




Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE HIGH**



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 add sanitary practices before, during and after food preparation based on information from a guest speaker.
Language Objective	Students will be able to listen to and ask questions of a guest speaker.
Instructional Approach	Guest Speaker /Lecture
Class Length	2 Days: 1 Day prior to the speaker; 1 Day for the Guest Speaker
Topic	Health 



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 (Pehm & 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.



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

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 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.



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
["http://www.foodsafety.gov/september.html"](http://www.foodsafety.gov/september.html)

National Food Safety Education Month.

["http://www.foodsafety.gov/~fsg/fs-cook.html"](http://www.foodsafety.gov/~fsg/fs-cook.html) <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



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 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>



Guest Speakers:

Inviting guest speakers is an excellent way to bring in experts from a variety of areas while at the same time exposing students to the target language in a controlled, productive setting. Students can be prepared before the speaker comes to listen, take notes and ask questions. A guest speaker can be invited to address many health or nutrition-related topics. Some specific examples of topics related to 'Eating Well, Living Well' include, but are not limited to the following:

- Food Safety Issues, such as 'FightBac!'
- Quick and Easy Meals and Snacks
- My Pyramid
- School breakfast, lunch programs
- Helping Children Stay Healthy
- Making Healthy Choices When Dining Out
- Food and Cooking Demonstrations
- Nutrition Assistance Programs, such as WIC or School Meal Programs

For the purpose of this lesson, the focus is Food Safety Issues.

In most communities, there are a variety of resources available. It is recommended that a coordinator or an administrator at a school site or agency initiate contact for that school or agency in locating appropriate resources and speakers, and then share the resources with the teaching staff. A list of ideas for resources is available at the end of this section.

After you have identified a Guest Speaker, you might want to use the following 'Guest Speaker Tips' to make sure the experience is a positive and productive one both for students and the guest speaker. This lesson is recommended for use at an Intermediate or higher level.



Guest Speaker Tips

1. Establish a relationship with the agency or individual that you would like to invite. This is best accomplished on an agency or site level, though a teacher can initiate contact if necessary.
2. In this lesson, you are asking the speaker to talk about the public health campaign 'FightBac!' but remain open to other topics that are related. Some agencies will only send guest speakers on very specific topics, while others are more flexible. If the topic is different, your lesson materials will also need to change to reflect the topic more closely.
3. Once contact has been established, make certain the agency or individual understands the setting (an adult school or community college (non-credit) ESL class) and the audience (second language learners). Provide the speaker with some tips for speaking to your class (on following page).
4. Speak in person or on the phone to your speaker, and create an agenda for the day. Explain that you can also send the speaker any materials you will be using in class.
5. Ask the Speaker to prepare a 15-minute lecture for the class, and ask him/her to 'repeat' the same lecture 2 times, so students have a chance to hear it more than once.
6. Allow a full hour of time for the Speaker to give the lecture, repeat the lecture and allow the students to ask questions.
7. Let the Speaker know that students will be listening to the content of the lecture but also practicing language skills - listening, asking questions, taking notes, etc.
8. Since the lecture will be in English, make sure the Speaker understands he or she does not need to speak other languages.
9. Send the Speaker a copy of the Quiz, to help him or her focus on the topic, and send the Guest Speaker Information Sheet as well.
10. Call the speaker the day before the scheduled date to confirm the appointment, and make sure he or she knows how to get to your location.
11. The day of class, have name cards ready for both the speaker and the students.
12. Make sure that you or the students follow up with a personal thank you letter, phone call or email.



Information for Guest Speaker:

Dear _____

Thank you for agreeing to come to our class to give a guest lecture.

The topic we have decided on is _____.

You will be coming on _____(date and time).

Our location is _____.

A phone number you can reach us at is _____.

The level of the students in our class is _____.

Here are some basic tips to help communicate with our class.

1. Speak a bit slower than normal (but not too slowly) and speak clearly.
2. Try to keep the actual 'lecture' to 15 minutes, and be ready to 'repeat' the same lecture again
3. Be sure to identify yourself, your agency or organization and the topic you are talking about.
4. Try to be extra clear in your message - let the audience know what the topic is in the beginning of the lecture, and try to summarize, at the end, the main points you have made.
5. Write important points on the board or bring overheads.
6. Try to keep it simple - address a few important points and give examples.
7. Check with the audience to see if they understand. The teacher can help you with this.
8. Avoid the use of acronyms, such as USDA or EFNEP, unless you explain them.
9. Avoid technical language and vocabulary - try to keep it direct and simple. Use 'clean' instead of 'sanitize', for example.
10. Avoid the use of the passive tense. For example, say 'Put the cooled food into the refrigerator' instead of 'Make sure the chilled food has been refrigerated.'
11. If possible, bring in real items or illustrations to help you get your message across - a cutting board, soap and water, sponges - based on your lecture materials.
12. Feel free to bring worksheets or other materials, especially visuals. You might want to send any written materials to the teacher ahead of time. Materials are often at a high literacy level and won't be useful to many students.
13. Encourage questions and discussion.



Resources for Speakers in Your Community

1. **Public Health:**

Each county in the state of California has a Department of Public Health, usually a division of the federal governments' HHS (Health and Human Services Administration). To find your local resource, use the Internet or your phone book and look for:

- Local County Offices of Public Health
- Department of Public Health OR Health and Human Services Administration (Look for 'Speakers Bureau.')
- Department of Environmental Health,

You will probably need to make a phone call to see what topics your local agency can help you with.

In San Diego, the number for Department of Public Health, San Diego County Speaker's Bureau is 619-515-6531.

- 2. Expanded Food and Nutrition Program (EFNEP):** This statewide program, part of the University of California Cooperative Extension Program, offers a wide variety of services and programs related to nutrition, food safety and other topics, including speakers that can come to schools. To view a list of regional contacts, go to: <http://efnep.ucdavis.edu/> and click on **Adult Program Contacts**. Here are some contacts in San Diego, but they are available statewide.

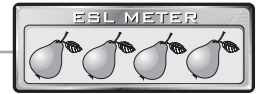
- Public Health: Salmon, Terry: County Director 858-694-2864 tpsalmon@ucdavis.edu
- EFNEP: Swanson, Patti Wooten: EFNEP Advisor 858-694-2850 pwswanon@ucdavis.edu
- Other EFNEP: McNamara, Christine: Prog. Coord. 858-694-2863 cemcnamara@ucdavis.edu
Schwarz, Margarita: Prog Rep I 858-694-2990 mschwarz@ucdavis.edu
Suiter, Maria: Prog Rep I 858-694-2988 masuiter@ucdavis.edu
Lorenzana, Brenda: Prog Rep I 858-694-2998 blorenzana@ucdavis.edu
O'Neill-Ferlito, Jeannie: Adm Asst II 858-505-6857 jkoneill@ucdavis.edu

3. **Other**

- California Dietetic Association www.dietitian.org (Click on Districts and DPGs; click on your local district for a contact person)
- San Diego Nutrition Network www.sdnnonline.org



LESSON PLAN



Intermediate High

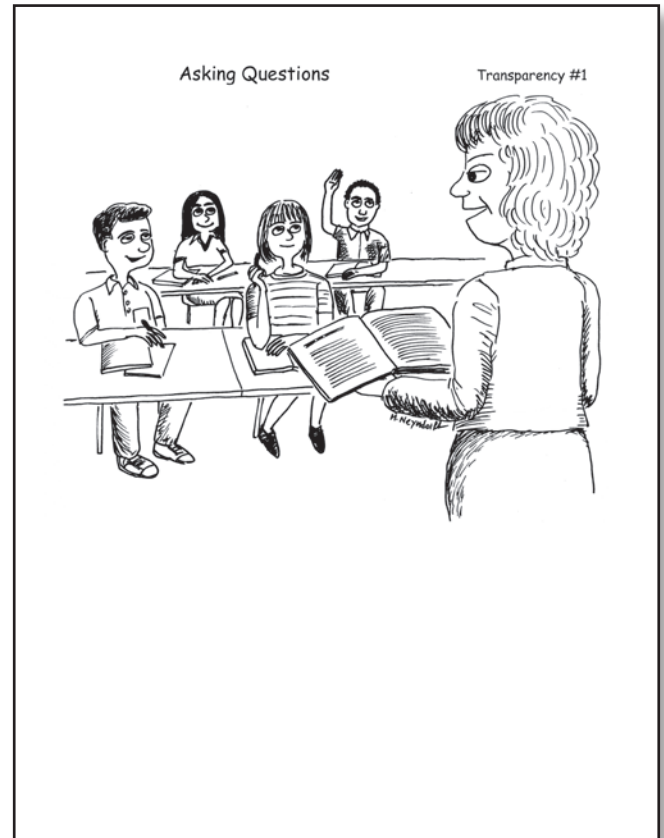
Before teaching this lesson, set up 'Guest Speaker' day, using Teacher Background Information.

*This lesson should follow a health unit.

**Students should have experience formulating questions.

Day 1: Warm-Up/Review (15 min.)

- Project Transparency #1, "Asking Questions" to use as a prompt to generate discussion and elicit questions from students (orally only).
Ask students :
 - What is this a picture of?
 - Where are the people in the picture?
 - What are they doing?
 - Who are they?
 - Who is this person (point to the 'teacher' or speaker?)
 - Why are they doing this?
- State that the students in the photo are probably listening to a 'lecture' in class.
- Write the word 'lecture' on board, and try to elicit a definition from students.
- Pose the question to students directly: Why is it important to ask questions in class or during a 'lecture'?



Introduction (15 min.)

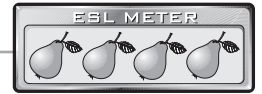
- Tell students, "Tomorrow, a Guest Speaker will be coming to class to give a 'lecture'. To help you get ready to ask questions, I will give a 'lecture' and you will have a chance to practice listening and asking questions, like in the picture. First, let's talk about the different kinds of questions we can ask."

MATERIALS

Transparency #1, "Asking Questions"



LESSON PLAN



Intermediate High

Introduction (cont.)

2. Ask the students to brainstorm question words.
3. Project Transparency # 2, " Wh Questions" or use a tear sheet.
4. As a class, generate some questions about the speaker and write one example of each question (who, what, when, where, why and how) on Transparency#2 or use a tear sheet.

Presentation (45 min.) 

1. Inform students that they will now be listening to a lecture about health and practicing asking questions.
2. Tell them that the topic of the lecture will be 'Food Poisoning Facts.'
3. Pre-teach vocabulary for each paragraph. Even if they know the vocabulary, having these words on the board will help them make questions.
 - Paragraph 1: Safe, spoiled food, food poisoning
 - Paragraph 2: Usually, bacteria, viruses, parasites, toxins, especially
 - Paragraph 3: Flu, at the same time, cramping, diarrhea, vomiting, weak, breathing
 - Paragraph 4: Really sick, bloody, pregnant
2. Present lecture, "Food Poisoning Facts." (Located in materials)
3. Read the lecture section by section at a medium pace with normal intonation.

Transparency #2

Wh... Questions

1.	Who...?	
2.	What...?	
3.	When...?	
4.	Where...?	
5.	Why...?	
6.	How...?	

Lecture Materials: Food Poisoning Facts

Paragraph #1:
Most of the food you eat is safe, but many people every year do get sick from eating spoiled food. You can get sick from food prepared at home, at restaurants and at other places where you eat. When you get sick from food, doctors often call this 'food poisoning'. Every year, in the United States, more than 76 million people get 'food poisoning' and more than 5,000 people die every year from food poisoning.

Paragraph #2:
Food poisoning is usually caused by bacteria, but can also be caused by viruses, parasites and other toxins. You might get a little sick and be all right the next day, or you could have a very serious problem and you may need to go to the doctor or hospital. Food poisoning can be especially dangerous for babies and children, older people, pregnant women and people who are already sick.

Paragraph #3:
How do you know if some food made you sick? Sometimes, it is hard to know if you are sick from food or if you have some other problem, like the flu. If a lot of people in your family are sick at the same time and you all ate the same food, this might be food poisoning. Here is what might happen if you or someone in your family has food poisoning:

- stomachache and cramping
- diarrhea or bloody diarrhea
- fever
- vomiting (throwing up)
- very tired or weak
- difficulty breathing

Paragraph #4:
When should you call the doctor? You should call the doctor if:

- someone feels really sick
- someone can't stop vomiting
- the diarrhea won't stop or is bloody
- someone is sick for more than 24 hours

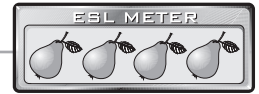
If these things happen to a young baby, a child, pregnant woman or older person, call your doctor right away. If you are worried at all, call your doctor or get medical help.

MATERIALS

Transparency #2, "Wh Questions"; Lecture, "Food Poisoning Facts"



LESSON PLAN



Intermediate High

Presentation (cont.)

4. Do not take questions yet, ask students to just listen first.
5. Conduct a general comprehension check after each paragraph by making simple "yes," "no" statements and asking students to respond with a 'thumbs up' for "yes" or 'thumbs down' for "no." If students have not understood, read that section a second time.
7. Read paragraph one.
8. Check comprehension by making statements and having students answer yes for correct and no for incorrect.
 - Most food is safe to eat in the U.S. Yes
 - You can get sick from food prepared at home. Yes
 - 76 million people die every year in the U.S. from food poisoning. No
 - 5,000 people die every year in the U.S. from food poisoning. Yes
9. Read paragraph two.
10. Check comprehension by making statements. Have students answer yes or no.
 - Bacteria, viruses, parasites and toxins cause food poisoning. Yes
 - Food poisoning always makes you really sick. No
 - Food poisoning is especially dangerous for babies. Yes
11. Read paragraph three.

Lecture Materials: Food Poisoning Facts

Paragraph #1:
 Most of the food you eat is safe, but many people every year do get sick from eating spoiled food. You can get sick from food prepared at home, at restaurants and at other places where you eat. When you get sick from food, doctors often call this 'food poisoning'. Every year, in the United States, more than 76 million people get 'food poisoning' and more than 5,000 people die every year from food poisoning.

Paragraph #2:
 Food poisoning is usually caused by bacteria, but can also be caused by viruses, parasites and other toxins. You might get a little sick and be all right the next day, or you could have a very serious problem and you may need to go to the doctor or hospital. Food poisoning can be especially dangerous for babies and children, older people, pregnant women and people who are already sick.

Paragraph #3:
 How do you know if some food made you sick? Sometimes, it is hard to know if you are sick from food or if you have some other problem, like the flu. If a lot of people in your family are sick at the same time and you all ate the same food, this might be food poisoning. Here is what might happen if you or someone in your family has food poisoning:

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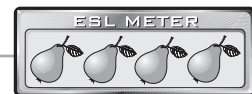
If these things happen to a young baby, a child, pregnant woman or older person, call your doctor right away. If you are worried at all, call your doctor or get medical help.

MATERIALS

Lecture



LESSON PLAN



Intermediate High

Presentation (cont.)

12. Check comprehension as above. Students answer yes or no.
 - Food poisoning and the flu can feel the same. Yes
 - Food poisoning can give you diarrhea, vomiting and fever. Yes
 - A pain in your foot is a sign of food poisoning. No
13. Read paragraph 4.
14. Check comprehension again. Answer yes or no. You should call the doctor if:
 - You can't stop vomiting. Yes
 - A child has a stomach ache. No
 - A baby has bloody diarrhea. Yes
 - You are really worried. Yes

Practice: (30 min.)

1. Divide class into small groups.
2. Project Transparency of *Worksheet # 1 "Questions"* and review directions for the task.
3. Pass out *Worksheet #1 "Questions,"* one copy per group.
4. Assign a recorder (someone who writes down the questions,) and a 'reporter' (someone who will read the questions to the class).
5. Repeat lecture once more, stopping after each paragraph to allow time for groups to make questions.
6. Groups will listen and make 2 questions for each paragraph of the lecture.

Lecture Materials: Food Poisoning Facts

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If these things happen to a young baby, a child, pregnant woman or older person, call your doctor right away. If you are worried at all, call your doctor or get medical help.

Questions Worksheet #1

Group # _____ Group members: _____

Directions:

1. Sit with your group and choose a recorder (someone to write).
2. Your teacher will read a paragraph from the lecture.
3. After you listen, work with your group to write 2 questions for each paragraph, using the question words on this page.
4. Have a reporter from your group read your questions in class.

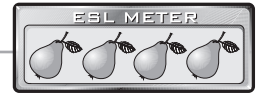
Paragraph	Question Word	Group Question
1	How...	
1	Where...	
2	What...	
2	Who...	
3	How...	
3	What...	
4	When...	
4	Why...	

SCORE: _____

MATERIALS

Transparency/Worksheet # 1, "Questions"



LESSON PLAN**Intermediate High****Assessment** (30 min.) 

1. When complete, have groups select their 2 best questions and put a star (*) next to those questions.
NOTE: The questions are being assessed, not the students' answers.
2. Collect *Worksheet #1* from each group.
3. Direct students in each group to number off: 1, 2, 3, 4, etc.
4. Score the groups' questions by judging the ability of the students to answer the starred questions. Follow the steps below:
 - Read a starred question from the collected worksheets to the whole class.
 - Allow time for the groups to come to consensus through discussion on the answer.
 - Ask one person from each group, e.g., the #2's, to stand. Have one #2 give their groups' answer.
 - Ask the remaining standing students if they have anything to add to the answer or if their group would disagree with the answer.
 - Score the questions on each group's *Worksheet #1* assigning points according to the rubric.
 - Continue until the starred questions have been answered and judged.
5. Use the following rubric to score the questions.
 - The question was related to the lecture - 2 points.
 - The question was clear enough for groups to answer it - 2 points
 - Possible Points = 4 per question
 - Total possible each group = 8
 - Passing = 6/8 (75%)
6. Return papers to groups.

Application:

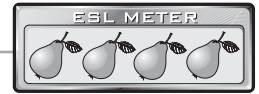
Students listen to Guest Speaker (on a subsequent day)

MATERIALS

Transparency/Worksheet # 1, "Questions"



LESSON PLAN



Intermediate High

Day 2: Guest Speaker

Warm-Up/Review (15 min.)

1. Remind students that a Guest Speaker is coming.
2. Write the name of the Guest Speaker, the topic and the organization he/she is from on board.
3. Review 'Wh' questions by directing students to turn to a partner and ask questions about the speaker.
4. Elicit 'wh' questions from students and write on the board.
5. Direct students to make name-cards.

Introduction (10 min.)

1. Having discussed the lecture beforehand with the speaker, put key words on the board and define them. Keep the words on the board to aid students in question formation later.
2. Designate groups of 3 to 4 students for the Practice.
3. Give directions for the task.
4. Pass out one Worksheet # 2 per group, "Guest Speaker Questions."
5. Direct students to assign 1 student as the recorder and 1 as a reporter.

Guest Speaker Questions Worksheet #2

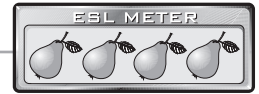
Group Names: _____
 Recorder: _____ Reporter: _____

	QUESTIONS	ANSWERS
WHAT...	1. _____	_____
	2. _____	_____
WHERE...	1. _____	_____
	2. _____	_____
WHEN...	1. _____	_____
	2. _____	_____
WHO...	1. _____	_____
	2. _____	_____
WHY...	1. _____	_____
	2. _____	_____
HOW...	1. _____	_____
	2. _____	_____

MATERIALS

Transparency/Worksheet # 2, "Guest Speaker Questions"



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

6. Tell students that their group will be making questions for the speaker after the lecture. They can use any of the question words.

Presentation (30 min.) 

(Note: The 'lecture' should be no more than 15 minutes, but can be repeated.)

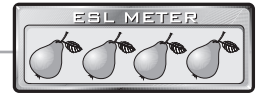
1. Introduce the Guest Speaker.
2. Have her/him give the 'lecture.'
3. Direct students to listen first and take notes if they choose to.
4. Conduct a comprehension check of "yes", "no" questions that can be prepared with the guest speaker prior to the lecture.
5. Based on the degree of student comprehension, ask the guest speaker to repeat parts the students had difficulty with, as needed.

MATERIALS

None needed



LESSON PLAN



Intermediate High

Practice (45 min.)

1. Give directions for the Practice task.
 - Direct students to generate and record 2 questions with their groups on Worksheet # 2, "Guest Speaker Questions."
 - Provide 10 minutes for students to generate 2 'Wh' questions.
2. Call on reporters from each group to ask their group's questions to the speaker.
 - Leave time for spontaneous questions.
3. When finished, thank the Guest Speaker.
4. When the speaker leaves, put sample students' questions on the board, read them together and make corrections as a class. Answer the questions and let students copy.

Guest Speaker Questions Worksheet #2

Group Names: _____
 Recorder: _____ Reporter: _____

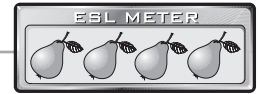
	QUESTIONS	ANSWERS
WHAT...	1. _____ 2. _____	_____ _____
WHERE...	1. _____ 2. _____	_____ _____
WHEN...	1. _____ 2. _____	_____ _____
WHO...	1. _____ 2. _____	_____ _____
WHY...	1. _____ 2. _____	_____ _____
HOW...	1. _____ 2. _____	_____ _____

MATERIALS

Transparency/Worksheet # 2, "Guest Speaker Questions"



LESSON PLAN



Intermediate High

Assessment (30 min.)

*Part 2 of this assessment is an **example** quiz. This example uses *Food Safety* as a topic. **Your Quiz Part 2 will need to be adapted** to reflect the information learned from your speaker. See "Teacher Background Information."

1. Distribute Worksheets #3 & #4, Quiz Part 1 & 2 to students and remind students to work on their own.
2. Allow time for students to complete the Assessment.
3. Collect the papers and grade according to the following rubric:
 Part 1: Total Points = 12 Passing Score = 9
 Part 2: 1 point for True answers
 2 points for corrected false answers

Quiz Part 1 Worksheet #3

Name: _____ Date: _____

1. What was the topic of the lecture today? _____
2. What was the speaker's name? _____
3. What organization was the speaker from? _____
4. Write 5 'wh' questions from the lecture (worth 1 point each)

5. Write 3 new things you learned today (worth 1 point each)

Worksheet #4
EXAMPLE QUIZ

Quiz Part 2

Name: _____ Date: _____

Check TRUE or FALSE. If False, make the statement true.

	TRUE	FALSE
1. You should wash your hands for at least 5 seconds before and after you eat or cook.		
2. You should wash fruits and vegetables before eating.		
3. If you put food in the refrigerator it stops bacteria (germs) from growing.		
4. The safest way to check the temperature of foods is to use a thermometer.		
5. After you go shopping, you can safely leave meat or chicken in the car for up to 6 hours.		
6. The most important reason to cook your food is to make it taste good.		
7. Meat and poultry are done when the juices are clear.		
8. It is safe to use leftover foods within 3-4 days, if they have been on the refrigerator.		
9. It is OK to eat raw eggs.		
10. It is safe to thaw food on the counter.		

TOTAL POINTS: 16
 PASSING SCORE: 12
 YOUR SCORE: _____

to have in class? (1 point)

Application (30 min.)

1. Distribute Nutrition Journals or Worksheet #5.
2. Explain directions and go over questions as a whole class.
3. For question three, discuss whether students would like to implement something learned from the lecture into their daily lives. This can be their goal.
4. In a week have students fill out the report at the bottom of worksheet.

Worksheet #5
Journal

I make one change in my behavior.

from the Guest Speaker.

is a partner.

It and talk to a partner.

Questions:	Answers:
1. What did you already know about the topic?	_____
2. What is something new that you learned from the Guest Speaker?	_____
3. What is <u>one change</u> you plan to make after listening to the Guest Speaker?	_____
4. What more would you like to know about this topic?	_____
5. What other topics would you like to hear about in the future?	_____

My report: _____ Date: _____

1. I changed my behavior.	1	2	3	4	5
	No	Some	Yes		
2. Why or why not?	_____				
3. What are some other changes you would like to make in the future?	_____				

MATERIALS

Transparencies/Worksheets #3 & 4: "Quiz Parts 1 & 2";
 "My Nutrition Journal" or Worksheet #5

