





## Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE LOW**



<b>Nutrition Standard</b>	Key Message #3: Students will influence children to eat healthy meals and snacks.
Content Objective	Students will be able to guide children's selection of healthy food choices.
Behavior Change Objective	Students will use information from a brochure to provide healthy snack alternatives for their families.
Language Objective	Students will be able to read and interpret a brochure and share the information.
Instructional Approach	Jigsaw Reading
Class Length	3 hours 
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 #3: Students will influence children to eat healthy meals and snacks.

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

A goal of the Network for a Healthy California (Network) is to help low-income families and children eat healthier. Research shows that immigrants often come to this country with many healthy food traditions that may include whole grains, plenty of fruits and vegetables, and less meat, fat or sweet foods. However, as they acculturate to the American lifestyle, sometimes their diets and, especially, their children's diets, become less healthy the longer they live in the United States. Therefore, we need to acknowledge and reinforce the healthy habits immigrants bring to this country and encourage behavioral change for those with less healthy habits. Many parents try to influence their children's intake of food and try to encourage healthy snacking. Common snack food items – chips, soda, French fries, cookies, candy – are likely to be high in fat, salt and sugar. They are popular because they taste good, they provide a source of quick energy, they are well advertised in the media, they are often inexpensive, they can be eaten on the run and they are readily available in convenience stores, grocery checkout aisles and vending machines. Children need snacks for energy and growth, but eating the snacks described above might result in replacing foods that are healthier or have greater nutrient density, thus reducing the overall quality of a child's diet (besides adding fat, salt and sugar). Eating foods and snacks that are high in fat and sugar over time can contribute to chronic illnesses such as heart disease, cancer, obesity, and diabetes. A good tip for healthy snack choices is to read food labels and choose snacks that are lower in fat, sugar and salt.

### The Jigsaw Technique

This lesson uses the Jigsaw technique, which is a reading activity that requires students to learn new information and then teach it to other students. The reading material is divided into parts so that students do not have to read a large amount of information. A brochure is used in this lesson. Each member of a group is given a different part of the brochure to read. Students master and discuss their information in "expert" groups of students from all the teams. They then return to their original "home" groups, to teach the information they learned to the team members who had read other parts of the brochure. The evaluation of the learning covers the entire brochure. Students are dependent upon one another to master material in order to be successful on the "Quiz." \*

\*See lesson for complete instructions.

**Key Word Search:** *healthy snacks/meals for children*

### Websites for more information (2008)

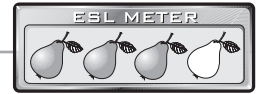
USDA Nutrition Information (offers a wide range of information, resources and material):  
<http://www.nutrition.gov/>

MyPyramid: [www.mypyramid.gov](http://www.mypyramid.gov)

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



## LESSON PLAN



Intermediate Low

**Warm-up/Review** (15 min.) 

Prior to class, post three signs in three different parts of the room, Station 1, Station 2, Station 3.

1. **Distribute copies of Worksheet #1**, "Healthy Snacks," text example.
  - Allow time for students to read silently and underline unknown vocabulary.
  - Check student comprehension by posing oral questions for partners to answer and share with the whole class.
2. Call on volunteers to read aloud.
3. Lead a short discussion of reasons to eat healthy food.

Worksheet #1  
Text Example

## HEALTHY SNACKS

When children come home from school, they are hungry. This may be a good time to get your child to eat raw vegetables, fresh fruits, low-fat dairy foods and whole-wheat bread. Don't have foods in the house that you don't want children to eat. If there are no cookies in the house, a child will often choose fruit rather than nothing.

Children need to eat often because their stomachs are small and they need energy to grow. Snacks are small meals between larger meals. Many parents work or go to school. When parents come home, children often ask, "When is dinner?" If they have had healthy snacks after school, they will be able to wait longer for dinner. Together parents and children can plan snacks to keep on hand that are quick and easy. Leftovers from yesterday's meals can be used. Parents can cut fruits and vegetables and leave them on the lower shelves of the refrigerator. Snack foods like peanut butter, whole wheat crackers, rice cakes and pretzels can be on the low shelves of the cupboard for children to make snacks for themselves.

Adapted from: *Love In A Lunch Box*, Carole Raymond, Beautiful America Publishing Co., Wilsonville, Ore., 1994

## MATERIALS

Three signs: Station 1, Station 2, Station 3;  
Transparency/Worksheet #1, "Healthy Snacks"



## LESSON PLAN



Intermediate Low

## Introduction (20 min.)

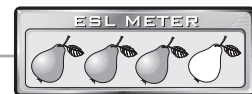
1. **Announce the objective:** "We just read some information about snacks. Next, we will see another way to give information - a brochure."
2. **Poll the class as to how many parents there are.**  
Tell the class that they're going to read a brochure for parents, but the information applies to anyone who eats snacks.
3. **Lead a discussion of snacks/eating patterns** by posing questions and directing students to answer in the whole group and with a partner.
  - a. In the whole group:
    - What is a snack? How is snack different from a meal?
    - Does the idea of snack translate to your language?
    - Make a list of favorite snacks on the board.
  - b. With a partner: (Write these questions on the board)
    - Did you snack in your country?
    - Do you snack now? Why? Or why not?
    - Do your children snack? Why? Or why not?
    - What is your opinion about snacking? What is ok? What is not ok?
4. **Preview vocabulary** students will see in the brochure by asking students for definitions or providing examples (use of realia and/or visuals is helpful): *energy for growing; whole-grain foods; low-fat, reduced sugar, reduced salt; tasty; crunchy; lower shelves (of a cupboard or refrigerator); idioms - on-hand, get-togethers, mini-meal; fit into a healthy diet; set an example; start a new trend; veggies*

## MATERIALS

None



**LESSON PLAN**

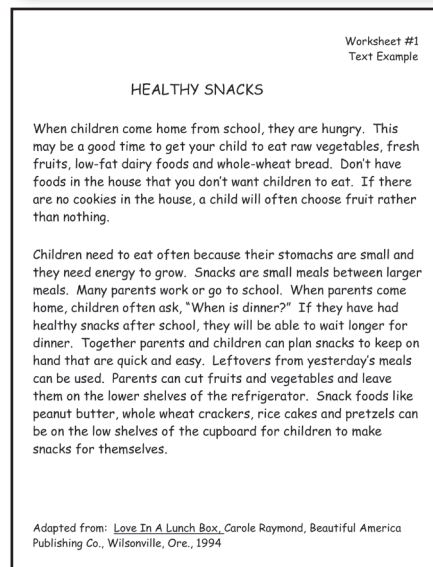
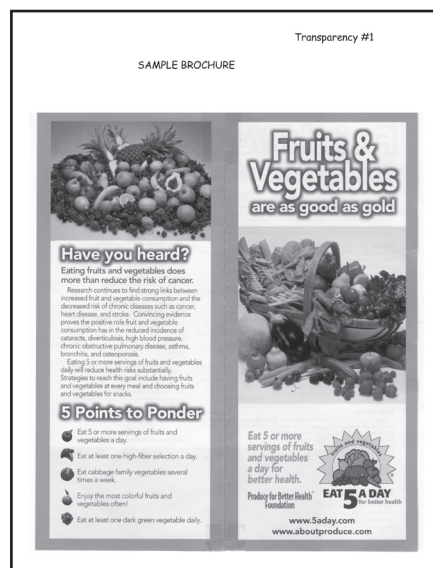


**Intermediate Low**

**Presentation** (45 min.)

1. Pass out 2 copies of a sample brochure **(not the brochure used in the lesson) or use Transparency #1, "Sample Brochure" as a model** to groups of students.
2. Direct students to talk together about how a brochure and page of text (Worksheet #1) look; how are they the same and different? **(Students are not to read the brochure, only look at it.)**

e.g. Brochures are:	Text is:
• Shorter	Longer
• Divided into parts	Paragraphs
• Different look	Page
• Folded	Sentences
• Often colorful	Headings
• Often illustrated	
• Have a message	
3. Model the organization of a brochure.
  - Project Transparency #1, "Sample Brochure."
  - Model the organization of the brochure focusing on how headings preview the main idea of the section. Headings may not be complete sentences, e.g. might use to indicate sentence starter.
  - Call on students to read the headings of the sample brochure.
  - Collect the sample brochures.

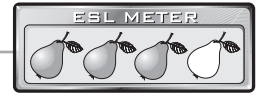


**MATERIALS**

Some sample brochures as examples or Transparency #1; compare to Transparency/Worksheet #1



# LESSON PLAN



**Intermediate Low**

## Presentation (cont.)

### 4. Give directions for the Jigsaw reading activity.

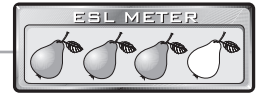
- Have students form groups of three. These are their "Home" groups.
- Have them number off 1, 2, 3 in the Home group.
- Call attention to the numbered signs around the room 1, 2, 3.
- Tell students they will be going to the "stations" to read 1 part of a brochure.
- That will be their Expert Groups.
- Then they will come back to their Home groups to share information.
- Everyone has to be an "expert" in the Home group because the other people have not read their part and the Quiz is on the whole brochure!
- Check comprehension: #1's - raise your hand. Where is your information? What will you do when you come back to the Home group?

## MATERIALS

None



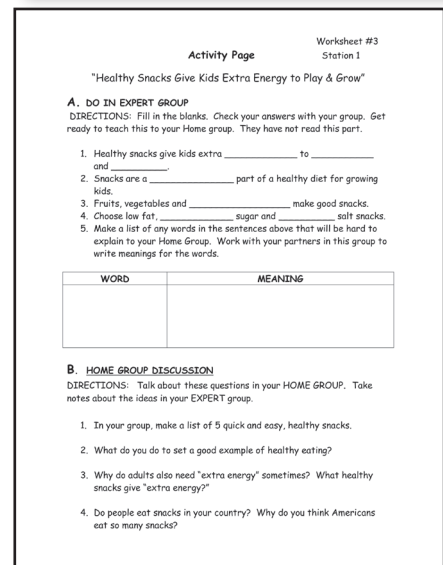
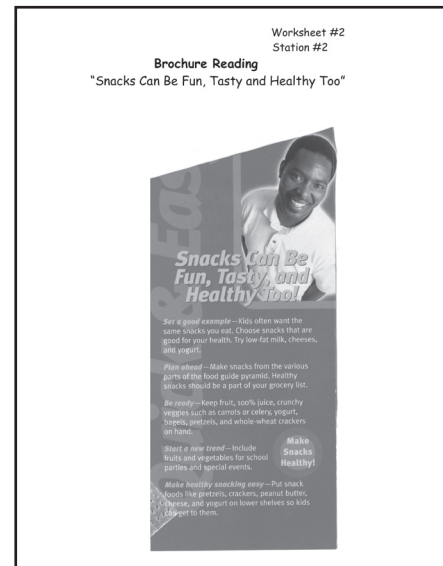
**LESSON PLAN**



**Intermediate Low**

**Practice 1** (30 min.)

1. **Direct students to go to their stations** (#1's to Station 1 etc..)
2. **Distribute the three Worksheets #2, "Brochure Reading"**, to the corresponding stations.
  - **Note:** Worksheets #2 have been scanned into the computer from the original brochure. If you use the authentic brochure, cut it into parts so students are only able to read their part.
3. **Distribute the three Worksheets #3, "Activity Page"** corresponding to each of the brochure headings:
  - Station 1: "Healthy Snacks Give Kids Extra Energy to Play & Grow"
  - Station 2: "Snacks Can Be Fun, Tasty and Healthy Too"
  - Station 3: "Try These Quick, Easy, Healthy Snacks"
4. Tell students to fill in the blanks and define new words in their Expert Groups.
  - **Appoint a strong student as leader** of each Expert Group. Give the leader the job of encouraging all students to participate and to speak only English.
  - Explain again that **each group has a different part of the brochure**. When they finish discussing it, they will teach their part to the Home Group.
  - Tell students to **think about the discussion questions** at the bottom of the page. The discussion will be in the Home Group.
5. **Circulate** among the groups to answer questions about vocabulary or clarify the task.
6. **Provide time for students to practice** what they will say when they return to their Home Groups.
7. Collect the brochure parts.



**MATERIALS**


Worksheets #2, "Brochure Reading";  
Worksheets #3, "Activity Pages"



## LESSON PLAN



Intermediate Low

**Practice 2** (30 min.) 

1. Instruct students to **return to their Home groups**.
2. **Project Transparency #2**, "Home Group Instructions" and explain steps to class.
3. Instruct students to **take turns teaching** Home Group members about their part of the brochure using their Worksheets #3.
4. Instruct students to **listen carefully to the other parts**. There will be a Quiz on the whole brochure.
5. Allow time for each student to teach their part; give time signals so all 3 students have time to share their part.
6. When "experts" finish sharing, direct groups to **discuss the questions at the bottom** of Worksheet #2. (The questions are the same on all worksheets.)
7. **Conduct a comprehension check** using Numbered Heads to check for main ideas and understanding of vocabulary/idioms used in the brochure.

*(Note: Numbered Heads is a cooperative learning strategy. Teacher poses a comprehension question, e.g. "Give an example of a mini-meal." Groups decide on an answer. Teacher directs e.g. #2's to stand; then calls on one of the #2's to answer.)*

Transparency #2

HOME GROUP INSTRUCTIONS

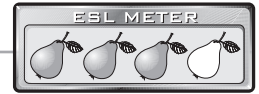
1. Return to your Home Group.
2. Teach your home group about your part of the brochure. Explain new words to them. Answer their questions.
3. Learn about their parts of the brochure. Ask questions about new words or anything that you don't understand.
4. Talk about the questions in Part B, Discussion. Take notes to remember the ideas.
5. Listen carefully. There will be a test on all of the parts.

## MATERIALS

Transparency #2, "Home Group Instructions;"  
"Worksheets #3, "Activity Page"



# LESSON PLAN



Intermediate Low

## Assessment (20 min.)

1. **Distribute Worksheet #4, "Quiz".**
2. Remind students that this is a quiz of what they have learned and should be completed individually.
3. Allow time for students to complete the assessment.
4. **Collect and grade assessments** using the following rubric:

Each correct answer = 1 point  
 Total points possible: 14 (part C: 2 points, 1 point for a correct content answer and 1 point for a complete sentence.)  
 Points needed to pass: 10

Worksheet #4

**QUIZ**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PART A DIRECTIONS:** Write T for True and F for False.

- \_\_\_ 1. Adults should choose healthy snacks to set a good example for kids.
- \_\_\_ 2. Fruits and soda make good healthy snacks.
- \_\_\_ 3. Put peanut butter and yogurt on your grocery list to keep healthy snacks on hand.
- \_\_\_ 4. Fruits and vegetables are healthy snacks for kids.
- \_\_\_ 5. Snacks are not part of a healthy diet for growing kids.
- \_\_\_ 6. A baked potato with cheese is an example of a mini-meal.
- \_\_\_ 7. Sodas and chips are healthy snacks for school parties.
- \_\_\_ 8. Kids should eat only regular meals.

**PART B DIRECTIONS:** Match the idioms and definitions.

- \_\_\_ 1. Set a *good example*                      A. are part of
- \_\_\_ 2. Have healthy food *on hand*            B. Children do what adults do
- \_\_\_ 3. All foods *fit into* a healthy diet      C. in the house
- \_\_\_ 4. *Get-togethers* are fun                  D. groups of friends and family

**PART C DIRECTIONS:** Write your answer in sentences.

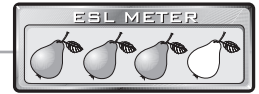
1. What can adults do to set a good example of healthy eating?

## MATERIALS

Transparency/Worksheet #4, "Quiz"



# LESSON PLAN



Intermediate Low

## Application (20-30 min.)

1. **Distribute actual brochures**, "Grab Quick & Easy Snacks", to each student. Give them time to view the authentic brochure.
2. **Direct students to open their brochures to the "Be A Role Model" segment.** (It was not one of the segments in the Jigsaw assignment.)
3. **Have students write three ideas** for healthy snacks on the brochure.
4. Direct **students to walk around the class** talking to other students, sharing their ideas for healthy snacks and writing additional healthy snack ideas onto their lists.
5. **Have students return to their seats.**
6. **Distribute "My Nutrition Journal" or Worksheet #5.**
7. Direct students to **decide which healthy snacks** from the list on the brochure they plan to try in the next week.
8. Have them write that number in *My Goal*.  
Example: I will make 3 new healthy snacks for my children.
9. Tell students that you will remind them throughout the week and ask them in one week if they have completed their goal.
10. **In one week**, have students do "My Report" and share with a partner.

Worksheet #5  
Journal

**My Goal:** I will make \_\_\_\_\_ new healthy snacks for my children.

Directions:

1. Work in a group. Share ideas for making healthy snacks.
2. Write 2 or 3 ideas you want to try.
3. Try the snacks at home.
4. Do your Report and talk to a partner.

Healthy Snack Idea	Date Tried	Circle your answer: My family liked it...				
1. _____	_____	1 not much	2	3 a little	4	5 a lot
2. _____	_____	1 not much	2	3 a little	4	5 a lot
3. _____	_____	1 not much	2	3 a little	4	5 a lot

**MY REPORT** DATE: \_\_\_\_\_

1. I made \_\_\_\_\_ healthy snacks for my children/family.
2. Which snack did they like the most? \_\_\_\_\_
3. Why? \_\_\_\_\_
4. Which snack did they like the least? \_\_\_\_\_
5. Why? \_\_\_\_\_
6. Which snack(s) will you try again? \_\_\_\_\_
7. Do you have another idea for a healthy snack to share? Write it here:  
\_\_\_\_\_

### Additional Activity

Students can plan a tasting party at break time at which students will bring a new healthy snack from home and share it with classmates.

## MATERIALS

Brochure segment "Be A Role Model"; Nutrition Journal or Worksheet #5

