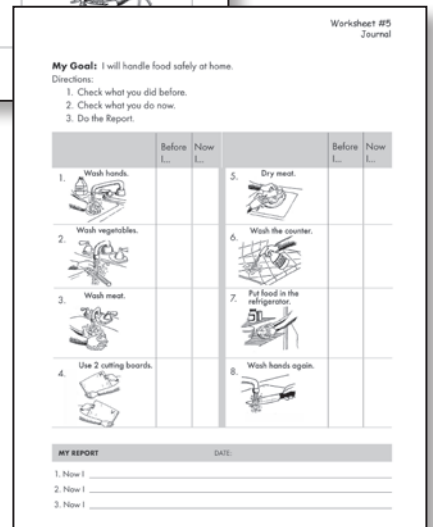
Scoring

Part 1 (1 point per item = 9 points)
 Part 2 (1 point per item = 8 points)
 Passing = 13/17 75%



Application (15 min.)

1. Distribute **"My Nutrition Journal"** opened to page titled, "Food Safety at Home" **or use Worksheet #5**.
2. Use a transparency of **Worksheet #5** to read goal and directions.
3. Acknowledge that many students do these things already.
4. Prepare students to **use the checklist**.
 - Read the items on the checklist.
 - Have students read with you.
 - Have students read the checklist to a partner.
 - Have students check food safety practices they do now and those they plan to do.
5. In a subsequent lesson, have students look at the section, "My Report."
 - Have students copy the sentences that tell what they do now that they did not do before the lesson.
 - Direct students to read their report to a partner.



MATERIALS

Worksheet #4, "Quiz," Part 1 and Part 2;
 "My Nutrition Journal"

