






Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE LOW**



Nutrition Standard	Key Message #4: Students will eat a balanced diet as defined by the USDA
Content Objective	Students will be able to modify recipes to prepare healthier versions of traditional meals
Behavior Change Objective	Students will modify a traditional meal to be lower in fat.
Language Objective	Students will be able to use the Internet to gather information. They will be able to use skimming and scanning to select information.
Instructional Approach	Web Quest
Class Length	2 class sessions (up to 6 hours) 
Topic	Food, 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 4: Students will eat a balanced diet as defined by USDA

Objective 4.7: Students will be able to modify recipes to prepare healthier versions of traditional meals.

Research (Prehm & Associates, 2002) shows that traditional ethnic diets can be healthier than the average American diet. These traditional diets often (but not always) include high levels of fruit and vegetable consumption, moderate levels of protein foods and less consumption of the kinds of processed foods that often contain added sugar, salt and fats. It is important to validate that ESL students' native diets may be very healthy already. And in doing that, make the connection that healthy eating (eating foods low in sodium, fat and sugar) results in lower risk of chronic diseases such as high blood pressure, heart attack/disease, diabetes, cancer and arteriosclerosis.

The United States Department of Agriculture (USDA) defines a "balanced diet" in its publication, "Dietary Guidelines for Americans 2005," as: choosing a variety of foods from each of the food groups (grains, fruits, vegetables, dairy, meat and beans and oils) every day following the recommended amounts for each group for one's age group, gender, and physical activity level. Balanced eating includes choosing cooking methods that do not add more than recommended amounts of fat, sugar or salt to healthy foods. For example, an appropriate amount of a healthy food that is deep fried in fat becomes a less healthy food choice because of the added fat. In cultures where frying in butter or lard is the norm, it is just as important to emphasize alternative cooking methods (e.g., baking chicken instead of frying) as it is to emphasize choosing lower fat foods.

Fats: Fats and oils are part of a healthful diet, but the type of fat makes a difference to heart health. The total amount of fat consumed is also important. High intake of saturated fats, trans fats, and cholesterol increases the risk of unhealthy blood lipid levels, which, in turn, may increase the risk of coronary heart disease. A high intake of fat (greater than 35 per cent of one's daily caloric intake) generally increases saturated fat intake and makes it difficult to avoid consuming excess calories. A low intake of fats and oils (less than 20 percent of calories) increases the risk of inadequate intakes of important nutrients such as vitamin E and of essential fatty acids, and may contribute to unfavorable changes in high-density lipoprotein (HDL) blood cholesterol and triglycerides (Dietary Guidelines for Americans, 2005). Fats from meat, milk and milk products are the main sources of saturated fats in most diets. Many bakery products are also sources of saturated fats. Vegetable oils (except coconut oil, palm kernel and palm oil) contain less saturated fat than animal fats. Fats supply energy and essential fatty acids, and they help absorb the necessary fat-soluble vitamins A, D, E, and K, and carotenoids.

Monounsaturated and polyunsaturated fat. Olive and canola oils are particularly high in monounsaturated fats; most other vegetable oils, nuts, and high-fat fish are good sources of polyunsaturated fats. Both kinds of unsaturated fats may reduce blood cholesterol when they replace saturated fats in the diet. The fats in most fish are low in saturated fatty acids and contain a certain type of polyunsaturated fatty acid (omega-3) that is under study because of a possible association with a decreased risk for heart disease in certain people. Remember that the total fat in the diet should be consumed at a moderate level -- that is, no more than 20-35 percent of calories. Mono- and polyunsaturated fat sources should replace saturated fats within this limit.



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

Trans fat

Trans fats, such as those used in many margarines and shortenings, contain trans-fatty acids that may raise blood cholesterol levels. Unlike other fats, the majority of trans fat is formed when liquid oils are made into solid fats like shortening and hard margarine. However, a small amount of trans fat is found naturally, primarily in some animal-based foods. Essentially, trans fat is made when hydrogen is added to vegetable oil – a process called hydrogenation. Hydrogenation increases the shelf life and flavor stability of foods containing these fats. Trans fat, like saturated fat and dietary cholesterol, raises the LDL (or “bad”) cholesterol that increases the risk for coronary heart disease. On average, Americans consume 4 to 5 times as much saturated fat as trans fat in their diet. Processed foods and oils provide 80 percent of trans fat in the diet. Examples are cake, cookies, crackers, shortening or other foods made with or fried with partially hydrogenated oils. As of January 1, 2006, the Food and Drug Administration (FDA) requires food manufacturers to list trans fat (i.e., trans fatty acids) on Nutrition Facts and some Supplement Facts panels.

Although we know that some kinds of fats are healthier than others, nutritionists and doctors recommend that Americans decrease the overall amount of fat in their diets. Too much of any kind of fat can lead to obesity and contribute to serious diseases such as diabetes, arteriosclerosis and heart disease.

The focus of this lesson is to help students evaluate the fat used in cooking and eating in their current diets and to plan strategies for reducing the total amount of fat, and especially, saturated fat, in their diets.

Cultural Note: In many cultures, pork and pork products are not eaten for religious and cultural reasons. However, many other cultures do use pork and pork products - Latin American, European and American, for example. Teachers should use their own judgment, based on student population, when using these foods as examples. At the same time, dairy products, which figure very prominently in some cultures, are nearly absent in others. Again, teachers must know their student populations and make appropriate choices for what foods to use. See the resources below for more information on these issues.

Key Word Search: *balanced diet; dietary guidelines; MyPyramid*

Websites for more information (2008)

“Traditional Ethnic Food Habits,” in Prehm and Associates (2003) Curriculum Resources for Promoting Healthy Eating in Adult English as a Second Language Programs.

<http://www.sdcoe.net/eatingwell/pdf/FormativeResearch.pdf>

USDA Nutrition Information (offers a wide range of information, resources and material):

<http://www.nutrition.gov/>

MyPyramid: www.mypyramid.gov.

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

National Agricultural Library <http://www.nal.usda.gov>

Fact sheets on foods from many cultures <http://ohio.osu.edu>



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

Ethnic versions of the Food Guide Pyramid <http://multiculturalhealth.org>

Hispanic: <http://ohioline.osu.edu/hyg-fact/5000/5255.html>" <http://ohioline.osu.edu/hyg-fact/5000/5255.html>

Asian: <http://ohioline.osu.edu/hyg-fact/5000/5253.html>

Vietnamese: <http://ohioline.osu.edu/hyg-fact/5000/5258.html>

Hmong: <http://ohioline.osu.edu/hyg-fact/5000/5254.html>

African-American: <http://ohioline.osu.edu/hyg-fact/5000/5250.html>

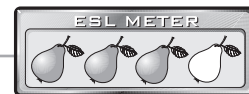
Middle-Eastern: <http://ohioline.osu.edu/hyg-fact/5000/5256.html>

Visual Reality: Standard Serving Size vs. Real Serving Sizes. Interactive quiz testing knowledge of standard serving sizes. Excellent three-dimensional food photographs
<http://www.nhlbisupport.com/chdl/visualreality/visualreality.htm>

Dietary Guidelines for Americans: Choose a Diet Low in Fat:
<http://www.nal.usda.gov/fnic/dga/dga95/lowfat.html>











LESSON PLAN



Intermediate Low

Day 1: Warm-up/Review: (45 min.)

1. Show students containers of actual foods you plan to use in the Dynamite Demo below. Use 8 foods. Use a variety of fatty and non-fatty foods to see greasy and non-greasy examples. Use foods such as: butter, mayonnaise, whole milk, non-fat milk. Avoid any substance with water in it, as it will leave a water spot which may be confused with the grease spots.
2. Say to students, "Some foods have a lot of fat, some have a little. Here is a simple way to see how much fat is in a food".
3. Perform the Dynamite Demo:
 - Hold up each of the food items you will test.
 - Use the Demonstration Grid titled, "Find the Fat".
 - Write the name of each of the foods you will test under each box.
 - Ask student volunteers to come up and rub a bit of each food in the circle.
 - Hold up the completed grid for students to see, walk around the classroom to show students.
 - Tell students they will need to wait about 20 minutes to see the results of the fat test.

Find the Fat		Demonstration Grid	
 1. _____	 2. _____	 3. _____	 4. _____
 5. _____	 6. _____	 7. _____	 8. _____

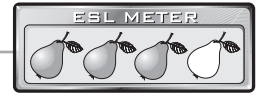
*Source: "Simple Science Experiments with Everyday Materials"
by E. Richard Churchill

MATERIALS

Actual Food for Dynamite Demo: margarine, butter, olive and vegetable (canola) oil, mayonnaise, whole milk, non-fat milk, lemon or vinegar, honey, spoons
 Demonstration Grid: 'Find the Fat'



LESSON PLAN



Intermediate Low

Day 1: Warm-up/Review: (cont.)

- Tell students they will be able to see how much fat is in a food because the fat will make the paper 'greasy' and you will be able to see and feel the grease.
 - Put *Demonstration Grid* in a spot where students can't see it.
4. While they are waiting, have students work in small groups to predict the outcome of the 'fat test' using *Worksheet #1, "What Do You Think?"*
 - Arrange students in small groups of 4-5 per group.
 - Project *Worksheet #1: What Do You Think?* and review directions.
 - Pass out 1 copy of *Worksheet #1* to each group.
 - Direct students to work together to discuss, record and report their predictions to whole class.
 5. After 20 minutes, hold up *Demonstration Grid: "Find the Fat"* to whole class.
 6. Ask students to describe what happened.
 7. Make the health connection - ask students if they think foods high in fat are good for their bodies or not.
 8. Make sure students understand that although small amounts of some fats are good for you, too much of any kind of fat in cooking and food is not good for your health.

What Do You Think? Worksheet # 1

Workgroup Member Names: _____

Directions:

1. Work with your group
2. Think about how much fat will be in each food that is being tested
3. Put a check (✓) if you think there will be no fat, some fat, or a lot of fat for each food tested
4. Report your ideas to your class

	FOOD	No fat (paper will be dry)	Some fat (paper will be a little greasy)	A lot of fat (paper will be very greasy)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Find the Fat Demonstration Grid

1.	2.	3.	4.
5.	6.	7.	8.

MATERIALS

Transparency/Worksheet # 1: 'What Do You Think?'
 Demonstration Grid: "Find the Fat"

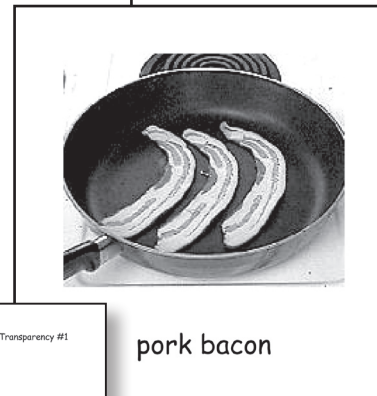


LESSON PLAN



Intermediate Low

9. Quickly review other foods that may have a lot of fat in them, using photos or drawings of foods.
- Review vocabulary.
 - Put new words on board if needed.
 - Project Transparency #1: "Low Fat Recipe Substitutions."
 - Question students to make sure they understand the idea of recipe, ingredients and substitution.
 - Using Transparency #1, Low Fat Recipe Substitution, have students identify the 'high fat' ingredient in the recipes.
 - Cross out the high fat ingredient.
 - Ask students to suggest a healthier choice and write on transparency.
 - Explain that the food is now healthier.
 - Ask students if they use these or other high fat foods in cooking and eating.
 - Elicit examples and write on board.
 - Use photos if needed.
 - Point out that all of these foods are fat (like butter and oil) or, have fat in them (like beef, milk products, etc.).



Low Fat Recipe Substitutions Transparency #1

Recipe #1: Refried Beans

REFRIED BEANS

Ingredients

- 2 cups soaked or canned pinto beans
- 1/4 cup lard
- 1 small onion, chopped
- 1 clove garlic

Substitution(s)

Recipe #2: Fried Rice

Ingredients

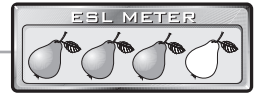
- 4 cups cooked white rice
- 6 tablespoons butter
- 2 tablespoons soy sauce
- 1/2 cup diced carrots
- 1/2 cup frozen peas
- 2 green onions, sliced

Substitution(s)

MATERIALS

Realia from Demo; photos or drawings of high fat foods; Transparency #1, "Low-fat Recipe Substitutions"



LESSON PLAN**Intermediate Low****Introduction:** (5 min.) 

1. Tell students, "You will find out ways to lower the fat in your diet by making healthier choices. You will go to the Internet to find out about some healthier choices."

Presentation (30 min.) 

1. Model by using a computer with an Internet connection and an LCD*, take students to the [My Learning Pages](#) website by following these steps:
 - Go to [My Learning Pages](http://www.sdcoe.k12.ca.us/mlp/), a web resource for students, 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](#)
 - Click on [General Health and Nutrition](#)
 - Click on [Choosing Healthy Fats](#)

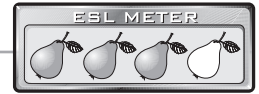
*See Teacher Background Information Notes for alternative suggestions

MATERIALS

Computer with Internet Connection & LCD



LESSON PLAN



Intermediate Low

Presentation (cont.)

2. Point out some key elements on the web page and model 'scanning' skills.
 - The topic or title is in large, bold letters: 'Low Fat Recipe Substitutions.'
 - Indicate that you need to scroll down the page to see all the information.
 - Some of the information is in a 'Chart' form.
 - Tell students you want to find the information about 'butter for baking and cooking.'
 - Teach how to quickly 'scan' the Chart and look for specific information, skipping over information you don't need.
3. Find the information you are looking for and read aloud: "The recipe calls for A lower fat substitution is...."
4. Ask students if they have any other ideas to add.
5. Repeat for a different food item.
6. Project Worksheet #2: "Group Assignments" and use to model how students will fill in information from the computer screen onto the Worksheet.

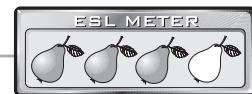
Group Assignments		Worksheet #2
Work Group Members: _____		
Directions:		
1. Choose one person to be the recorder. Name: _____		
2. Choose one person to be the keyboarder. Name: _____		
3. Fill in the top chart using information from the computer.		
4. Write foods that you eat and substitutions on the bottom chart.		
5. Report your information to the class.		
Your Group will read about:		
	Recipe Calls For: (Write your foods here)	Substitutions
1.		
2.		
Food You Eat		Substitutions
To get to the website Low-Fat Substitutions:		
1. Go to My Learning Pages at http://www.sdcoe.k12.ca.us/mlp/		
2. Click on Click Here to Start.		
3. Click on Parents and Children.		
4. Click on Your Family's Health and Nutrition.		
5. Click on General Health and Nutrition.		
6. Click on Choosing Healthy Fats.		
7. If you need help, ask your teacher.		

MATERIALS

Computer with Internet Connection & LCD
 Transparency/Worksheet # 2, "Group Assignments"
 Web Site: <http://www.sdcoe.k12.ca.us/mlp/>



LESSON PLAN



Intermediate Low

Practice (30 min.)

- Put students in groups of 2 or 3 by ethnicity or foods they eat in common.
- Explain Internet Assignment using overhead transparency:
 - Project Worksheet # 2: Group Assignments.
 - Review directions (but do not fill in answers). Recorder writes on the worksheet. Keyboarder operates the computer. A third person assists and checks.
- Assign two foods per group based on student population and ethnicity. For example, in a class of students who don't eat pork (Muslim and Jewish cultures), don't assign pork or bacon. On the other hand, in Latin cultures, people may eat pork, bacon or pork rinds, so these would be appropriate choices. Assign from the following list:
 - Bacon
 - Beef, ground
 - Chicken
 - Eggs
 - Pork
 - Tuna
 - Butter for baking, cooking and browning
 - Cream, whipping
 - Lard
 - Vegetable Oil
 - Mayonnaise
 - Cheese
 - Cottage Cheese, full fat
 - Cream Cheese
 - Cream, full fat or 'heavy'
 - Creamed Soup
 - Milk
 - Ice Cream
 - Sour Cream
- Direct each group to 'search' for their 2 foods on the website and find substitutions to write on the chart.
- Then have students write different 'high-fat' food from their own diets, and to think of substitutions for those foods and write them on their charts.
- Monitor group work and troubleshoot.

Group Assignments Worksheet #2

Work Group Members: _____

Directions:

- Choose one person to be the recorder. Name: _____
- Choose one person to be the keyboarder. Name: _____
- Fill in the top chart using information from the computer.
- Write foods that you eat and substitutions on the bottom chart.
- Report your information to the class.

Your Group will read about:

	Recipe Calls For: (Write your foods here)	Substitutions
1.		
2.		

Food You Eat	Substitutions

To get to the website Low-Fat Substitutions:

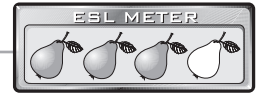
- Go to My Learning Pages at <http://www.sdcoe.k12.ca.us/mlp/>
- Click on Click Here to Start.
- Click on Parents and Children.
- Click on Your Family's Health and Nutrition.
- Click on General Health and Nutrition.
- Click on Choosing Healthy Fats.
- If you need help, ask your teacher.

MATERIALS

Transparency/ Worksheet # 2, Group Assignments"
 Photos/drawings of foods to teach unfamiliar vocabulary. Web Quest visuals, Computers w/Internet connections for students.



LESSON PLAN



Intermediate Low

Practice (cont.)

7. Project Worksheet #3: "Class Chart."
 - Have students report back, based on their Internet research, to fill in Worksheet #3 as a class.
 - Have students add their own ideas to share with class. Answer any questions.
8. Have students pass in their group work.
9. Save completed chart and tell students they will continue the lesson the next day.
10. Have students reflect orally on Internet research - teacher poses questions: what did you like about working on the computer? What was hard? Would you do this again? Why or why not?

Worksheet # 3

Class Chart: Low-fat Recipe Substitutions

Recipe Calls For	Substitution(s)	Comments	Your Ideas
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

Assessment (30 min.)

1. Distribute Worksheet # 4: "Quiz."
2. Review directions.
3. Instruct students to work on their own to finish assessment.
4. Collect papers and correct them OR correct in class.

Rubric and Scoring Scale
 Each correct answer = 1
 Total points possible: 9
 Passing score: 7

Worksheet #4

QUIZ

Name: _____ Date: _____

Read the Chart and answer the questions.

High-Fat/Low-Fat Foods

High Fat Food	Substitution
Butter for cooking	Smaller amounts of butter or small amounts of Olive oil or cooking spray
Whole milk	Low fat or non-fat milk
Lard for cooking	Cooking spray, olive oil or canola oil
Pork bacon	Turkey bacon
Fried chicken	Roasted or grilled chicken
Mayonnaise	Low fat mayonnaise

Questions:	Answers:
1. What is the title of this 'Chart'?	
2. What is a good substitution for butter?	
3. What is a good substitution for whole milk?	
4. What is a good substitution for mayonnaise?	
5. What is a good substitution for pork bacon?	
6. Cooking spray is a good substitution for _____	
7. Grilled chicken is a good substitution for _____	
8. Low fat mayonnaise is a good substitution for _____	
9. Give one idea of your own for a healthy, low-fat food.	

Score: _____

Application:

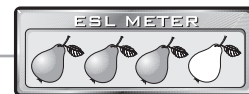
Journal Assignment, on following day

MATERIALS

Transparency/Worksheet # 3: "Class Chart"
 Transparency/Worksheet #4: "Quiz"



LESSON PLAN



Intermediate Low

Day 2: Warm-up/Review (15 min.)



1. Project filled in Worksheet # 3: Class Chart from previous day.
2. Review material by posing these questions:
 - What does the recipe call for?
 - What are some substitutions?
 - Suggest that you can also use less fat (2 tablespoons instead of 6, for example).
3. Review vocabulary from previous day using photos/realia.

Introduction (5 min.)



1. Tell students they will be practicing asking and answering questions about substituting foods in cooking and eating.

Presentation (30 min.)



1. Create, on the board, a chart of foods students eat with a column for substitutions, using these headings:
2. Elicit from students common fatty foods in their own diets.
3. List the foods in the left column.
4. Elicit foods that are lower in fat that could be substituted for the higher fat foods, as well as ways to use less fat.
5. List the substitutions in the right column.
6. Model the construction "instead" to show that something is taking the place of something else:
 - I like mayonnaise, but I could use low fat mayonnaise instead.
7. Have students listen to several examples, especially ones from the previous day's lesson:
 - I like to cook with butter, but I could use cooking spray instead.
 - I like to cook with vegetable oil, but I could use olive oil instead.
 - I like to drink whole milk, but I could use non-fat milk instead.
 - I like to eat fried chicken, but I could eat roasted chicken instead.
 - I like to cook with a lot of oil, but I could cook with less oil instead.

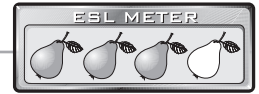
Food	Substitution

MATERIALS

Worksheet #3 "Class Chart";
All visuals for review



LESSON PLAN




Intermediate Low

Practice (30 min.) 

1. Project Worksheet #5: "Find Someone Who Likes"
2. Give directions for the activity:
3. Model the dialogue with a volunteer student:
 - A. Hi. I'm taking a survey. Do you like to use *butter in cooking*?
 - B. Yes, I do. (OR No, I don't. If No, go to another classmate)
 - A. What could you use instead to make it healthier?
 - B. I could use *cooking spray* instead.
 - A. Good idea. Could you sign your name for me?
4. Repeat several times, with students listening.
 - Have students volunteer to model in pairs.
5. Pass out copies Transparency/Worksheet #5.
6. Direct students to complete the worksheet with their classmates.
7. Monitor and answer questions.
8. When complete, have students volunteer to share their results orally.
9. Correct any problems.

Worksheet #5

Find Someone Who Likes...



Walk around the classroom and survey your classmates.

A. Hi. I'm taking a survey. Do you like to use *butter in cooking*?

B. Yes, I do. (OR No, I don't. If No, go to another classmate)

A. What could you use to make it healthier?

B. I could use *cooking spray* instead.

A. Good idea. Could you sign your name for me?

Instead of... you could use...

Lard... ..olive oil

Buttercooking spray

Cheese... ..low fat cheese

Do you like...?	What could you use instead?	Name
...butter in cooking?		1.
...mayonnaise?		2.
...whole milk?		3.
...lard in cooking?		4.
...bacon?		5.

Now, write a statement about yourself:

I like _____, but

If I use _____ instead, I can be healthier.

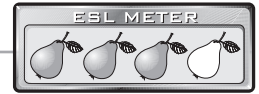
Name: _____ Date: _____

MATERIALS

Transparency/Worksheet #5: "Find Someone Who Likes ..."



LESSON PLAN



Intermediate Low

Application (30 min)

1. Explain the journal assignment:
 - Instruct students to take out Nutrition Journal or Worksheet # 6.
 - Explain homework: students will plan to make at least one healthier food choice, substituting a lower-fat food for a higher-fat choice.
 - Tell students that they will report back on the results in one week.

2. 'Revisit' the lesson as a Review activity in one week.
 - Have students fill in "My Report."
 - Have students share answers on questions 1-3 with a partner.
 - Lead a class discussion on the answers to questions 4 and 5.

Worksheet #6
Journal

My Goal: I will try _____ foods lower in fat for cooking or eating.

Directions:

1. Try the lower fat foods at home.
2. Do your Report and talk to a partner.

Now, I cook with...	I tried _____ instead. (fill in the blank)	Did you like it? Circle your answer. 1= No, I won't use it again. 3= OK, I might use it again. 5= Yes, I will use it again.						
1.	Date: _____	<table style="margin: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">No</td> <td style="text-align: center;">OK</td> <td style="text-align: center;">Yes</td> </tr> </table>	1	3	5	No	OK	Yes
1	3	5						
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1	3	5						
No	OK	Yes						

MY REPORT DATE: _____

1. I tried _____ healthier fat substitutes.
2. The substitute I will try again is _____ because _____
3. The substitute I will not try again is _____ because _____
4. Why do you think it is hard for some people to eat foods lower in fat?

5. What can they do to eat foods lower in fat?

MATERIALS

Nutrition Journal or Transparency/Worksheet # 6

