






# Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE HIGH**



<b>Nutrition Standard</b>	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 use the Internet to access and share information related to government and other nutrition assistance programs.
Language Objective	Students will be able to interpret, with comprehension, information from various web sites on the Internet, and record and report the information.
Instructional Approach	Project-Based Internet 'Web Quest'
Class Length	3 hours 
Topic	Community Resources, Food, Internet or Computer Skills  



## 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.

### 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)**

Websites:

USDA Food Stamps Home

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

USDA Food and Nutrition Programs and Services

<http://www.fns.usda.gov/fns/services.htm>

School Lunch <http://www.fns.usda.gov/cnd/lunch/>



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

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/>

Network for a Healthy California/Champions for Change Resources

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

My Learning Pages: Food and Nutrition Assistance in California

<http://www.sdcoe.net/mlp/health.html>

### **What is a Web Quest?**

A Web Quest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet, optionally supplemented with videoconferencing. There are at least two levels of Web Quests that should be distinguished from one another.

#### *Short Term Web Quests*

The instructional goal of a short term Web Quest is knowledge acquisition and integration. At the end of a short term Web Quest, a learner will have grappled with a significant amount of new information and made sense of it. A short-term Web Quest is designed to be completed in one to three class periods.

#### *Longer Term Web Quest*

The instructional goal of a longer term Web Quest is to extend and refine knowledge. After completing a longer term Web Quest, a learner would have analyzed a body of knowledge deeply, transformed it in some way, and demonstrated an understanding of the material by creating something that others can respond to, on-line or off-line. A longer term Web Quest will typically take between one week and a month in a classroom setting.

This information is from Bernie Dodge's web site, [The Web Quest Page](#).

For more information, ideas and resources related to Web Quests go to:

The Web Quest Page

[http://edweb.sdsu.edu/courses/edtec596/about\\_webquests.html](http://edweb.sdsu.edu/courses/edtec596/about_webquests.html)

Web Quests for Adult Learners

<http://www.altn.org/webquests/jobs/teacher/index.html>



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

Eligible							
#	Name of Program	Benefits	Income limits?	Gender?	Age?	Other?	How to apply
2A	National School Lunch Program	Provides low-cost or free lunches for children in school	Yes, for low-cost or free lunches	No	Up to age 18	Open to what students report	Does not say on website (but students may know)
2B	School Breakfast Program	Provides low-cost or free breakfasts for children in school	Yes, for low-cost or free breakfasts	No	Up to age 18	Open to what students report	Does not say on website (but students may know)
2C	California Department of Health: WIC in California	Special checks to buy healthy foods such as milk, juice, eggs, cheese, cereal, dry beans and peas, and peanut butter.  Information about nutrition and health to help you and your family eat well and be healthy  Support and information about breastfeeding your baby.  Help in finding health care and other community services.	Yes	Yes - the program is for women - but the children can be male or female	Up to age 5 for children	Open to what students report	Call Toll Free 1-888-WIC-WORKS  Go to website and enter city or zip code to find local office
2D	Food Resource Center	Provides emergency food, baby supplies and other supplies in San Diego	Yes - for low-income families	No	No	Open to what students report	PHONE: 619 231-2828 x102
2E	Food Stamps: Local Offices in California	Provides food vouchers for low income people	Yes	No	No - but you can get more benefits if you are older	Open to what students report	Call a local number OR find your county web site and search for local offices
2F	Meal Call: Meals on Wheels and Senior Meal Programs	Provides free or low-cost meals to seniors in their homes or at special centers	No	No	Yes - for older people only, but age limits may be different for different centers and programs	Open to what students report	Find a local office under 'United States', then choose your state and city and find a local center
2G	America's Second Harvest- Food Banks in California	They distribute food to food banks and centers throughout the United States through food banks, soup kitchens and shelters, and emergency food centers	For people in need - usually low-income	No	No	Open to what students report	Enter your zip code to find a local service



## NUTRITION BACKGROUND INFORMATION FOR TEACHERS

### Using Computers in the Classroom:

- In order to successfully use this lesson, it is recommended that:
- Students have direct access to computers and the Internet in their classroom OR in a lab.
- Students have some basic computer and Internet skills.
- The teacher has basic computer and Internet literacy skills.
- Although not necessary, access to an LCD (overhead projection unit for the computer) is helpful for group teaching. If none is available, see the instructions included for creating overhead transparencies of the web site 'screen shots' to use in class.

#### WHAT IF...

- ...THERE IS ONLY ONE COMPUTER, AN INTERNET CONNECTION AND AN LCD. THEN you can teach the lesson to the whole class and assign small groups to work on the computer doing research. While those students are working on the computer, other students can do the Extra Activities found at the end of the lesson. The teacher can also assign a 'technical assistant' (a student who has good computer and Internet skills) to help the computer groups. In this situation, it will take several days to finish the computer research, but the advantage is that students who are absent one day can join a group on another day. There will also need to be some warm-up and review on those days.

#### WHAT IF...

- ...THERE ARE A FEW TO SEVERAL COMPUTERS IN THE CLASSROOM, AND AN INTERNET CONNECTION. THEN either teach the whole class the lesson on one computer (using an LCD OR small groups, as above) and assign small groups to do research, as above. Also as above, assign a 'technical assistant' to help, and while some students work on the computer, other students do the Extra Activities (at the end of the lesson materials), with the teacher helping. Depending on how many computers and students in the class, the lesson may take several days, as above.

#### WHAT IF ...

- ... THERE IS A LAB WHERE THE WHOLE CLASS CAN GO. THEN use the lab equipment (LCD) to teach the lesson and students can work in small groups, as above. If necessary, go back a second day to review and allow students time to finish the tasks. In all the cases, the 'reports' and follow up activities can occur in class on another day.

#### WHAT IF ...

- ... THERE ARE COMPUTERS AVAILABLE, BUT NO ACCESS TO AN LCD. THEN the teacher will need to produce Overhead Transparencies of the 'screens' from the different websites, and use the 'Screen Shots' to teach the whole class how to use the website. See instructions below.
- This lesson uses My Learning Pages, which is a web resource developed in San Diego for adult ESL and ABE learners. It is designed to help students access critical information in their community as well as enhance their personal Internet and computer literacy skills. Students can go to this resource at <http://www.sdcoe.k12.ca.us/mlp/> and easily get to the information they need for this lesson on government nutrition assistance and other programs, as well as information on a wide variety of other resources of interest and relevance to them.



The majority of the resources listed in this lesson and posted in My Learning Pages are general and apply to any resident of California. There are a few resources that are specific to San Diego which are posted on My Learning Pages. Teachers using this lesson will need to locate resources in their own community and give students the web addresses for those resources, such as food banks or other food assistance.

- **Web Site Addresses or URLs:** Most of the sources used in this lesson are government sponsored, and therefore, are reasonably stable sites. However, the nature of the Internet is 'change'. If a site cannot be found, use a search engine and type in key words associated with the topic, such as 'Food Stamps' or 'WIC'. Also, if My Learning Pages is used, the links will be updated, even if the URLs change over time.
- **Pre-teaching Vocabulary:** The vocabulary for this lesson could be challenging for adult ESL and ABE learners. It is suggested that a day be spent teaching and reviewing the vocabulary before sending the class to the Internet to complete the research.
- **Applying for Food Stamps:** Because of privacy regulations, only Eligibility Workers are authorized to provide forms or give assistance in filling out the forms for government sponsored nutrition assistance programs such as Food Stamps, WIC or School Lunch. Teachers should not help students apply for Food Stamps. Teachers can, however, share information and resources, as is done in this lesson. If students want to apply, they need to do so out of class. They may use the 'On-Line Screening Tool' at <http://209.48.219.49/fns/>, but they must do so in private.
- **Key Word Search:** Food Stamps; government food programs; WIC; Food Banks; Food Resources

## Steps for Making 'Screen Shots' Donna Price-Machado, San Diego Community College District

1. Go to the website you are teaching about and find the screen that you want to 'capture'. For example, to show your students how to access the USDA Food Stamps website, you will need to go to that site on your computer, and find the exact page that you want to show your class.
2. When you have the image you want to capture, click the "Print Scrn" key, which you will find on the top, right row of the keyboard. This will let you copy or 'capture' the image you want. You will not see anything actually happen at this point, but your computer has captured the image.



3. Open a blank document in Microsoft Word. From the 'Edit' menu, choose 'Paste,' and you will see that the screen you selected to 'capture' has been pasted into a Word document.
4. Here is an example of a 'screen shot' of a website page that was 'captured' and pasted into a Word document:



5. Keep the image as large as you can, preferably, one full page. Use this to create an overhead transparency to use in your class. You can use special transparencies for use in a desk jet or laser printer, or, make a Xerox copy of the image and then make the transparency.
6. Many of the worksheets for this lesson can be used to create 'screen shot' transparencies as well.

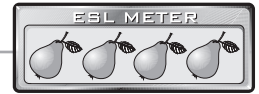


We suggest that My Learning Pages is used to direct students to the various web sites in this lesson. However, we have included a list of direct links for teacher use. Please note that web addresses may change over time and should be checked for accuracy.

Program	Web Address
Easy-to-Read Information of School Lunch and Breakfast Programs	<a href="http://www.frac.org/pdf/schoolMealsBrochure.PDF">http://www.frac.org/pdf/schoolMealsBrochure.PDF</a>
Food Banks in California	<a href="http://www.secondharvest.org/site_content.asp?s=3">http://www.secondharvest.org/site_content.asp?s=3</a>
Food Banks: Neighborhood House	<a href="http://www.sandiegofoodbank.org/">http://www.sandiegofoodbank.org/</a>
Food for Seniors: Meal Call	<a href="http://www.mealcall.org/meals-on-wheels/ca/index.htm">http://www.mealcall.org/meals-on-wheels/ca/index.htm</a>
Food Resources in San Diego: Episcopal Community Services Food Resource Center	<a href="http://www.ccdsd.org/frccore.html">http://www.ccdsd.org/frccore.html</a>
Food Stamps: Local Offices, San Diego County	<a href="http://www2.sdcounty.ca.gov/hhsa/ServiceCategoryDetails.asp?ServiceAreaID=99">http://www2.sdcounty.ca.gov/hhsa/ServiceCategoryDetails.asp?ServiceAreaID=99</a>
Food Stamps: On-Line Eligibility Quiz* *Please Do In Private, at home or in a lab	<a href="http://209.48.219.49/fns/">http://209.48.219.49/fns/</a>
My Learning Pages: A Web Resource for Adult Learners	<a href="http://www.sdcoe.k12.ca.us/mlp/">http://www.sdcoe.k12.ca.us/mlp/</a>
USDA Food and Nutrition Services, General Information	<a href="http://www.fns.usda.gov/fns/">http://www.fns.usda.gov/fns/</a>
USDA Food Stamps, Eligibility Information	<a href="http://www.fns.usda.gov/fsp/applicant_recipients/fs_Res_Ben_Elig.htm">http://www.fns.usda.gov/fsp/applicant_recipients/fs_Res_Ben_Elig.htm</a>
USDA Food Stamps, General Information	<a href="http://www.fns.usda.gov/fsp/applicant_recipients/default.htm">http://www.fns.usda.gov/fsp/applicant_recipients/default.htm</a>
USDA School Breakfast, General Information	<a href="http://www.fns.usda.gov/cnd/breakfast/">http://www.fns.usda.gov/cnd/breakfast/</a>
USDA School Lunch, General Information	<a href="http://www.fns.usda.gov/cnd/lunch/">http://www.fns.usda.gov/cnd/lunch/</a>
USDA WIC (Women, Infants, Children), General Information	<a href="http://www.fns.usda.gov/wic/">http://www.fns.usda.gov/wic/</a>
USDA WIC Local Information: American Red Cross Program	<a href="http://www.sdarc.org/wic/">http://www.sdarc.org/wic/</a>
USDA WIC Local Information: San Diego State University Program	<a href="http://www.wic-sdsu.org/">http://www.wic-sdsu.org/</a>
WIC in California: Getting to Local Agencies	<a href="http://www.wicworks.ca.gov/about/general.html">http://www.wicworks.ca.gov/about/general.html</a>



**LESSON PLAN**



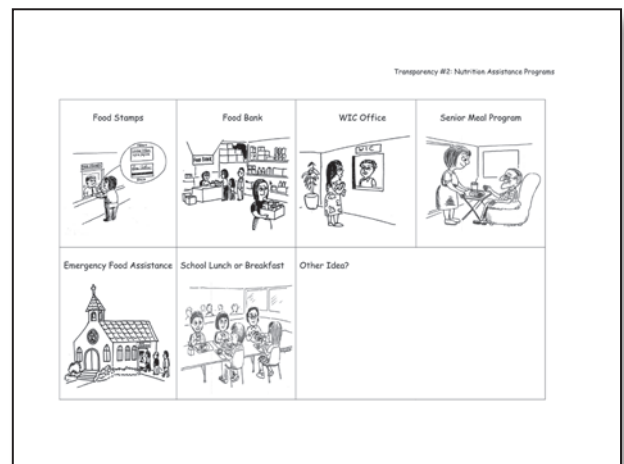
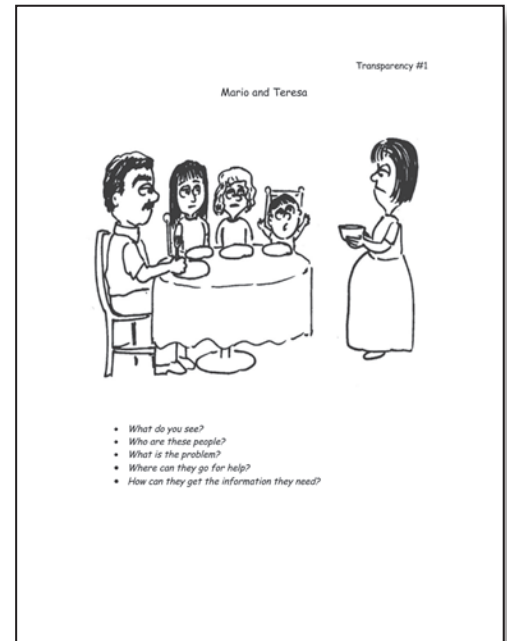
**Intermediate High**

**Warm Up/Review** (20 min.) 

Teachers: Go through the steps of the web quest on your own before presenting it to your class.

\* Note to Teacher: Some of the information on the web sites in this lesson require that you download 'Adobe Acrobat Reader' onto your computer(s). This is a free download - make sure it is available on student computers before you begin this lesson.

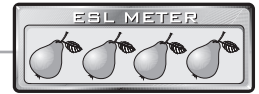
1. Project Transparency #1, "Mario and Teresa " and pose questions to students (but don't ask for answers yet):
  - What do you see?
  - Who are these people?
  - What is the problem?
  - Where can they go for help?
  
2. Direct students to turn to a partner and talk about the picture and the problem together.
  
3. Ask students to report some of the problems and solutions they come up with, and write some of the solutions on the board or a tear sheet. For example, Problem: Not enough to eat, Solution: Get Food Stamps.
  
4. Project Transparency #2: "Nutrition Assistance Programs" and review vocabulary, adding to the list of possible solutions.
  
5. Let students know that although they might not need help with nutrition assistance, they may have friends or family who do, people who have just moved here, or people who may have lost their jobs or homes. They can help their friends and family with this information.



**MATERIALS**

Transparency #1 "Mario and Teresa"; Transparency #2: "Nutrition Assistance Programs"



**LESSON PLAN****Intermediate High****Warm Up/Review** (cont.)

6. Ask students:
  - "How can you find out more about these programs?"
  - Where can you get more information?
  - How can you get the address or phone number?
  - How can you find out if you can get help?"
7. If no one suggests it, propose using the Internet to get more information.
8. Ask for a quick show of hands by asking class "How many of you have used the Internet to get information or help?" and elicit a few examples from students.

**Introduction** (5 min.) 

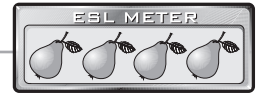
1. State the objective: "Today we are going to use the Internet to get information. We will look for different programs that can help people get food. But before we go to the computers, we are going to talk about some of the information you will find on the web sites."

**MATERIALS**

None needed



# LESSON PLAN

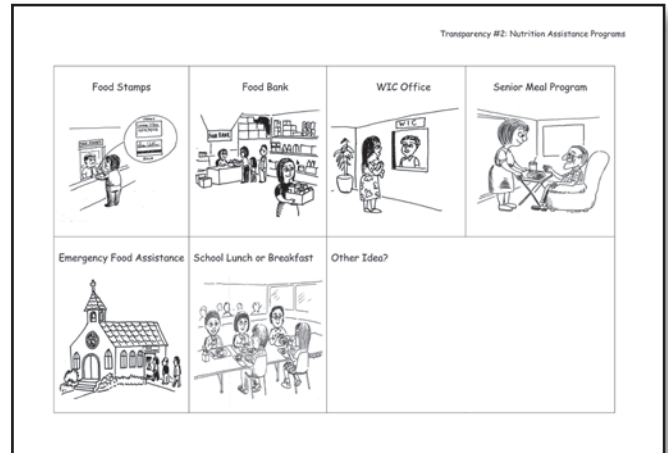


Intermediate High

## Presentation (20 min.)

\* *Note to Teacher: Some of the information on the web sites in this lesson require that you download 'Adobe Acrobat Reader' onto your computer(s). This is a free download. Make sure it is available on student computers before you begin this lesson.*

1. Tell students they are going to research 3 things about nutrition assistance programs.
2. Write each question below on board, and underline key words (benefits, eligible, apply).
3. As you state each question, elicit the meaning of the vocabulary:
  - What are the 'benefits'? (Ask students, 'What are 'benefits'? Benefits are what you can get from the program - for example, food coupons or food items).
  - Who is 'eligible'? (Ask students, 'What does 'eligible' mean? Eligible means the people who can use the program - children, families, pregnant women, for example)
  - How or where can you 'apply'? (Where you can go or whom you can call to apply or get information).
4. Make the health connection: Point out that there are times when people need help getting healthy food, just like in the picture. There are programs to help people, but people may not know where to go and what they need for the programs.
5. Project Transparency #2, "Nutrition Assistance Programs".



## MATERIALS

Transparency #2, "Nutrition Assistance Programs"



**LESSON PLAN****Intermediate High****Presentation** (cont.)

6. Point out 'Food Stamps' on the Transparency and tell students you will show them how to get to the Food Stamps Web Site, using the Internet. You will find out about the benefits, who is eligible, and how or where to apply. Tell students that later, they will work with a partner to find information for some other nutrition assistance programs, also using the Internet.
7. Briefly ask questions about what students already know about Food Stamps:
  - "What are the benefits?"
  - Who is eligible? Can anybody get food stamps?
  - Where do you apply for food stamps?"
  - Write some responses on the board.

**Guided Practice** (30 min.) 

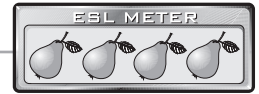
1. Model a Web Quest:
  - Tell students they can find some (but maybe not all) of this information on the Internet.
  - Make sure it is very clear that no one will be applying for Food Stamps, just getting basic information. \*
  - Ask students to first listen and watch while you show them the search process.
  - You will need a computer w/Internet connection and an LCD panel.

\*Students can, on their own, go to the 'On-Line Pre-Screening Tool' to see if they are eligible for Food Stamps, at <http://209.48.219.49/fns/>.

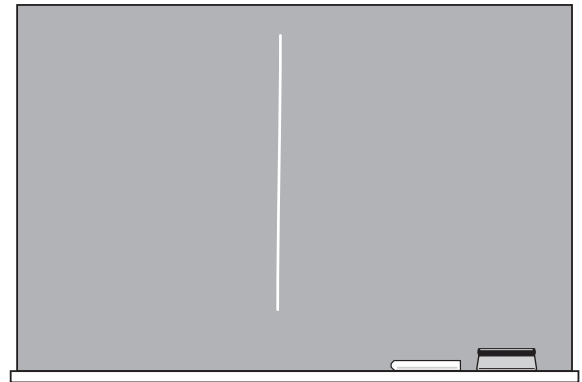
**MATERIALS**

Transparency #2, "Nutrition Assistance Programs"  
Computer w/Internet Connection; LCD Panel OR



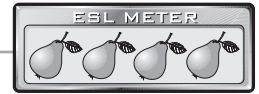
**LESSON PLAN****Intermediate High****Guided Practice** (cont.)

2. Write helpful vocabulary on the board, pointing out that these are key words that you will often see on a web page, including:
  - General Information
  - Basic Facts
  - Fact sheets
  - About Us
  - Benefits
  - Eligibility
  - How to Apply
  - Frequently Asked Questions (FAQ's)
3. Point out these or other key words on the web pages as you go along.
4. Begin the Web Quest: \*  
Take students to the USDA Food Stamps Web Site by using these steps:
  - Go to My Learning Pages, at <http://www.sdcoe.k12.ca.us/mlp/>
  - Click on 'Click Here to Start.'
  - Click on 'Parents and Children.'
  - Click on 'Your Family's Health and Nutrition.'
  - Point out the different categories seen here, and that students may be going to different categories in their group research.
  - Click on 'Government Food Programs.'
  - Again, point out the different topics they see here.
  - If you do not have an LCD Projector, see Teacher Background for more suggestions on using this lesson.

**MATERIALS**

Computer w/Internet Connection; LCD Panel  
OR transparencies of Screenshots



**LESSON PLAN****Intermediate High****Guided Practice** (cont.)

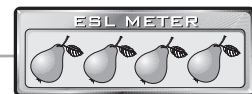
- Click on 'USDA FNS: Food Stamps, General Information.'  
This will take you to Applicants and Recipients.
  - Tell students that this is called a 'web page' and review the topics on the screen and point out key features of the web page, such as the main topics (scroll down) and the list of bulleted topics at the top left.
5. Ask students where they think they might find basic information about food stamps, based on the words on the screen.
  6. Point out that 'Food Stamp Information' is a good place to start to look for general information, but that there may be other places to get the information as well.
  7. For now, click on to 'Food Stamp Information.'
  8. Click on "Facts About Food Stamp Program' (English), and point out that there is a lot of information on the page, but we are only looking for 3 things:
    - What are the benefits?
    - Who is eligible? (Who can apply?)
    - How and where can you apply?
  9. Ask students if they can find the information on the web page. If so, have them read the part(s) that answer the questions.

**MATERIALS**

Computer w/Internet Connection; LCD Panel  
OR transparencies of Screenshots



**LESSON PLAN**



**Intermediate High**

**Guided Practice** (cont.)

- 10.** If students are having trouble, point out key phrases on the page:
- In the 2nd paragraph “The Food Stamp program helps low income people buy the food they need...” (This is the benefit.)
  - In the next sentence, “you may be able to get benefits if you are...” (This is who is eligible; who can apply.)
  - In the 7th paragraph “To apply for Food Stamp benefits...” (who you can call or where you can go)
- 11.** Check comprehension. Ask students:
- ‘What are the benefits of Food Stamps? (Answer: Food Stamps help low-income people get the healthy food they need).
  - Who is eligible? (Answer: people who are low-income, unemployed, disabled, elderly, on welfare or public assistance, homeless).
  - How and where can you apply?’ (Answer: Call the toll free number or go to your state’s web site).
- 12.** Repeat Steps 2-4 (above) if needed.
- 13.** Project Transparency #3, “Internet Research Report”
- Fill out as a class, using the information found on the Food Stamps Web Site.
  - Have individual students come to the overhead and fill in the information.
  - Answer students’ questions and review as needed.

Transparency #3

Internet Research Report

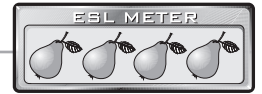
BASIC INFORMATION		REPORT INFORMATION HERE:
1.	Name of Nutrition Assistance Program	
2.	Benefits of Program (What does the program do for you or give you?)	
3.	Who is eligible (Who can apply? Who can get benefits?)	
4.	How and where can you apply? Where can you go? (Telephone number, address or web site)	

**MATERIALS**

Transparency 3: “Internet Research Report”; Computer w/Internet Connection; LCD Panel OR transparencies of Screenshots



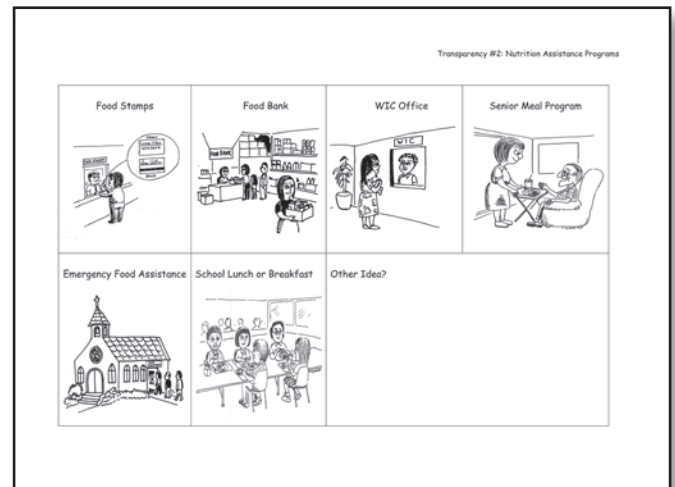
**LESSON PLAN**



**Intermediate High**

**Practice** (35 min.)

1. Inform students they will be working in pairs to research some other nutrition assistance programs and that they will be filling out the Internet Research Report for their program.
2. Using LCD, go back to 'Your Family's Health and Nutrition' on "My Learning Pages" and briefly point out the other resources found there.
3. Click on 'Government Food Programs', then point out the web sites found there, including:
  - Food Stamps
  - WIC (Women, Infants and Children)
  - School Lunch
4. Click on 'Food in Your Community' and point out:
  - Food Banks
  - Food Resource Center (Emergency Food)
  - Meal Call and Meals on Wheels (for seniors)
5. Inform students that there may be web sites with similar information, and that it is OK to look at the different sites. For example, there are several sites for WIC, and students may choose any one.
6. Use Transparency #2: "Nutrition Assistance Programs" if needed for review of programs.

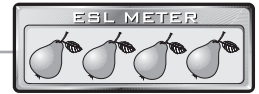


**MATERIALS**

Computer with Internet Connection; LCD; Transparency #2, "Nutrition Assistance Programs"; Transparency/Worksheet #1, "Pair Internet Research Report"



**LESSON PLAN**



**Intermediate High**

**Practice (cont.)**

7. Project Transparency of Worksheet #1, "Pair Internet Research Report" and go over directions.
8. Assign students in pairs.
9. Distribute 1 copy of Worksheet #1 per pair and 1 copy of a Worksheet #2, "Working Together on the Web"; select from A-G. Each pair will have two worksheets. Some pairs may have the same Assignment, if the class is large.
10. Review directions on Worksheet #1, have students assign roles and answer any questions.
11. Monitor and troubleshoot; encourage discussion and sharing of duties.
12. If there are not enough computers for each pair to have a computer, use 'Additional Activities' for vocabulary practice for those students who are off-line.
13. When all students have finished, bring class back together to complete Worksheet #3.
  - Project Worksheet #3, "Nutrition Programs Chart."
  - Review directions and practice questions.
  - Direct students to interview classmates and fill in the chart.
  - Project Transparency of Worksheet #3, Answer Key.
  - Call on volunteer students to read their answers and check with the answer key.
  - Tell students the Chart will be used for final Quiz.

**Pair Internet Research Report** Worksheet #1

Directions:

- Fill out the following chart with the information from your web site.
- Some information may not be on the web site. If so, write "N/A" (Not Applicable).
- Before you begin, give each person a job and write his or her name here.

JOB	NAME
Supervisor: Reads the directions and fills in chart.	
Keyboarder: Types the information on the keyboard.	

**BASIC INFORMATION**

1. Name of Nutrition Assistance Program	REPORT INFORMATION HERE
2. Benefits of Program (What does the program do for you or your job?)	
3. Who is eligible? Who can apply? Who do you apply? (What phone number, fax?)	

Additional Activities #3 Definitions

Directions: Write the word next to the definition. Use the words from the bottom of the page.

Word or phrase	Definition and Example
1.	Any program funded by local, state or Federal government to help people get food for themselves and their families.
2.	Requirements needed to qualify for something.
3.	Something that helps you, such as food, money or services.
4.	The place you live - your city, state or country.
5.	The number of people in your family that live with you.
6.	The amount of money you make every year, before taxes are taken out.
7.	The amount of money you make every year, after taxes are taken out.
	What you own - a house, a car, money in the bank, or other things you own.

**Nutrition Programs Chart** Worksheet #3

Directions:

1. Interview your classmates to fill out the chart below.
2. Make sure you find out about each of the food programs.
3. Fill out the information about your web site first.
4. You will use this chart to finish your Quiz.

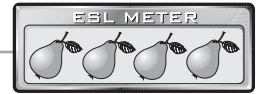
Name of Program	Benefit?	Eligible?	How to apply? Where to apply?
Your Program			
1. Emergency Food			
2. Food Bank			
3. Food Stamps			
4. School Lunch			
5. Senior Meals			
6. WIC			

**MATERIALS**

Computers with Internet Connections; LCD; Transparency/Worksheet #1, "Pair Internet Research Report"; Worksheets #2A-G, "Working Together on the Web"; "Additional Activities" 1, 2, 3, Worksheet #3, "Nutrition Program Chart"; Transparency Worksheet #3, Answer Key



# LESSON PLAN

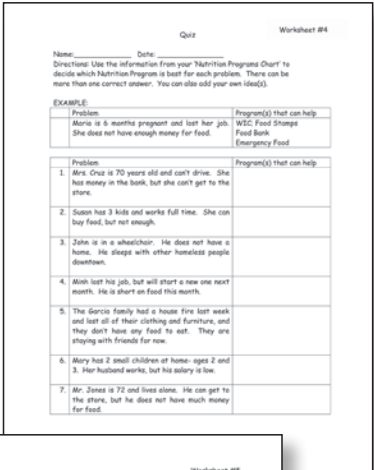


Intermediate High

## Assessment (30 min.)

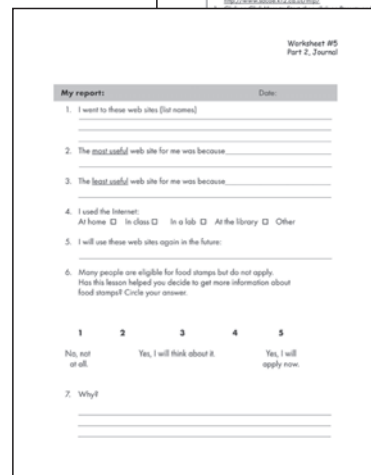
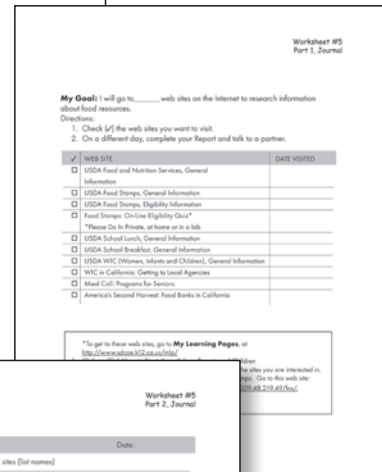
1. Distribute and review directions for Worksheet #4, "Quiz".
2. Score in class or score and return the next day.
3. Rubric: 2 points for each correct answer

Total Points Possible: 14  
 Passing Score: 10  
 (Students do not need to list every answer - any accurate answer gets 2 points)



## Application (15 min.)

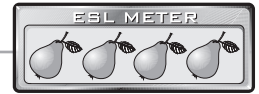
1. Explain that students can find eligibility information about nutrition assistance resources online (on the Internet) either at home, in the library, in the classroom or in a school computer lab.
2. Distribute students' "My Nutrition Journal" or Worksheet #5, Part 1.
  - Have students fill in My Goal.
  - Go over directions.
  - Have students check all the websites they would like to visit.
  - Assign task as homework.
3. Have students report back in one week.
  - Distribute students' "My Nutrition Journal" or Worksheet #5, Part 2.
  - Have students fill in My Report regarding the web sites they visited.



## MATERIALS

Worksheet #4, "Quiz"; "My Nutrition Journal"  
 OR Worksheets #5, Part 1, Part 2



**LESSON PLAN****Intermediate High****Additional Activities to follow up the lesson**

1. Have students call phone numbers, visit offices or go to other web sites for information about nutrition assistance programs, and report back to class.
2. Have students bring in information from nutrition assistance programs.
3. Create a school bulletin board with information about nutrition assistance programs to share with other students.
4. Use Vocabulary exercises, Additional Activities 1, 2, 3 to review/reinforce vocabulary.

**MATERIALS**

Additional Activities 1, 2, 3  
Class or school bulletin board; materials for the display

