





# Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE HIGH**



<b>Nutrition Standard</b>	Key Message #3: Students will influence children to eat healthy meals and snacks.
Content Objective	Students will be able to guide children's selection of healthy food choices.
Behavior Change Objective	Students will plan and provide healthy snack options for their children and themselves.
Language Objective	Students will be able to use critical thinking skills to identify and solve a problem while using listening and speaking skills to communicate.
Instructional Approach	Problem-Solving
Class Length	3 hours 
Topic	Food 



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(Note to Teachers: 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 healthy meals and snacks.

Objective: 3.6 Students will be able to guide children's selection of healthy food choices.

Common American snack food items – chips, soda, French fries, cookies, candy – are typically high in fat, salt and sugar. They are popular because they taste good, they provide a source of quick energy, they are well advertised in the media, they are inexpensive, they can be eaten on the run and they are readily available in convenience stores, grocery checkout aisles and vending machines. Foods that are high in fat and sugar are not part of MyPyramid, the interactive USDA food guidance system (2005). They do not count as a food group because they have little nutritional value (vitamins, minerals, fiber), but do provide energy. They are labeled as “Discretionary Calories,” or we can call them ‘Extras’ to make the concept easier to understand. These can be eaten in appropriate amounts after meeting the recommended amounts from the food groups. Specific recommendations for discretionary (extra) calories range from 165 calories to 648 calories per day (including alcohol), depending on total caloric intake. Appropriate intake of added sugars ranges from 5 teaspoons to 24 teaspoons per day, and solid fat intake can be 11 grams to 34 grams per day. The 2005 Dietary Guidelines for Americans (DHHS, USDA) recommends that discretionary calorie foods be eaten “sparingly” and not be used to replace a meal. Foods that are high in fat and sugar can contribute to heart disease, cancer, obesity, and diabetes. They also replace healthier foods, such as milk, fruits, vegetables and whole grains. It is a challenge for many parents to get their children to choose healthier snacks. Children need snacks to provide energy for growth and physical activity. Because their stomachs are small, it is healthy for children to eat small meals or snacks throughout the day instead of a few large meals.

Children cannot always be in parents' control - at parties, with friends, at school. Following the suggestions below will help establish habits for healthy eating:

- Be a role model by choosing healthy snacks for yourself.
- Have healthy snacks available at home and easy for your children to find.
- Have children help shop for and make healthy snacks.
- Allow for special treats and less healthy foods occasionally.
- Know what is available at your children's school - many schools today are prohibiting sales of sodas and other foods and making healthier choices available.
- Support your child's school's efforts in this direction.
- Encourage a healthy lifestyle – healthy meals and exercise, along with healthy snacks, are all important for healthy children and families.
- Children will eat what is in the house- try to limit less healthy food items in the home, and make those foods a ‘once in awhile’ treat.
- Try to replace high-sugar drinks (sodas) with healthier choices in the home – low-fat milk, water, 100% fruit juices).



**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).

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

USDA Printable Materials:  
<http://www.fns.usda.gov/eatsmartplayhardeducators/materials/index.asp>

Sugar: Know the Facts (Sugar content of typical foods) 1995  
<http://virtual.clemson.edu/groups/psapublishing/PAGES/FYD/ENP613.pdf>

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

California Adolescent Nutrition and Fitness Program  
[www.canfit.org](http://www.canfit.org)

California Project LEAN  
<http://www.californiaprojectlean.org/>

Dairy Council of California [www.dairycouncilofca.org](http://www.dairycouncilofca.org)



**Notes for Teachers:** Problem Solving Model

Problem solving lessons help students develop communication skills, decision-making and critical thinking skills. The language objective of this lesson is to teach students the steps of the problem solving process and have them apply those steps to a nutrition-related problem. \*

Steps in the Problem Solving Process:

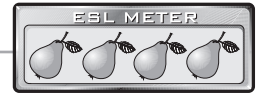
The steps used in this lesson are: Identify the problem. ("What is the problem") Identify the outcome. ("What change do you want to have happen?") Brainstorm all possible solutions. ("What are possible solutions?") Select a solution to try. ("Choose a solution to try") Make a plan. ("Make a plan to solve the problem.") Try the solution. Evaluate the plan. ("If it does not work, make a plan to try another solution.")

In the problem solving model, the teacher takes on the role of facilitator, as she encourages discussion, asks questions that will draw out the students and guides students to apply the lesson to their own problems and experiences. There is also an emphasis on communicating and getting the message across to others. What students are saying is more important than how they are saying it. To encourage communication, grammatical structures and other errors should not be corrected as long as the message is clear. Students could become discouraged and may refrain talking if they get the idea that the form of the response is more important than the message.

\*See lesson for complete instructions.



**LESSON PLAN**



**Intermediate High**

**Warm-up/Review** (20 min.) 

**1. Write the word snacks on the board.**

- Ask students to give some examples of the kinds of snacks that they and their children like to eat.
- Show visuals of common American snack foods (included with lesson) to help elicit ideas.
- Write vocabulary words on board, if needed.

**2. Project transparency of Worksheet #1, "My Family's Snacks and Drinks."**

- Give directions.
- Distribute copies of Worksheet #1.
- Have students share what snacks they and their families eat.
- Write examples on the transparency.
- Direct students to keep Worksheet #1 to use again during the Application Stage.

Worksheet #1

My Family's Snacks and Drinks

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

1. Write down all the snacks and drinks that you and your children ate and drank in the last 24 hours.
2. Share with a partner.
3. Save this Worksheet to use later.

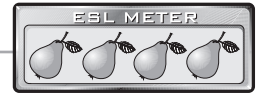
	Morning	Afternoon	Evening
You			
Your children/ family			

**MATERIALS**

Visuals of common snack foods; Transparency/Worksheet #1, "My Family's Snacks and Drinks."



# LESSON PLAN



Intermediate High

## Warm-up/Review (cont.)

- 3. Pose question to students** "Do you think snack foods are healthy - why or why not?"
- **Make the health connection:** many snack foods have a lot of fat and sugar, and not a lot of nutritional value.
  - Ask 'Why is too much sugar bad for you?' If students don't know, say that eating and drinking foods with a lot of sugar can:
    - Take away your appetite for more nutritious foods, (you are not hungry for healthy foods).
    - Contribute to tooth decay (cavities or rotten teeth).
    - Lead to obesity (being overweight).

## MATERIALS

None



## LESSON PLAN



Intermediate High

## Introduction:

Dynamite Demo (30 min.) 

## 1. Tell students they will find out how much sugar is in some snacks.

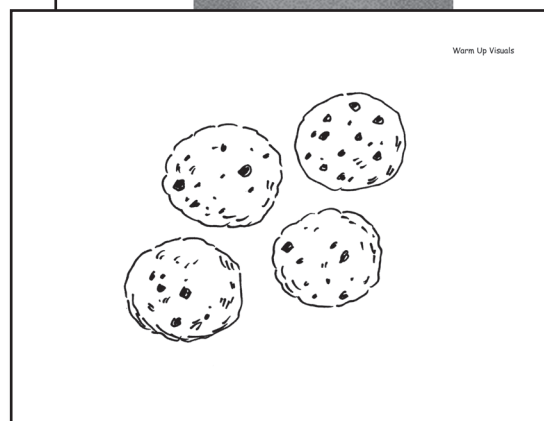
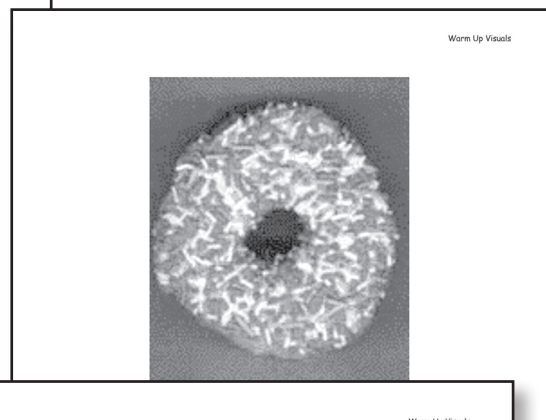
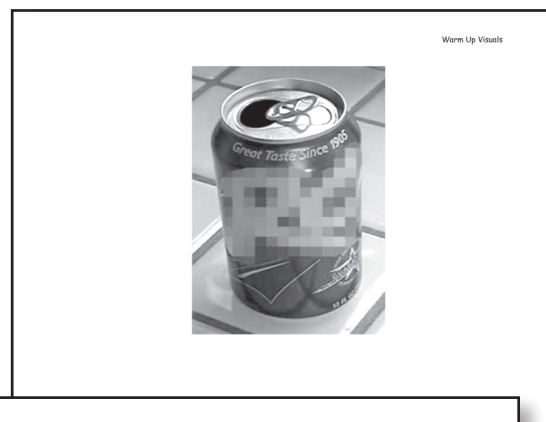
- Bring in a large bottle of regular soda (not diet) and a 12-ounce can of regular soda, measuring cups and tablespoons, plastic baggies and sugar.
- Show three sizes of soft drink cups (64 oz., 32 oz., 12 oz)

## 2. Hold up a tablespoon.

- **Ask students to guess how many tablespoons of sugar** would be in each size cup if it were filled with soda.
- **Demonstrate** how much sugar **by measuring the sugar** into a zip lock bag for each size:  
12 oz. = 3 tablespoons  
32 oz. = 8 tablespoons OR 1/2 cup  
64 oz. = 16 tablespoons OR 1 cup
- Show students how much sugar is in each different size of soda cup - pour the sugar into the cup and pass around for students to see.
- Show how much sugar is in the 12 oz can (3 tablespoons).

## 3. Repeat with other snack item(s):

- Glazed Donut = 2 tablespoons
- Plain Donut = 1 tablespoon
- 3 cookies = 3 tablespoons sugar (13 grams each = approximately 1 tablespoon each)

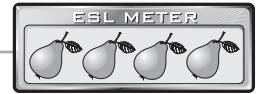


## MATERIALS

Large bottle of regular (not diet) soda; 12-ounce can regular (not diet) soda, sugar, 3 sizes of cups (12, 32 and 64 oz.), measuring cups and spoons, zip lock bags, glazed and/or plain donut and/or 3 cookies OR use visuals.



**LESSON PLAN**



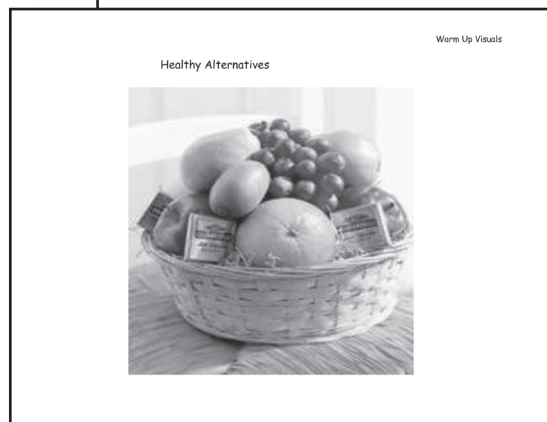
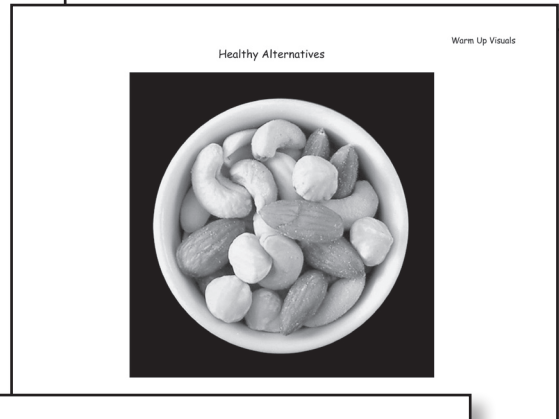
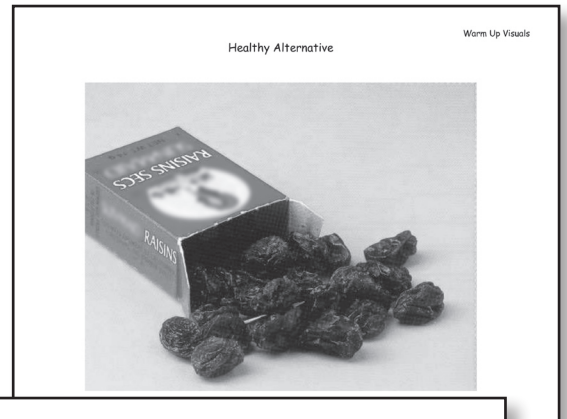
**Intermediate High**

**Introduction** (cont.)

**4. Pose the questions for discussion:**

- “Some snacks have a lot of sugar, but other snacks can be healthy. How?”
- “What snacks might be healthier?” Remind students that some snacks have natural sugar in them (like raisins and dried apricots, and all fruit), but that those foods are healthier because they have other things (fiber, minerals, vitamins) that are good for you.
- List student ideas for healthier choices on board.
- Use visuals if needed.

**5. Tell students: “Today we are going to look at one family’s problems with snacks.”**

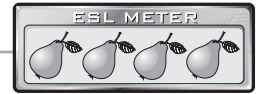


**MATERIALS**

Visuals of healthier snack foods



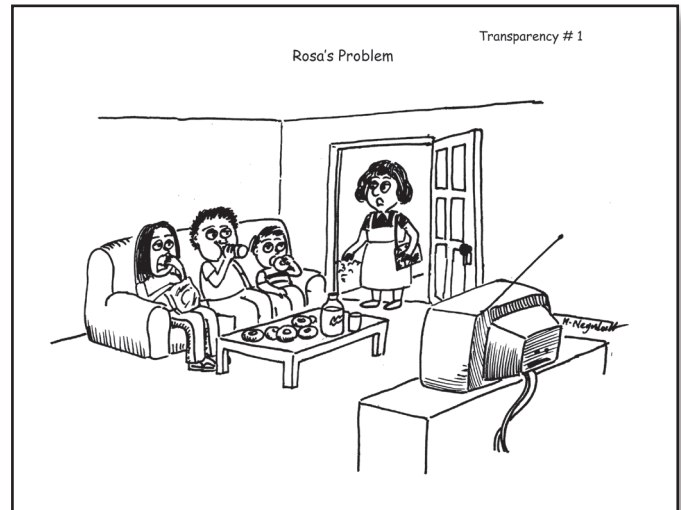
# LESSON PLAN



Intermediate High

## Presentation 1 (20 min.)

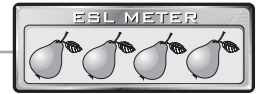
1. **Project Transparency #1, "Rosa's Problem."**
2. **In the whole group, begin Step 1 in the Problem Solving Process:** 'Describe the situation.' Pose these questions orally, and elicit answers:
  - What do you see here?
  - What are the children doing?
  - What are they eating?
  - What is the mother doing?
3. **Still in the whole group, have students identify the problem** by posing these questions orally and eliciting answers:
  - 'What is the problem here?'
  - Write responses on board. Students may come up with many different problems and issues.
  - Acknowledge all of the responses as valid.
4. When students have finished sharing, focus on the 'problem' for today by **circling student responses that match the problem:** Rosa's children are eating too much food that is high in sugar.
5. **Relate the problem to personal experience** and discuss cultural implications of problem. Pose these questions orally and elicit responses:
  - Is this a problem in your native country? Why?
  - Is it a problem now for you or people you know? Why?



## MATERIALS

Transparency #1, "Rosa's Problem"



**LESSON PLAN****Intermediate High****Presentation** (cont.)**6. Discuss what can be done about the problem.**

Pose these questions orally and elicit answers:

- Rosa's children eat too many snacks that are high in sugar. What do you think Rosa wants to change? What would she like to see happen?
- Validate all responses.
- Identify the response that is closest to: 'Rosa wants her children to eat healthier snacks' and circle it on board, stating that students will work on this problem today.

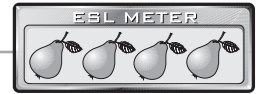

**7. Brainstorm possible solutions.**

- Pose the question 'What can Rosa do?' and elicit 1 or 2 responses from students.
- Do not write any ideas on board.
- Students will have more ideas, but tell them they will share their other ideas in their small groups.

**MATERIALS**

None

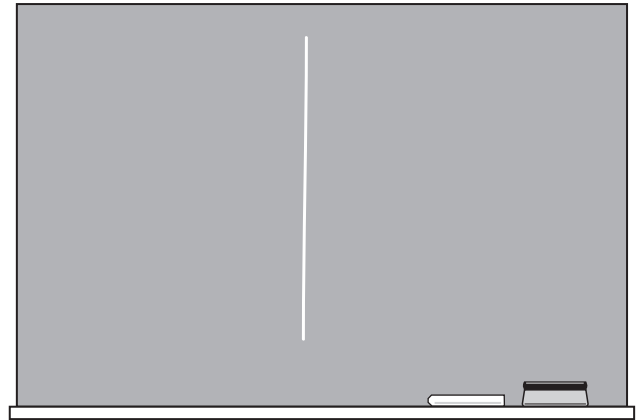


**LESSON PLAN****Intermediate High****Practice 1** (20 min.) **1. Continue to brainstorm solutions.**

- Put students into small discussion groups of 4-5 students to work together, directing them to create a list of possible solutions for Rosa's problem.
- Assign one student to be the Recorder and another to be the Reporter. The Recorder will write their group's ideas on a blank lined sheet of paper.
- Give groups time to discuss ideas.
- Have each Reporter share their group's ideas.
- Write on board or tear sheets.

**2. If students struggle with ideas, offer these\*:**

- Have healthier snacks in the house (give specific examples).
- Get rid of snacks that aren't healthy
- Let children choose one less healthy snack per day, but in a small portion.
- Let kids choose from various healthy snacks.
- Make a grocery list with kids and let them pick out their healthy snacks in the store.
- Get older children to make healthy snacks for younger children.
- Involve all children in food preparation.



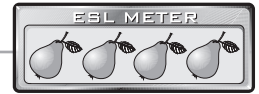
\*See 'Background Information' for additional ideas.

**MATERIALS**

1 blank lined paper per group



**LESSON PLAN**



**Intermediate High**

**Presentation 2** (20 min.) 

- 1. Project transparency of Worksheet #2,** "Making A Plan."
- 2. Write the answer** to question #1 chosen earlier, What is Rosa's problem?

Example Problem:

Rosa's children are eating too many snacks with too much sugar. She wants them to eat healthier snacks.

- 3. As a class, vote for one solution** from the list on the board and write it as the answer to #2 on the transparency.

Example Solution:

Have healthy snacks in the house, like fresh fruit, water and carrots.

- 4. Ask students to make a plan** to solve this problem. Create a plan based on students' choice.


Example Plan:

Take children to store and let them pick out a fruit and vegetable they like.

- 5. Evaluate the plan** by posing these questions orally and elicit answers.
  - Do you think Rosa will have any problems with this plan? What problems?
  - Write student responses in #4 on transparency of Worksheet #2, "Making A Plan."

Worksheet #2

Making A Plan



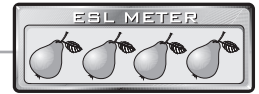
1. What is Rosa's problem?  
\_\_\_\_\_
2. What is a good solution?  
\_\_\_\_\_
3. What is Rosa's plan?  
\_\_\_\_\_
4. What are some problems she might have with this plan?  
\_\_\_\_\_
5. How will she know if it works?  
\_\_\_\_\_
6. If her plan does not work, what is another solution?  
\_\_\_\_\_

**MATERIALS**

Transparency/Worksheet #2, "Making A Plan"



**LESSON PLAN**



**Intermediate High**

**Presentation 2** (cont.)


- 6. **Ask students**, "How will Rosa know if the plan works?" Write that answer in #5 of the transparency.
- 7. **Ask**, "What will she do if it does not work?" Write that response in #6 of transparency.
- 8. **Review questions** on transparency as comprehension check to make sure students understand each question.

**Practice** (20 min.) 

- 1. **Project clean transparency of Worksheet #2**, "Making A Plan" and review directions.
- 2. **Assign students to partners.**
- 3. **Distribute copies of Worksheet #2.**
- 4. Direct **each pair to choose a solution** to Rosa's problem from the list created earlier, that is not the same one voted on by the whole class.
- 5. Allow time for completion, and have some pairs report out, as time permits.
- 6. Collect Worksheets and review for any needed follow-up.

Worksheet #2

Making A Plan



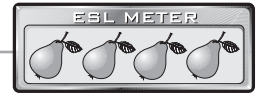
1. What is Rosa's problem?  
\_\_\_\_\_
2. What is a good solution?  
\_\_\_\_\_
3. What is Rosa's plan?  
\_\_\_\_\_
4. What are some problems she might have with this plan?  
\_\_\_\_\_
5. How will she know if it works?  
\_\_\_\_\_
6. If her plan does not work, what is another solution?  
\_\_\_\_\_

**MATERIALS**

Transparency/Worksheet #2, "Making A Plan"



**LESSON PLAN**



**Intermediate High**

**Assessment** (20 min.)

1. **Pass out Worksheet # 3, Quiz.**
2. **Review directions.**
3. **Direct students to work on their own** to complete.
4. **Collect and score**, return to students.

**Scoring Rubric:**

Score on a scale of 0-5 for each answer:

5 pts. = Answers the question with a clear idea.

3 pts. = Addresses the question, but the idea is not clear.

0 pts. = Does not answer the question.

(Give points for ideas; don't grade spelling or grammar.)

Total Points = 30

Passing Score = 23 (75%)

Worksheet # 3

QUIZ

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Look at the picture and answer the questions below.

1. What is the problem here?  
\_\_\_\_\_
2. What is a good solution?  
\_\_\_\_\_
3. What is a good plan?  
\_\_\_\_\_
4. What is a problem this family might have with this plan?  
\_\_\_\_\_
5. How will the woman know if her plan works?  
\_\_\_\_\_
6. If her plan does not work, what is another solution?  
\_\_\_\_\_

Score: \_\_\_\_\_

**MATERIALS**

Worksheet #3, Quiz



# LESSON PLAN



Intermediate High

**Application:** (20 min.) 

1. Have students refer back to their original **Worksheet #1**, "My Family's Snacks and Drinks".
2. Distribute **Worksheet #4** OR "My Nutrition Journal."
3. Explain instructions to students. Have students complete part 2, My Report, in a week.

## Additional Activities

- Have students bring in recipes and ideas for healthy snacks.
- Have a 'tasting party' with healthy snacks.
- Discuss other problems of interest to students related to health and nutrition and use the Problem Solving process.

Track student progress with their Plans over time by checking in periodically using "My Nutrition Journal."

Worksheet #1

My Family's Snacks and Drinks

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

1. Write down all the snacks and drinks that you and your children ate and drank in the last 24 hours.
2. Share with a partner.
3. Save this Worksheet to use later.

	Morning	Afternoon	Evening
You			
Your children/ family			

Worksheet #4  
Journal, Part 1

**Part 1:**

1. Look at Worksheet #1 (from class).
2. Circle the snacks that are less healthy.
3. Answer the questions below and talk to a partner.
4. In 1 week, complete Part 2 (on next page).

Questions:

1. Write down some healthier snacks you can plan for your family:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What will you do if your family does not like the healthier snacks?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. My Goal: I will choose \_\_\_\_\_ healthy snacks for my family and try them over the next week.

## MATERIALS

Worksheet #1, "My Family's Snacks and Drinks";  
 "My Nutrition Journal" OR Worksheet #4

