




Nutrition Education for ESL Programs

LEVEL: **INTERMEDIATE LOW**



Nutrition Standard	Key Message # 5: Students will access resources for low-cost, healthy food.
Content Objective	Students will be able to locate affordable sources of healthy food in the community.
Behavior Change Objective	Students will select food sources in the community that meet their nutritional needs.
Language Objective	Students will be able to ask questions about services of food resources.
Instructional Approach	Field Trip
Class Length	 Day 1 - 3 hours - Preparation for the field trip Day 2 - 3 hours for the field trip Day 3 - 2 hours Follow-up to the field trip
Topic	Community Resources



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

(NOTE: The following background information is intended for teachers in order to answer students' questions and provide the teacher with a knowledge base for the lesson. It is not meant to be the basis of the lesson or to be presented in a lecture to students. Research shows that nutrition education that is skill-based is more effective in leading to change in behavior than knowledge-based instruction.)

Key Message #5: Students will access resources for low cost, healthy food.

Objective 5.2: Students will be able to locate affordable sources of healthy food in the community.

Adult Latino students who participated in roundtables across California seemed unfamiliar with ideas that would assist them in buying low cost, healthy foods. One of the goals of this standard is to acquaint students with community food resources that are readily available and affordable for low-income households.

One of the purposes of this project is to validate the strategies for healthy eating that adult ESL students already use. An easy way to do that is to do a class survey or brainstorm or lead a discussion that generates a "tip list" of ideas. Following are some tips garnered in roundtables on smart shopping to get the discussion started (or keep it going):

- Use coupons; trade coupons with friends
- Use the grocery store discount cards given free by supermarkets
- Take advantage of "buy one, get one free" offers
- Buy in bulk
- Split the cost of joining a membership discount store with friends or relatives
- Look for low-cost outlet stores, warehouse, or day old bread stores
- Go to the farmers' market close to closing time when prices are discounted
- Plant a garden or fruit trees
- Carpool with friends, neighbors, relatives in order to go to a discount market further from home
- Avoid taking children grocery shopping; don't go shopping when you are hungry
- For the main meal, buy less meat or fish and more fruits and vegetables

In addition to students sharing ideas for smart shopping, this lesson can introduce students to all of the vocabulary words that are used for food resources, (see Glossary). Reinforce the similarities and differences with visuals (digital photos or line drawings included with lessons) of resources in students' own communities. Students can be surveyed to determine where they shop. If students seem to lack awareness about different food outlets and programs available in the areas where they shop, a lesson can be used to map where the food resources are. Students can also research the hours, what kinds of foods are available (traditional foods, fresh produce, meat, poultry, fish) and whether or not the store accepts coupons, Food Stamps, WIC vouchers, etc.

This objective allows instructors to review nutrition competency topics/units taught in other competency areas than just the Food or Health Unit. Students need to be exposed to nutrition topics multiple times over the course of the semester to maintain awareness of these topics. This lesson is a model lesson for a Field Trip to a nearby resource (ideally, within walking distance) that has or sells low-cost, healthy food, such as a local farmer's market, a discount store or a membership store. The lesson includes a 'Teacher's Guide to Field Trips' with a list of resources and tips. In the Application component of the lesson, students will locate and visit a resource, on their own and outside of class, for healthy, low-cost food and report on the visit.



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

Since teachers cannot rely entirely on students doing “homework” assignments, they should become knowledgeable about the locations of food stores and other resources, including membership stores, ethnic markets, produce markets, farmers markets, etc. so they can provide examples if students don’t know. A teacher can drive around and notice what is in the community, or ask someone on staff who might know. Generic photos are included in the materials for this lesson, but if a teacher is inclined, he or she could take some actual photos of food resources from the community and use them (and share them with other teachers).

WHERE TO GO?

The focus of this lesson is on resources in the student’s community for low-cost, healthy food. The resources listed in the glossary (some, but not all of which are also presented in the actual lesson materials) are a good starting point.

The best way to find some of the resources listed is to ask your students or other people in the community. Those types of resources could include, bakeries, ethnic food stores, smaller supermarkets, dairy outlets, day-old bread stores, convenience stores, discount stores, farm stands, community gardens and supermarkets.

You can find information on some of the other resources by going to the Internet. The Glossary defines each of these resources and what they offer.

Teacher’s Guide to Field Trips

Field Trips are excellent ways to expose adult learners to new language and cultural situations, as well as help them find out about important resources in the community, but careful planning is critical. Here are some tips to make the Field Trip run smoothly as well as productively.

CRITICAL FIRST STEPS:

Check school policy on field trips – do you need to fill out paperwork? Are there rules against driving? Find out ahead of time.

Using the list of resources below, see what you can locate nearby. It is possible that you can find a resource within walking distance of your school site.

Once you have found a place to visit, call and visit to make sure a field trip will work for that resource.

Speak to a manager or someone in charge and make sure they are willing to have a large group visit. Many larger places (supermarkets, membership stores, Farmer’s Markets) may be happy to have a group and will arrange to speak to your class.

A smaller, local establishment, such as an ethnic food market or a day-old bread store could also work, but the manager may set a time and day that will work best for him or her.

**The Network for a Healthy California—Retail Program offers guided grocery store tours at no cost in certain lower-income areas. You can find your regional Retail Specialist here-
<http://www.cdph.ca.gov/programs/CPNS/Pages/RetailVendors.aspx>**



NUTRITION BACKGROUND INFORMATION FOR TEACHERS

MANAGING THE FIELD TRIP: You may have 30-40 students coming to the field trip, but only one manager. To make sure the manager is not overwhelmed and the students have a chance to ask questions, here are some management tips:

If you are visiting a large store or location, such as a Membership Store or a large Supermarket, there may be several managers or other employees who can talk to your students. In that case, break your class into smaller groups, and each group can ask questions and gather information.

If you are visiting a resource that is physically small and there are only a few employees, such as a Day Old Bread Store, you may need to send students in small groups to speak to the manager and see the facility.

If you are visiting a place that is spread out, such as a Farmer's Market, students can talk to a general manager in small groups, and then different students can visit different parts of the market and gather specific information. For example, the general manager can give basic information about days, hours, etc., but each vendor might have different policies on Food Stamps, WIC, etc.

If appropriate, encourage students to ask about employment opportunities that might be available at the location. For example, a large supermarket or a membership store might be looking for employees and may even be recruiting bilingual workers.

Make absolutely sure that students know how to get to the location and how to return to school. Don't leave anyone behind! Print out specific directions, and give each group of students your cell phone number or an emergency number, if needed. This is especially true if students are driving or using public transportation.

FOLLOW-UP TO FIELD TRIP

Ask some students to thank the manager/employees and write a thank you note. Take photos with a digital camera and use them to generate discussion, make a bulleting board, or prompt student writing.

Key Word Search: *farmer's markets, community gardens, food cooperatives, ethnic markets*

Websites for more information (2008)

Farmer's Markets in California:

<http://www.cafarmersmarkets.com/>

Find a Farmer's Market in Your State

<http://apps.ams.usda.gov/FarmersMarkets/>

American Community Garden Association

<http://www.communitygarden.org/>

The Network for a Healthy California—Retail Program -some areas provide guided tours to farmer's markets

<http://www.cdph.ca.gov/programs/CPNS/Pages/RetailVendors.aspx>



LESSON PLAN



Intermediate Low

Day 1

Warm-up and Review: (30 min.)

- Brainstorm by asking students where they shop for their food now.**
 - Write the names of places on the board.
- Tape visuals of food resources to the board.** (7 visuals are included: Community Garden, Dairy Outlet, Day-Old Bread Store, Ethnic Food Store, Farmers Market, Food Cooperative and Produce Market.)
 - Review/ introduce new vocabulary for above food sources in the community.
 - Put vocabulary on board as visuals are shared.
- Ask students if these resources exist in their community and if they shop there. Use very simple questions to review orally: *"What is this place? Is there one in your community? Where is it? Do you shop there?"*

**Introduction:** (5 min)

- Tell students they are going to talk about where to shop in their community for low-cost, healthy food.**
 - Tell students where they will be visiting.
 - Tell students they will practice asking questions about food stores.

MATERIALS

7 Large (8½ X 11) photos or drawings of Food Resources



LESSON PLAN



Intermediate Low

Presentation: (30 min.) 

1. **Make the health connection** by asking students ‘What is healthy food? What makes a place good to shop at for healthy food choices? Are these good places (in the photos) to shop for low-cost, healthy foods? Why or why not?’
2. **Put ideas on board.**
3. **Generate list of vocabulary words** that describe positive qualities related to food resources, including:
 - Low-cost, cheap, inexpensive
 - Fresh, healthy
 - Has food my family likes
 - Has foods from my country
 - Good quality
 - Nearby, convenient or close to home
 - Accepts food stamps (EBTs)*
 - Takes WIC Coupons
 - Gives discounts

*EBT - Electronic Benefit Transfer card is how Food Stamps are issued. It is like an ATM card.

5. **Model the following Practice activity:**
 - Show class a picture of a store where you might shop.
 - Explain that before you shopped there, you asked a friend about the store.
 - Model 5 questions you might ask, using the class generated list from #2 as prompts for the questions.

Example model questions:

 - Where do you shop?
 - Where is it?
 - Can you buy produce there?
 - Is the meat fresh or frozen?
 - Are there different kinds of fish?
 - Are there any fresh vegetables or fruit?
 - Do they take Food Stamps?
 - Is there parking?
 - What hours are they open?

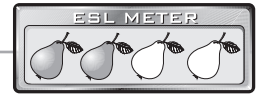
Ask students if they have other questions to ask about the store.

MATERIALS

None



LESSON PLAN



Intermediate Low

Practice: (30 min.)

1. Break students into small groups (4-5)
2. Give each group a visual of one of the resources.
3. Put prompt words on the board to help formulate questions:

...hours?	...fresh?
...days/hours?	...sold here?
...frozen?	...prices?
...Food Stamps (EBT card) ?	
...convenient?	...dried...?
... WIC coupons?	...produce?
...fees?	...bus?
...parking?	...canned?

- Add additional words generated by the class.

4. Have groups generate questions for 10 minutes.
 - As pairs finish with one visual, have them pass the visual on to another pair.
 - Have groups share questions with whole class.



Assessment: (20 min.)

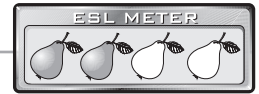
1. Regroup students into pairs.
2. Distribute visuals to pairs.
3. Direct partners to take turns asking questions about what the stores/food resources offer.
 - Listen to students ask questions.
 - Use Oral Skills Assessment Rubric to evaluate skills.
 - Have students continue to practice in pairs while teacher evaluates.

MATERIALS

Food Resources Visuals from Warm Up



LESSON PLAN



Intermediate Low

Assessment: (cont.)

Teacher Resource

Oral Skills Assessment: Directions to Teacher

1. Sit with each pair of students.
2. Use Scoring Sheet to record scores.
3. Copy extra page if needed (if class is large).
4. Have one student ask the questions.
5. Listen to each student.
6. Record score.
7. Have students switch roles and repeat.
8. Take notes to target review problem areas later with class.
9. These scores are for the teacher to use to target and review problem areas in formulating questions, but not necessarily for students to see.

Scoring Sheet Teacher Resource

	Name	Circle Score	Notes
1.		2 1 0	
2.		2 1 0	
3.		2 1 0	
4.		2 1 0	
5.		2 1 0	
6.		2 1 0	
7.		2 1 0	
8.		2 1 0	
9.		2 1 0	
10.		2 1 0	
11.		2 1 0	
12.		2 1 0	
13.		2 1 0	
14.		2 1 0	
15.		2 1 0	
16.		2 1 0	
17.		2 1 0	
18.		2 1 0	
19.		2 1 0	
20.		2 1 0	
21.		2 1 0	
22.		2 1 0	
23.		2 1 0	
24.		2 1 0	
25.		2 1 0	
26.		2 1 0	
27.		2 1 0	
28.		2 1 0	
29.		2 1 0	
30.		2 1 0	

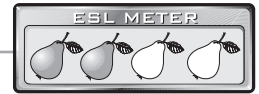
Scoring Criteria:
 2=student can ask questions fluently and with no errors
 1= student can ask questions but has mispronounced or deleted words
 0= students cannot ask the question without assistance

MATERIALS

Visuals of community resources; Scoring Sheet



LESSON PLAN



Intermediate Low

Day 2: Field Trip (3 hours) 

- 1. Gather in class to review instructions.**
- 2. Pass out Worksheet # 1: "Field Trip Checklist"** and use to review questions that students will ask.
 - If visiting a large store, assign students to small groups to gather information from different employees so they don't interrupt work too long.
 - Pass out directions, phone numbers, etc.
- 3. Go on Field Trip.**
 - Have students ask questions and fill in Checklist at Field Trip.

Field Trip Checklist Worksheet #1

Name: _____ Date: _____

Use this to help remember the questions to ask. Write the answers at the store.

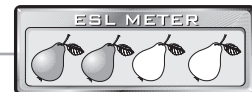
	QUESTION	ANSWER
1.	...name...?	
2.	...hours...? ...days...?	
3.	...fresh meat?	
4.	...sold here...?	
5.	...Food Stamps...? ...EBT cards?	
6.	...WIC coupons...?	
7.	...fees...?	
8.	...fresh vegetables...?	
9.	...fresh fruit?	
10.	...other questions...?	
11.		
12.		

MATERIALS

Transparency/Worksheet #1, " Field Trip Checklist"



LESSON PLAN



Intermediate Low

Day 3: Follow-Up to Field Trip

Warm-Up/Review: (20 min.)

1. Ask students who went on the Field Trip to use **“Worksheet #1, “Field Trip Checklist” to report on the trip.**
2. **Review formulating questions** that you would ask about a store you had never visited.
 - Write question prompt words from the “Field Trip Checklist” on the board.
 - Call on volunteers to stand and ask a question.
 - Direct students in small groups to make questions from the prompts in a “Round Robin.”
 - Write questions on the board.

Introduction (2 min.)

1. **Focus on the health connection** by asking students to state if the place they visited for the Field Trip was a good choice for healthy, low-cost food. Have them explain why or why not.
2. **Give the lesson objective:** “If you want to find a store that has cheap, healthy food, you could ask friends where they shop. We are going to practice asking friends about the store where they shop.”

Field Trip Checklist Worksheet #1

Name: _____ Date: _____

Use this to help remember the questions to ask. Write the answers at the store.

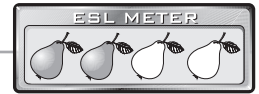
	QUESTION	ANSWER
1.	...name...?	
2.	...hours...? ...days...?	
3.	...fresh meat?	
4.	...sold here...?	
5.	...Food Stamps...? ...EBT cards?	
6.	...WIC coupons...?	
7.	...fees...?	
8.	...fresh vegetables...?	
9.	...fresh fruit?	
10.	...other questions...?	
11.		
12.		

MATERIALS

Transparency/Worksheet #1, “ Field Trip Checklist”



LESSON PLAN



Intermediate Low

Presentation (30 min.) 

1. **Pass out copies of Worksheet #2.**
2. **Direct students to select three questions** from the board that they will ask a classmate.
4. **Direct students to copy their questions** on the Worksheet.
5. Ask a strong student to do the Practice activity with you to model it.
 - Students will “mix and mill” with classmates to gather information about three different stores where they shop.
 - Everyone will ask questions 1 and 2 for the name of the store and the location.
 - Students will ask classmates 3 additional questions about a store where they shop.
6. **Record your answers on a transparency** of Worksheet #2 to model what students will do.
7. **Check comprehension** by asking students what they will do.

Tell A Friend Worksheet #2

Ask 3 students: Question 1: Where do you shop?
 Question 2: Where is the store?

Three other questions I will ask:
 3.
 4.
 5.

Example: 1. Store Name? <i>Sam's Market</i>	1. Store Name:	1. Store Name:	1. Store Name:
2. Where...? <i>It's on the corner of 1st and Main St.</i>	2. Where...?	2. Where...?	2. Where...?
3. What can I buy there? <i>Fresh produce</i>	3.	3.	3.
4. Do they sell mangos? <i>Yes</i>	4.	4.	4.
5. Are they open on Sunday? <i>No</i>	5.	5.	5.

MATERIALS

Transparency/Worksheet #2, “ Tell a Friend”



LESSON PLAN



Intermediate Low

Practice 2 (1 hour)

1. Direct students to mix and mill to interview three students.

Allow 20 minutes for the activity.

2. Get feedback from the whole group.

- Ask questions and have students "Stand and Share."
- Who will shop at Sam's Market? Why?
- Students who shop there stand.
- Students share their reasons from the answers on the worksheet, e.g. "It's cheap." "It sells mangos." "It's close to my house." "It takes Food Stamps."

3. Direct students to tell a partner a new food resource they will visit.

4. Model making sentences from the information on the chart. Use the first column as an example. Write those sentences on the board.

Maria shops at Sam's Market because it is near her house. It is on 43rd and Market Street.
Maria shops at Sam's Market because she can buy produce there.
Maria shops at Sam's Market because they sell mangos.

5. Elicit sentences from volunteers about where they shop. For example: I shop at Albertsons because it's open at night. Write various student examples on the board. Allow students to copy.

6. Instruct students to make sentences on a separate piece of paper about one person on their Worksheet #2 and to make three sentences about themselves.

7. Circulate and help students as they write.

Tell A Friend Worksheet #2

Ask 3 students: Question 1: Where do you shop?
 Question 2: Where is the store?

Three other questions I will ask:
 3.
 4.
 5.

Example: 1. Store Name: <i>Sam's Market</i>	1. Store Name:	1. Store Name:	1. Store Name:
2. Where...? <i>It's on the corner of 1st and Main St.</i>	2. Where...?	2. Where...?	2. Where...?
3. What can I buy there? <i>Fresh produce</i>	3.	3.	3.
4. Do they sell mangos? <i>Yes</i>	4.	4.	4.
5. Are they open on Sunday? <i>No</i>	5.	5.	5.

MATERIALS

Transparency/Worksheet #2, "Tell a Friend"



LESSON PLAN



Intermediate Low

Assessment: (30 min.)

(Before class, copy a student's filled out "Worksheet #2 to have for students who do not have that paper.)

1. **Pass out Worksheet #3, "Quiz."**
2. Make sure students have copies of **Worksheet #2, "Tell A Friend."**
3. **Give directions:** Students will use the information in Worksheet #2 to complete Part 1 of the Quiz and use their own knowledge to answer the other 6 questions.

Rubric for scoring: 1 point each; 7 is passing.

Application: (10 min.)

1. **Pass out "My Nutrition Journal" or Worksheet #4.**
2. **Give directions.**
 - Set a goal for new food resources to visit.
 - Use the chart to ask questions or show what was good about the store.
3. **Allow 2 weeks for students to complete the assignment.** Remind students often of the assignment.
4. On day assignment is due, **have students complete "My Report"** and share with a partner what they found out.

Worksheet #3

Quiz

NAME: _____ DATE: _____

Use Worksheet #2, "Tell A Friend," to make sentences.

Part 1: Write 4 sentences about your classmates.
For example: *Maria shops at Sam's Market because it is near her house. It is on 43rd and Market Street.*

1. _____
2. _____
3. _____
4. _____

Part 2: Write 2 sentences about yourself and where you shop for food.
For example: *I shop at Sam's Market because the produce is good.*

5. _____
6. _____

Part 3: Write 2 new food stores you learned about.

7. _____
8. _____

Part 4: Write 2 questions you have about what you learned.

9. _____
10. _____

Worksheet #4
Journal

Directions:

1. Choose 1-3 new places you want visit over the next 2 weeks.
2. Fill in the Chart.
3. Do your Report and talk to a partner.

New Place(s) I plan to visit:	Date of visit:	I liked:
1. _____	_____	<input type="checkbox"/> helpful workers <input type="checkbox"/> clean <input type="checkbox"/> fresh food <input type="checkbox"/> ethnic foods <input type="checkbox"/> low-cost foods <input type="checkbox"/> take food stamps
2. _____	_____	<input type="checkbox"/> helpful workers <input type="checkbox"/> clean <input type="checkbox"/> fresh food <input type="checkbox"/> ethnic foods <input type="checkbox"/> low-cost foods <input type="checkbox"/> take food stamps
3. _____	_____	<input type="checkbox"/> helpful workers <input type="checkbox"/> clean <input type="checkbox"/> fresh food <input type="checkbox"/> ethnic foods <input type="checkbox"/> low-cost foods <input type="checkbox"/> take food stamps

MY REPORT DATE: _____

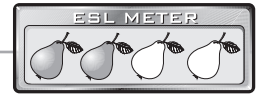
1. The place I liked the most was _____ because _____
2. The place I liked least was _____ because _____
3. The place I will return to is _____ because _____
4. I did not try any new places because _____

MATERIALS

Worksheet #2, "Tell A Friend"; Worksheet #3, "Quiz," Worksheet #4, Journal



LESSON PLAN



Intermediate Low

Additional Activity

1. **Take digital pictures of students at the field trip.**
 - Put the pictures in a Power Point format or hand photos out to students and have them write sentences.
 - Post these "language experience stories" on a bulletin board.

2. To keep awareness of the lesson high, **use Worksheet #5, "Chart of Community Food Resource,"** several days after the lesson.
 - Have students use Worksheet #2 or their Journal, Worksheet #4, to provide information.
 - Call on students to give information about places they have shopped. Students will listen and fill in the chart.
 - Fill in on Transparency and have students copy onto Worksheet #5, "Food Resource Chart" or do it as a dictation.

Worksheet #5
Additional Activity

Chart of Community Food Resources

FOOD RESOURCE	NAME/LOCATION/DAYS/HOURS	GOOD PLACE FOR HEALTHY, LOW-COST FOODS? WHY OR WHY NOT?
Bakery		
Community garden		
Convenience store		
Dairy outlet		
Day old bread store		
Discount Store		
Ethnic food store		
Farmer's Market		
Produce Market		
Other		

MATERIALS

Transparency/Worksheet #5, Food Resource Chart;
 Transparency/Worksheet #4, "My Nutrition Journal;"
 Worksheet #2, "Tell A Friend"

