




Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE LOW**



Nutrition Standard	Key Message #1: Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, school and in the home.
Content Objective	Students will be able to plan nutritious meals ahead that are quick and easy.
Behavior Change Objective	Students will try one new quick, easy, healthy meal idea and report back to class on it.
Language Objective	Students will be able to participate in a team by listening, speaking, negotiating and evaluating information. (SCANS)
Instructional Approach	Project-Based Learning
Class Length	2-3 Days
Topic	Food 



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 #1: Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, school and in the home.

Objective 1.4 Students will be able to plan nutritious meals ahead that are quick and easy.

The formative research (Prehm & Associates, 2002) that was conducted as a precursor to the "Eating Well, Living Well" ESL nutrition curriculum project indicated that many immigrants today lead busy lives with multiple roles, as parents, workers, students, and homemakers. Lack of time, energy, or cooking facilities may keep students from having something healthy to eat. Also, they may not have enough time to cook the traditional meals that they prepared in their native countries because of the fast paced American lifestyle. Latino immigrant students throughout California, who participated in the research in round table discussions, said that they wanted ideas for quick and easy meal preparation that are healthy for their families.

Basic health tips for ESL students include:

- Encourage students to limit the number of sodas, juice drinks, sports drinks and other sweetened beverages they and their children drink. These drinks often take the place of more nutritious choices. For those who can tolerate dairy products, nonfat or low fat milk is a good beverage choice, providing many nutrients. Soymilk is also an option for those that cannot tolerate dairy, or for those that simply prefer it.
- Eat from a wide range of food groups and include protein, fat and carbohydrate foods to help promote alertness and the ability to focus. See 'Inside the Pyramid' for information on all of the Food Groups: <http://www.mypyramid.gov/pyramid/index.html>
- Share ideas for healthy food and meal choices for those who do not cook or who have a main meal provided (farm workers, restaurant workers).
- Share ideas for healthy food choices for 'on the go' and discuss ways to bring healthy meals and snacks to school and work, and make healthy choices for affordable, ready-to-eat-food from machines or stores.



Planned-overs: One of the easiest ways to save time and energy in the kitchen is to use “planned-overs.” Planned-overs are foods prepared in large amounts so that there is enough for more than one meal. Planned-overs are a great way to save time. Busy cooks often prepare several meals on the weekend or whenever they have extra time so that they don’t have to spend much time during the week cooking. Foods like soups, chili, beans, rice can be prepared in quantities large enough for two or three meals. They should be used within two days, or frozen for longer storage.

Leftovers: The term “leftover” refers to food which has been prepared and served and is left over at the end of the meal because too much food was prepared for that meal. Food that is left over at a meal is sometimes thrown out, but can be reheated, if necessary, and served within a couple of days. Leftovers like pizza, spaghetti, soup or stir-fry can be eaten for any meal the next day.

Tips for using planned-overs and leftovers (to add to students’ ideas)

Cook extra **meat or poultry** and use it later for mixed dishes such as soups, stir-fry, burritos, wraps, etc.

Beans can be used in salads, chili, mixed dishes or with rice.

Breads can be used for breadcrumbs or for fillers in meat dishes.

Fruits can be used in salads, on cereal or in rice, in gelatin desserts or snacks.

Vegetables can be used in mixed dishes like soup, stir-fry and salads.

Key Word Search: *quick and easy healthy snacks/meals*

Websites for more information (2008)

American Heart Association Delicious Meals: <http://www.deliciousdecisions.org/>

Quick and Easy Meal Ideas: Dairy Council of America:
<http://www.mealsmatter.org/RecipesAndMeals/QuickMeals/index.aspx>

USDA Nutrition Information (offers a wide range of information, resources and material):
<http://www.nutrition.gov/>

‘Inside the Pyramid’ for information on all of the Food Groups:
<http://www.mypyramid.gov/pyramid/index.html>



The Community Bulletin Board:

The end result of this lesson is an interactive bulletin board in a public place such as a school hallway where students can post and share their best ideas for quick, easy, healthy meals with students and staff at their site, OR in a classroom. Once established, the Bulletin Board can be used for a variety of on-going class projects related to Nutrition. The Bulletin Board can be incorporated into classroom research activities, as students go to the Board to collect, evaluate, analyze, summarize and/or share information.

Here is a sample of a bulletin board created by younger students:

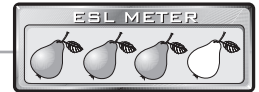


Tips for creating the bulletin board:

- Locate an existing bulletin board, ideally in a public area near the classroom, and ask permission to use it (if needed) for a few weeks.
- If none exists, see if you can get your administrator to post one that other classes and students could also use in the future.
- If it is impossible to get a bulletin board in a public area, create one in the classroom.
- Have students, as part of the lesson, design the bulletin board presentation, put up the letters and border, as well as the materials they will be sharing.
- Continue to use the bulletin board for other related projects throughout the term.



LESSON PLAN



Intermediate Low

Day 1 (3 hours) **Day 1: Warm-up/Review** (30 min.) 

1. Review 'meal' vocabulary. Put three columns on the board or a tear sheet, with headings: Breakfast, Lunch and Dinner.
2. Show class pictures of common foods (not provided) and ask at which meal they eat the foods. Post the pictures under breakfast, lunch or dinner.
3. Discuss at what time students eat those meals in the U.S. Under the headings write: *Morning Meal*, *Afternoon Meal* and *Evening Meal*. Ask what times they ate the meals in their native countries.
4. Ask how long meal preparation takes now and how long it took in their native countries.
5. Ask students what they like to make for dinner. Have them share their answers with a partner. Have a few students share with whole class.

**Introduction** (10 min.) 

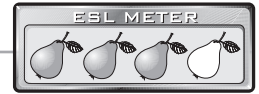
1. Tell students, "You will be sharing ideas for preparing quick and easy healthy **dinners** today."
2. Inform students they will post their ideas on a bulletin board to share with other students in the school.
3. Show photos of bulletin boards OR take students to an existing school bulletin board OR point out a bulletin board in class, if one exists.
4. Check comprehension by asking a student, 'What are we going to do?'



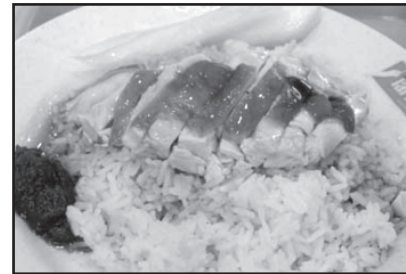
MATERIALS

Food Photos/Drawings (not provided)



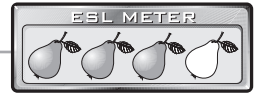
LESSON PLAN**Intermediate Low****Presentation** (45 min.) 

1. On a tear sheet or board, post one visual (choose from samples) of a 'quick, easy and healthy' dinner next to a contrasting visual of a dinner for a special occasion.
2. Ask students when they would have the 'special occasion' dinner (at a party, for a holiday or family celebration, for example).
3. Pose the question to students: 'How are these meals different? How would they be different to make or prepare?' Write comments under the pictures.
4. Assist students, if needed, with these comments:
 - quick, time-saving
 - easy, simple
 - can make with food you have on hand
 - inexpensive
 - everyday
 - VS
 - takes time to prepare or cook
 - expensive
 - need to buy special foods
 - need a lot of ingredients
 - special, for special occasions

**MATERIALS**

Visuals of everyday and special occasion dinners



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

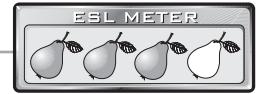
5. Have students copy the list that's under the quick, easy meal into their notebooks. They'll refer to it later.
6. Make the health connection:
 - Inform students that healthy meals include a variety of foods, especially whole grains and vegetables, low-fat protein, fruit, healthy fats. Healthy foods are low in overall fat and salt, and the portions are not too large. Ask if the dinners in the photos healthy? Why or why not?
 - Acknowledge that foods from other cultures are often very healthy, and discuss why. (grains, fruits, vegetables, low fat, etc.)
7. Ask students if they still cook traditional foods from their cultures, and if that is easy or difficult and why. (e.g., time constraints, expense, availability, etc.)
8. Point out that sometimes, traditional foods can be difficult to prepare in the U.S., (ingredients are hard to find or expensive, cooking methods are different here, and women may be working, children in school, families are busy, etc.).
9. Ask for examples of 'quick, easy' dinners from students' own food cultures.

MATERIALS

None needed.



LESSON PLAN



Intermediate Low

Presentation (cont.)

10. Project Transparency of Worksheet # 1, "Quick, Easy & Healthy Dinners."
 • Tell class, "I will draw a picture of a quick healthy meal.
 What can I prepare that is quick and healthy?"

Example:

"Tuan. Rice? Ok. And vegetables? Ok. What kind of vegetables? Carrots, onions, bok choy, snow peas? Ok. Vegetables on top of the rice or next to it? Ok. Thank you."

- Draw a picture using colored overhead pens and labeling the foods.
- Include the list of ingredients, basic steps to make the meal and how long it takes to prepare at the bottom of the page.
- Refer back to the 'Checklist' copied in students' notebooks.
- Ask students about the dinner the class created:
 - Is it quick?
 - Is it easy?
 - Is it healthy?
 - Would they like to try the meal themselves?

Quick, Easy, Healthy Dinners
Worksheet #1

Group # _____

What is in the dinner? (ingredients):

How do you make the dinner? (bake, boil, stir fry, what temperature? How long?)

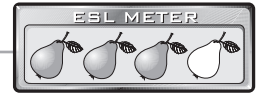
How long does it take to prepare?

MATERIALS


Transparency/Worksheet # 1, "Quick, Easy & Healthy Dinners";
 Colored overhead pens



LESSON PLAN



Intermediate Low

Practice 1 (45 min.) 

1. Explain to students they will be working together to share more ideas for quick, easy, healthy dinners.
2. Divide class into pairs (or triads if class is very large) by common ethnicity or common traditional foods, if possible. Put classmates that do not cook in a triad with those that do.
 - Assign each pair (or triad) a number to put on their worksheet (1,2,3,4). They may omit names for purposes of privacy since these will be posted on a public bulletin board. Use your own discretion.
 - Write the assigned numbers and names of group members on a class list.
3. Ask students to think about a meal they prepare that is quick, easy and healthy. If a few don't cook, ask them to think about a meal that they believe is quick, easy and healthy.
4. Distribute a copy of Worksheet #1 to each student.
5. Give directions for the task.
 - Direct students to take turns drawing quick and easy, healthy dinners. One partner draws and explains while the other partner watches and listens. Then, reverse roles. Model this.
 - Have students complete the bottom portion of the worksheet: Write a list of ingredients, simple steps to making the meal. (how to cook it, e.g. bake, boil, stir fry; etc.) and time it takes to prepare.
6. Monitor and troubleshoot as pairs work together.

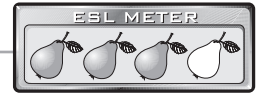
Quick, Easy, Healthy Dinners	
Worksheet #1	
Group # _____	
What is in the dinner? (ingredients):	
How do you make the dinner? (bake, boil, stir fry, what temperature? How long?)	
How long does it take to prepare?	

MATERIALS

Transparency/Worksheet #1, "Quick, Easy & Healthy Dinners"; Colored pencils, crayons or markers; Teacher's class list designating group numbers



LESSON PLAN



Intermediate Low

Assessment (30 min.)

1. Inform students that they will be sharing their ideas. Have each pair or triad choose their best idea to share.
2. Divide class into groups of 10, keeping partners together.
3. Project Worksheet #2, "Sharing Dinner Ideas" and explain that students will be scoring each others' ideas.
 - Review directions.
 - Students will listen to classmates and give a score for each area.

<ul style="list-style-type: none"> • Is it quick? • Is it healthy? 	<ul style="list-style-type: none"> • Is it easy? • Would you like to try it?
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- Explain the scale: 1 is a low score and 5 is a high score. So, if you think it is NOT EASY, circle 1 or 2. If you think it is VERY EASY, circle 4 or 5.
4. Model with earlier example. Show drawing and say, "This is my dinner. The ingredients are chicken, rice, carrots, onions, bok choy and snow peas. I boiled the rice and stir fried the vegetables. It takes 30 minutes to make. Any questions?"
 5. Have each pair or triad share the meal they chose, describing as above.
 - Keep the presentations moving along at a good pace; keep it positive and upbeat.
 6. After each presentation, allow time for students to score the meal idea using Worksheet #2.
 7. After all partners have reported, collect Worksheet #2.
 - Compile scores.
 - Announce meals with highest scores the next day.
 8. Tell students that tomorrow they will be creating a Community Bulletin Board to share their meals.

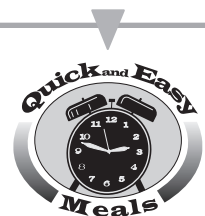
Worksheet #2
Assessment

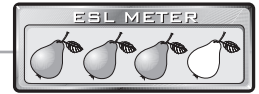
Sharing Dinner Ideas

Group #	1 = low score	Circle your opinion	5 = high score	Total Points
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		
	Is it quick? 1 2 3 4 5		Is it healthy? 1 2 3 4 5	
	Is it easy? 1 2 3 4 5	Would you like to try it? 1 2 3 4 5		

MATERIALS

Transparency/Worksheet#2, "Sharing Dinner Ideas"



LESSON PLAN**Intermediate Low****Day 2**

Ahead of time, locate a community bulletin board that can be used OR create one in the classroom. If it is a bulletin board outside of class, make sure it is available, and that you have permission to use it.

Warm Up/Review (15 min.) 

1. Review previous day's lesson as whole class by showing visuals of everyday and special occasion meals from yesterday's presentation and discuss why it is quick and easy to prepare and why it is healthy.
2. Review busy lifestyles and why it may be difficult to prepare healthy food.
3. Project teacher's model of food drawing and ask comprehension questions about the meal.
4. Have students show their drawings to absent students to familiarize them with the project.

Introduction (5 min.) 

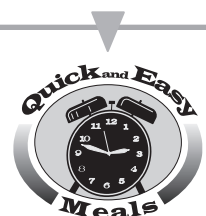
1. Tell students that today they'll be making a bulletin board with their dinner ideas from yesterday.

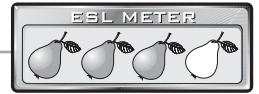

Presentation (5 min.) 

1. Show students the bulletin board they'll be using and the supplies.
2. Show students how to staple their worksheet to colored construction paper at an angle to look decorative.

MATERIALS

Visuals of everyday and special occasion meals;
Scissors, staplers, construction paper; students' work

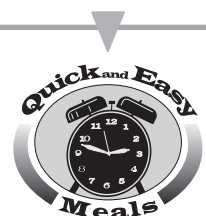


LESSON PLAN**Intermediate Low****Practice 2** (60 min.) **Creating the Bulletin Board**

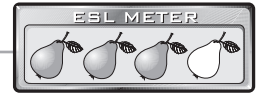
1. Ask for volunteers for different tasks:
 - Supervise assembly (1 or 2 students).
 - Design and cut border (3 or 4 students).
 - Staple border (3 or 4 students).
 - Think of a title for the bulletin board and cut out letters (3 or 4 students). Large font words *Quick, Easy, Healthy Dinners* are provided to use as a title if desired.
 - Staple title (3 or 4 students).
 - Staple drawings of meals that were chosen (each pair can bring their drawing to staple).
2. Distribute supplies.
3. Allow class time for completion of the project.
4. Direct Supervisors to check and make adjustments.

MATERIALS

Scissors, staplers, construction paper, students' work;
Title papers, Quick Easy Healthy Dinners



LESSON PLAN




Intermediate Low

Practice 3 (90 min)  
Inviting a Class

1. Invite another class to come in small groups to view the Bulletin Board. Consider whether to do it during class or at a break.
2. When the other class comes, assign students to explain the meals on the Bulletin Board.
3. If the activity takes place in your classroom, while the meals are being reviewed, mix the other students up into small groups of 4 or 5 and use Worksheet # 3 as an activity.
 - Pass out 1 copy of Worksheet #3 to each group.
 - Project a transparency of Worksheet #3.
 - Give the directions that are on the worksheet.
 - Allow time for the activity.
 - Call on a volunteer from each group to summarize their group’s responses.
4. If possible, take photos to save for re-visiting the topic in the future.

Worksheet #3

Foods in Your Culture



Directions:

1. Assign students to mixed cultural/ethnic, but similar language level groups of 4 or 5 students.
2. Give each person a number - 1,2,3,4,5.
3. Person #1 reads the first question to person #2.
4. Person #2 answers the question.
5. Person #1 passes the Worksheet to person #2.
6. Person #2 then reads the second question to person #3.
7. Continue until you get back to person # 1, each person asking one question.
8. See if anyone can remember all of the facts about the other people in the group.

Questions

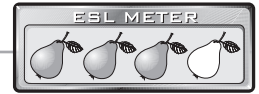
1. What kinds of food do people eat every day in your native country?
2. Now that you live in the U.S., what kinds of food do you eat every day?
3. Do you have time to cook your native foods? Why, or why not?
4. What foods do you still eat from your country?
5. What is your favorite food? Why do you like it?

MATERIALS

Transparency/Worksheet # 3,
 “Food In Your Culture”



LESSON PLAN



Intermediate Low

Application (20 min.)

1. Distribute "My Nutrition Journal" or Worksheet #4.
2. Give directions.
 - Direct students to go to the Bulletin Board created by the class and find something they want to cook at home.
 - Have them describe that meal on the worksheet/journal in the space provided.
 - Tell them that the class will look at the worksheet again in a week and report on the meals.
3. Continue to remind students about the meals on a daily basis.
4. In a week, revisit the worksheet and record the dates they tried the meals and whether they liked them.
5. Have students share their results.

Worksheet #4
Journal

My Goal: I will try _____ ideas for quick and easy cooking.

Directions:

1. Write down some new ideas from class.
2. Try 1 or more at home.
3. On a different day, complete your Report and talk to a partner.

Describe new idea for quick and easy cooking.	I tried it.	My family/I liked it:										
1. Ingredients: How to cook:	Date: _____	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No</td> <td>Some</td> <td>Some</td> <td>a lot</td> <td></td> </tr> </table>	1	2	3	4	5	No	Some	Some	a lot	
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3. Ingredients: How to cook:	Date: _____	<table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>No</td> <td>Some</td> <td>Some</td> <td>a lot</td> <td></td> </tr> </table>	1	2	3	4	5	No	Some	Some	a lot	
1	2	3	4	5								
No	Some	Some	a lot									

MY REPORT DATE: _____

1. I tried _____ ideas for quick and easy cooking.
2. The best idea for my family was: _____
3. The idea I will try again is: _____
4. The idea I will not try again is: _____ because _____

MATERIALS

"My Nutrition Journal" or Worksheet #4

