Simply Good Eating
for English Language Learners
Simply Good Eating is one of the Nutrition Education Programs that draws on resources of the University of Minnesota Extension through the University of Minnesota and the Department of Food Science and Nutrition, the Minnesota Department of Human Services, the USDA, counties, and local agencies.

This material was funded in part by the USDA Expanded Food and Nutrition Education Program and Hennepin County.

For more information on Simply Good Eating and other Extension Health and Nutrition Programs, visit: www.extension.umn.edu/Nutrition/.

© 2009, Regents of the University of Minnesota. All rights reserved. Send copyright permission inquiries to:
Copyright Coordinator,
University of Minnesota Extension,
405 Coffey Hall, 1420 Eckles Avenue,
Saint Paul, MN 55108-6068
Email to extcopy@umn.edu or fax to (612) 623-3967

This material is available in alternative formats upon request. Contact your University of Minnesota Extension office or the Nutrition Education Programs at the Health and Nutrition Programs office, 612-625-8260.

University of Minnesota Extension is committed to the policy that all persons have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, or sexual orientation, gender identity, or gender expression.
Acknowledgements

This curriculum has been a true grassroots effort and was crafted through extensive field testing and input from Nutrition Education Assistants (NEAs), ELL teachers and students, project leaders, VISTA volunteers, Extension Educators, university faculty, and other dedicated individuals. Special acknowledgement should be given to:

**ELL Work Team Members, Phase I:**
- Sara Barker (VISTA Volunteer)
- Lisa Gemlo MPH, RD, LD (Extension Educator, Project Leader and Author)
- Jill Hoffman, DTR (NEA - Anoka County)
- Alia Mohamed, MEd (NEA - Hennepin County)
- Dawn Montgomery (NEA - Hennepin County)
- Mauricio Marango (Student Graphic Artist)
- Kazia Moua (NEA - Hennepin County)
- Anna Horning Nygren (VISTA Volunteer)
- Amelia O’Brick (Student Graphic Artist)
- Adriana Aprea de Pertusi (Student Graphic Artist )
- Shelley Sherman (NEA - Hennepin County)
- Velia Stodiek (NEA - Hennepin County)
- Song Vue (NEA - Hennepin County)

Initial needs assessment conducted and written by
- Rachel Sullivan and Mary Darling, Ph.D.

**ELL Work Team Members, Phase II:**
- Lisa Gemlo MPH, RD, LD (Project Leader and Author)
- Merle Greene, MA (Editor and Consultant, ELL Instruction and Curriculum)
- Ben Gunderson (Gleason Printing, Inc., Graphic Design)
- Jill Hoffman, DTR (NEA, Consultant)
- Sue Letourneau (Program Director, Nutrition Education Programs)
- Renee Obrecht-Como, MA (Project Manager and Copy Editor)
- Warren Plaisance (Gleason Printing, Inc., Graphic Design)
- Shelley Sherman, MPH (Extension Educator, Nutrition Education Programs)

**ELL Work Team Members, Evaluation Phase:**
- Trina Barno, MPH (Extension Educator)
- Abby Gold, PhD, MPH, RD (Extension Specialist, Project Leader and Author)
- Kathleen Lovett, MEd (Extension Educator)
- Shelley Sherman, MPH (Extension Educator and Author)
# Table of Contents

**Introduction** ........................................................................................................................... 7
- Background
- Components of the Lessons
- Tips for the Educator
- Notes for the ELL Teacher
- Review and Writing Practice: What, Why, and How

**Variety** ................................................................................................................................. 23
- Activity 1: Getting to Know Your Neighbor
- Activity 2: Risk Game
- Activity 3: Food as Fuel
- Activity 4: Defining Variety
- Activity 5: Variety Bingo
- Activity 6: Meal Planning
- Activity 7: Cooking

**Beverages** .............................................................................................................................. 57
- Activity 1: Why Should I Care about Sugar?
- Activity 2: Where Is the Sugar?
- Activity 3: Where Are the Nutrients?
- Activity 4: Cooking

**Fats** ........................................................................................................................................ 83
- Activity 1: The Good and the Bad of Fat
- Activity 2: Choosing Healthy Fat
- Activity 3: Cooking with Less Fat
- Activity 4: Cooking

**Spices** ..................................................................................................................................... 115
- Activity 1: What Is This Spice Called?
- Activity 2: Cooking

**Snacks** ..................................................................................................................................... 137
- Activity 1: Everyday and Sometimes Snacks
- Activity 2: The Fat in Milk
- Activity 3: Choking Hazards
- Activity 4: Cooking

**Your Growing Child** ................................................................................................................ 163
- Activity 1: What Is Everyone Saying about Breastfeeding?
- Activity 2: Ages and Stages
- Activity 3: Too Much of a Good Thing
- Activity 4: Try It! You’ll Like It!
- Activity 5: Big Food, Little Food
- Activity 6: Cooking
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits and Vegetables</td>
<td>199</td>
</tr>
<tr>
<td>Activity 1: What's in My Fruits and Vegetables?</td>
<td></td>
</tr>
<tr>
<td>Activity 2: Eating for the Season</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Fruit and Vegetable Identification</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Cooking</td>
<td></td>
</tr>
<tr>
<td>Food Safety and Storage</td>
<td>223</td>
</tr>
<tr>
<td>Activity 1: Container Identification</td>
<td></td>
</tr>
<tr>
<td>Activity 2: Where Would You Put This Food?</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Safe Food from the Store</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Understanding Dates and Labels</td>
<td></td>
</tr>
<tr>
<td>Activity 5: Cooking</td>
<td></td>
</tr>
<tr>
<td>Preparing Safe Food</td>
<td>265</td>
</tr>
<tr>
<td>Activity 1: Hands and Germs</td>
<td></td>
</tr>
<tr>
<td>Activity 2: From Farm to Home</td>
<td></td>
</tr>
<tr>
<td>Activity 3: What Is Wrong with This Picture?</td>
<td></td>
</tr>
<tr>
<td>Activity 4: A Clean Kitchen Is a Safe Kitchen</td>
<td></td>
</tr>
<tr>
<td>Activity 5: Cooking</td>
<td></td>
</tr>
<tr>
<td>Microwave Safety</td>
<td>303</td>
</tr>
<tr>
<td>Activity 1: How Does a Microwave Oven Work?</td>
<td></td>
</tr>
<tr>
<td>Activity 2: What Can I Put in the Microwave?</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Cooking</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>323</td>
</tr>
<tr>
<td>Activity 1: Bones, Bones...</td>
<td></td>
</tr>
<tr>
<td>Activity 2: Where Is the Calcium?</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Does Your Calcium Measure Up?</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Cooking</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>351</td>
</tr>
<tr>
<td>Activity 1: Iron Quiz</td>
<td></td>
</tr>
<tr>
<td>Activity 2: Where Is the Iron?</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Why Iron?</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Cooking</td>
<td></td>
</tr>
<tr>
<td>The Smart Shopper</td>
<td>379</td>
</tr>
<tr>
<td>Activity 1: Where Do I Shop?</td>
<td></td>
</tr>
<tr>
<td>Activity 2: Where Do I Find It?</td>
<td></td>
</tr>
<tr>
<td>Activity 3: Unit Pricing</td>
<td></td>
</tr>
<tr>
<td>Activity 4: Product Comparison (includes cooking activity)</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>415</td>
</tr>
<tr>
<td>Nutrition Survey</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to *Simply Good Eating for English Language Learners*. This curriculum was created for non-native speakers of English, especially in English Language Learner (ELL) classrooms. The curriculum is intended to be used by nutrition educators who have access to current and relevant nutrition information. It gives nutrition educators the tools to provide a valuable learning experience for ELL participants in the areas of nutrition, food safety, shopping, and cooking, and to work in partnership with their ELL classroom teachers. However, you may find that the curriculum is useful for a broader audience, including participants who speak English as their first language but have a low level of literacy.

*Simply Good Eating for English Language Learners* has an introduction, 13 lessons, and an evaluation section. The introductory section is divided into five main topic areas:

- **Background**
  - Details of the curriculum development process.

- **Components of the Lessons**
  - An overview of the elements or sections found in each lesson.

- **Tips for the Educator**
  - Intended for nutrition educators, it provides insights into working with ELL audiences.

- **Notes for the ELL Teacher**
  - Intended for nutrition educators to share with ELL classroom teachers, it provides insights into the ways this nutrition education curriculum meets the needs of English language programs.
  - We encourage nutrition educators to copy “Notes for the ELL Teacher” and give it to ELL teachers and/or program directors. It may reassure them that this curriculum will contribute to English language instruction.

- **Review and Writing Practice: What, Why, and How**
  - Intended for nutrition educators to share with ELL classroom teachers, it explains how to do the “Review and Writing Practice” follow-up activity that is included with each lesson.
  - You will want to make a copy of “Review and Writing Practice: What, Why, and How” and give it to the ELL teacher with the first “Review and Writing Practice” handout. (See “Components of the Lessons” below.)
Background

Minnesota has a long history of welcoming immigrant families. In the 19th-century newcomers came from Sweden, Norway, Finland, and other northern and western European countries. More recently, in the 1990s and the first decade of the 21st century, new groups of immigrants participated in Minnesota’s economic growth and added to the state’s population, accounting for approximately half of the state’s population increase during the 1990s. From 1994 to 2003, the number of children in Minnesota schools who did not speak English at home tripled. In 2005, more immigrants arrived in Minnesota than in any of the past 25 years. The backgrounds of most of the new wave of immigrant families were Latino, Southeast Asian, East African, and Eastern European. Like earlier immigrants, these new arrivals needed to learn English and adjust to a new way of life.

Our team of University of Minnesota Extension nutrition educators in Hennepin County felt frustrated and inadequate to meet the needs of these new immigrant families in a multilingual setting. We had experience with learner-driven education, but we discovered that we did not truly understand what our immigrant participants wanted and needed to learn about nutrition. We realized we did not have the tools we needed to be valuable resources for English Language Learners. Even nutrition educators who had firsthand experience learning English later in life struggled to be effective teachers in ELL settings.

In response, we formed a core group committed to doing nutrition education differently. This commitment required not only a change in the way we taught but also a change within ourselves. We needed to question our assumptions about participants’ knowledge and experiences. For example, we might have concluded that a well-educated participant, who could describe the chemical structure of fatty acids in his/her own language, would know how to function in an American kitchen. However, we came to realize that the same participant might not know what a can opener is or how to use it. A second, very different example involves a participant who had once struggled to find enough to eat. Now she finds it offensive that food, even food about to spoil, is thrown away. So we learned that food safety education requires special sensitivity to participants’ experiences and culture.

We responded to the challenges by launching into a curriculum development process (see Figure: ELL Curriculum – Phase I Development Model):

- **Needs Assessment:** In the spring of 2000, a graduate student in the English as a Second Language Program of the University of Minnesota’s College of Education conducted the needs assessment, with guidance from a faculty member/Extension Specialist in the Department of Food Science & Nutrition. She interviewed ELL program directors, ELL teachers, Nutrition Education Assistants, and ELL students. Her findings confirmed what we were already experiencing: The standard nutrition education materials and teaching styles were not effectively meeting the needs of ELL participants. We asked ourselves, “How do nutrition educators provide a valuable nutrition learning experience to a group of individuals who speak six to eight different languages, with English being the common language in which no one is yet proficient?” Based on the initial needs assessment and further review of nutrition education materials available at the time, we determined there was a need for a curriculum of nutrition, food safety, and consumer topics that were of interest and practical use to new immigrants.
• **ELL Instructional Training:** In order to meet the needs of the English Language Learners and ELL programs, the team needed to incorporate ELL teaching methods and understand basic ELL objectives while keeping nutrition education at the center of the curriculum. A critical step in our development process was the ELL instructional training we received from the Minnesota Literacy Council (MLC). The MLC trains volunteers and paid staff who work with ELL audiences. They provided us with the skills we needed to recognize the needs of ELL participants and to communicate more effectively with them.

*Figure: ELL Curriculum – Phase I Development Model*
**Curriculum Development—The Process:** The process we used was “organic” in nature: Paraprofessional nutrition educators, known as Nutrition Education Assistants in Minnesota, participated in developing lessons for the curriculum at the same time as they taught ELL participants. Curriculum development and instruction took place simultaneously, each informing the other.

The lead author was a professional Extension Educator in the University of Minnesota Extension Nutrition Education Programs and a registered dietitian with a master’s degree and background in public health nutrition. She wrote the template for each lesson (Version 1 of the lesson). She gathered feedback from work team members, who met regularly to discuss their findings. Then she edited the lesson and made it available for field testing. After multiple rounds of field testing, oral and written feedback from Nutrition Education Assistants, ELL teachers, and ELL students was incorporated. We found that field testing was an excellent opportunity for paraprofessional Nutrition Education Assistants and ELL students to practice giving formal written feedback. We also used phone and face-to-face interviews to gather feedback verbally, because many of the people involved in the field testing communicated their experiences and ideas more effectively orally than in writing.

After field testing, we conducted a content review of the draft curriculum. This review involved professional Extension Educators and University of Minnesota faculty in Food Science & Nutrition. Once we had incorporated feedback from the content review, we considered the “Phase I” curriculum completed.

We used Icek Ajzen’s Theory of Planned Behavior as a touchstone in the development of the curriculum. Each lesson was designed with a behavioral outcome. We considered participants’ attitudes, subjective norms, and perceived behavioral control to influence the desired behavior. Each activity was designed to teach toward one or more objectives that would lead to a desired behavioral outcome and to be as hands-on as possible, utilizing an experiential learning approach. During development, we constantly asked ourselves three questions:

1. “What does the audience want to learn?”
2. “What is the need-to-know information vs. the nice-to-know information?”
3. “How can we convey the message simply and clearly?”

**Curriculum Development—The People:** The core project team was led by the author and included paraprofessional Nutrition Education Assistants, VISTA volunteers (who coordinated feedback and edits), and university graphic design students. Numerous additional individuals with diverse areas of expertise also contributed to the curriculum. Many were mentioned previously, including faculty, a graduate student, additional professional and paraprofessional nutrition educators, ELL teachers, and ELL students. In addition, we consulted with a professor in Second Language/Teaching and Learning at Hamline University who had expertise developing ELL curricula. We also benefited from the input of some dedicated ELL teachers early in the process when creating the lessons and later during editing.
In 2004, upon completion of Phase I of the curriculum development process, we trained Nutrition Education Assistants in the seven county Minneapolis/St. Paul metro area and provided them with the pilot curriculum and materials. Interestingly, Nutrition Education Assistants began using this curriculum not only for ELL audiences but also for other low-literacy audiences, because it relies less on technical, verbal information and more on hands-on discovery. This is why you will find information on creating teaching kits for each lesson. The materials are critical for the “discovery” nature of this curriculum.

In 2006, Phase II of the curriculum development began. First, a statewide needs assessment for an ELL curriculum in University of Minnesota Extension’s Nutrition Education Programs was undertaken. The outcome indicated a need across the state. A review of recently-developed materials for ELL classrooms was completed, but none were compatible with Minnesota’s highly learner-driven approach to education. Therefore, University of Minnesota Extension invested resources to finalize the curriculum as a polished and up-to-date product. We dedicated most of our efforts during this second phase to editing the curriculum to reflect professional ELL standards and methods as well as changes in nutrition recommendations, while incorporating two years of additional, de facto field testing. To this end, an ELL professional with both teaching and curriculum development experience was brought on to the work team. The team also included the original project team leader/author and two other original team members—a paraprofessional Nutrition Education Assistant and a professional Extension Educator. Professional graphic artists and a copyeditor were also employed to complete the project.

In 2009, the evaluation section was written and included in the curriculum.

We hope you will find Simply Good Eating for English Language Learners as useful as we have! However, we know that no curriculum meets every need. We changed this curriculum in response to feedback from nutrition educators, ELL teachers, and ELL students. You may find additional ways to modify the lessons to better meet the needs of your participants. We hope you will share your ideas with us by contacting the Health and Nutrition Programs office through www.extension.umn.edu/Nutrition/ or by calling 612-625-8260.

References:


Martha McMurry. “Migration a Major Factor in Minnesota’s Population Growth.” Population Notes, Minnesota Planning State Demographic Center, OSD-02-98 (July 2002).


Components of the Lessons

The curriculum is designed for double-sided printing and three-hole punching for placement in a binder. However, the handouts are designed to create originals for photocopying, and for this purpose we recommend printing a master set without three-hole punches.

Each lesson in the curriculum is made up of 11 components, as described below:

➤ Behavioral Goal

Each behavioral goal is measurable and specific. Ultimately, we want people to eat healthful, safe foods in accordance with the current Dietary Guidelines for Americans.

➤ Vocabulary List

The vocabulary words are listed in alphabetical order, not the order in which they appear in the lesson. This is because educators may not use every activity or teach the activities in the order in which they appear in the lesson. Definitions for the vocabulary words are found in Handout 1 of each lesson. An explanation of how to teach the vocabulary words is provided on the first page of each lesson. You are responsible for teaching the vocabulary words as you proceed through the lesson. Do not present all the vocabulary words together at the beginning of the lesson. Instead, explain each word when you use it in an activity. This makes an unfamiliar word more meaningful for participants and makes it more likely that they will remember it. The process of teaching vocabulary may take time to get used to, but it is essential that you do it. In an ELL class, people are coming first to learn English. Your nutrition content is secondary.

➤ Objectives

Objectives are the specific and measurable skills, knowledge gains, or behaviors that we want participants to learn. The behavioral goals and objectives were chosen based upon the practical, everyday needs of participants. We avoided unnecessary and confusing complexity whenever possible. For example, the lesson on Fats emphasizes that eating less fat is generally good and that some fats are better than others. It does not go into the chemistry of trans-fatty acids or ask participants to memorize a list of monounsaturated fats. We have found that this technical approach is counterproductive. Participants are often less motivated to change their eating habits if they become frustrated and confused. They do not really need to know the technical terms to make positive changes.

➤ Overview

The overview contains a brief summary of each activity’s purpose, the estimated time to teach it, and a list of the teaching materials needed. It is designed for quick scanning. The overview is especially helpful in lesson planning and can also be a resource when preparing your materials prior to teaching. Be aware that the actual time you spend on individual activities may vary from the estimated times, depending on each class.
Kit Contents

The kit is a plastic or cardboard box that serves as a permanent home for all the items you need to teach a lesson. Each kit is labeled with the name of the lesson. For additional convenience, we recommend that you attach a copy of the lesson’s Kit Contents List to the box lid. Then, when it’s time to teach a lesson, you grab the right kit and go. Once you arrive at the site, all teaching materials, props, and handout originals are ready for you to use—no more looking for lost items or forgetting something you needed for your class. If you need to make or order any of the materials, information may be found in the “Materials” section, which comes just before the handouts at the end of the lesson. A word of caution: If you take an item out of your kit to be used by someone else or for another lesson, make sure you replace it before you take the kit to your next class.

Background

This section includes the scientific basis for the lesson, how the topic relates to immigrants’ experiences, and guidance on ways to prepare to teach the lesson with ELL participants. It should be read prior to lesson planning and reviewed before teaching, as needed.

Activities

This section contains detailed, step-by-step instructions for teaching the lesson. It is not necessary to teach every activity in a lesson or to teach them in the order provided. We designed the lesson activities for maximum flexibility, so you can respond to the needs of your participants. Each activity begins with an introduction and ends with a summary. Instructions for conducting the activity, optional or alternative approaches, and suggested scripts for you to use in teaching are included. Prior to the introduction of each activity, you will find a list of items needed from the kit as well as any advance preparation you need to do just before teaching the activity. Be sure to review the instructions closely prior to teaching the activity. If you are new to the curriculum, you may wish to copy the activity for reference during your session. However, never read the lesson to participants.

Follow-up and Review

ELL participants need repetition and extra time to process new information and vocabulary, so suggestions for follow-up and review are found at the end of every lesson. Review questions and extra activities for use by the ELL teacher and/or you, the nutrition educator, are included. The “Follow-up and Review” also serves to remind you of the importance of reviewing material and key concepts from the lesson. We suggest that prior to starting each new lesson you do some form of review and follow-up from the last lesson. Use open-ended questions, like those found in the “Follow-up and Review” section, to encourage participants to retrieve information themselves and to give you an accurate idea of how much they remember.
► Materials
This section gives you detailed instructions on ordering, assembling, or making the materials needed in the lesson. As a rule, once you have made or ordered these materials, they will last for many classes before you need to replace them.

► Handouts
These are the materials you will pass out for participants to take home. You will need enough copies of the handouts to give one to each participant. Some handouts will be completed in class as part of an activity. Other handouts are reminders of behavioral concepts or information taught in the lesson. The first handout is always the “Vocabulary List” (with definitions and an example for how each word is used in a sentence). The last handout is always the “Review and Writing Practice” that you leave with the ELL teacher at the end of the lesson. Occasionally you will need to order or download a handout that is not included in the curriculum. Check the “Materials” section for information on how to do this. We suggest that you keep an original set of handouts in your kit, in case you forget to do all the copying in advance or have arranged for the ELL teacher to make the copies. You may also want to create your own answer keys for the few handouts that do not have answers provided.

► Review and Writing Practice
This tool is included with the participant handouts, as the final handout of the lesson. It is for the use of ELL teachers only. You need to make just one copy of the “Review and Writing Practice” for the ELL teacher and encourage the teacher to use it within a few days after you have completed teaching the lesson. It provides practice in reading, writing, speaking, and listening skills, while reinforcing central behavioral concepts taught in the lesson. Be sure the ELL teacher also has a copy of “Review and Writing Practice: What, Why, and How,” found later in the **Introduction**.
This curriculum is meant to be a resource for you when teaching nutrition to English Language Learners. We have some suggestions for you to keep in mind based on our experience and on ELL teaching methods. They are divided into three groups: seek to understand, seek to be understood, and respect is essential.

**Seek to Understand**

Learn about your participants. What do they eat? Do they have any cultural food restrictions (such as pork products for Muslims)? What are their life experiences? What are they interested in learning? This last question is one of the most important. You may also wish to ask the ELL teacher what s/he thinks you should know about the participants and their needs. Finally, do an assessment with participants and ask yourself what would be helpful for them to know. Whenever possible, begin first with the material participants are interested in learning, because their motivation is critical to success. Never teach only your favorite lessons.

What participants need to learn about nutrition is not always obvious, and it is certainly not consistent from group to group or person to person. Don’t be surprised if you find that participants’ needs are different from what ELL teachers or even what the participants themselves tell you. You can always add and omit activities or entire lessons, as needed.

That being said, we have found the Variety lesson is the basis for many other lessons and a good place to start. It is an easy lesson to adjust to participants’ needs. It gives everyone a chance to participate, allowing you to assess participants’ needs and abilities.

**Seek to Be Understood**

It is better to teach fewer activities and make sure that participants fully understand them, than it is to teach a lot of activities that participants only partly understand. The first approach will result in behavior changes that participants value while the second will result in frustrated participants and instructors. To help with understanding:

- Choose activities that meet the needs of the participants and the timeframe of your class. Don’t try to teach it all. Plan carefully to allow enough time to cover the material you want to cover. Don’t rush through the session. It is okay if an activity or lesson sometimes carries over to the next session.

- Model good English. Keep instructions direct and complete. Don’t copy participants’ broken English or use half sentences.

- Avoid words and expressions that may confuse participants, such as “That figures,” “Let’s stay on track,” or “Whatever.” Don’t use technical jargon (“monounsaturated fats”) or regional names for foods (“pop” or “hot dish”).
• Use activities and demonstration to engage participants actively in the learning process. Encourage participants to repeat new vocabulary aloud. Try to show not tell, by using objects and demonstration as much as possible. Have participants touch and use materials, not just look at them.

• Face participants and keep your hands away from your mouth. Encourage participants to do the same even though they may feel self-conscious about their English. Ask them to “talk out” (lift their heads to project their voices) instead of “talking down,” so everyone can hear them.

• Pay attention to how you speak; listen to yourself. Speak at a moderate pace and volume. Avoid speaking more loudly and/or very slowly when participants don’t understand. However, pauses and moments of silence can give ELL participants time to catch up and process information or gather their thoughts before answering questions.

• Check whether participants understand by asking them to provide information. Examples include: “Give me an example of a meal that has variety,” or “Why do our bodies need iron?” Avoid asking participants, “Do you understand?” or “Do you know what I mean?” They may say “yes” no matter what, since in other cultures “yes” can mean “Yes, thank you for teaching me,” “Yes, I am listening,” etc.

• We highly recommend that you attend ELL instructional training through the Minnesota Literacy Council or another literacy council.

**Respect Is Essential**

When teaching nutrition in an ELL class, remember that participants came there first to learn English. Also remember to follow the rules and norms of the classroom and to respect the diversity among your participants.

• Teach the vocabulary. Rather than present all vocabulary words together at the beginning of a lesson, explain each term as it arises in the activity. This will make it easier for participants to remember the words and their definitions. (See “Components of the Curriculum: Vocabulary List” above.)

• Be aware that there may be no relationship between participants’ speaking fluency and their math or even reading skills. This is especially important to remember when participants work on handouts.

• Be sensitive to different learning styles. If participants are unfamiliar with a participatory teaching style or feel embarrassed about speaking English, encourage them to become involved and give them time to find their words. Correct their English only when absolutely necessary. If a participant gives a wrong answer, say something like, “Not exactly—can someone else help us?”

• Ensure that participants find the class a safe, welcoming environment. Use language that is non-judgmental. For example, “I used to fry a lot of my food, too, until I learned...
healthier ways of cooking” is better than “You shouldn’t fry your food, because it’s bad for you.” When participants feel judged, they are less receptive to new ways of doing things. Especially when talking about family, home, or children, avoid directing specific questions to participants, who may feel embarrassed. Instead, ask questions to the whole group. For example, “Did anyone cook any new vegetables last week?” is better than “Amal, what new vegetable did you cook last week?”

• Validate participants’ knowledge, experience, and food customs. When introducing a new topic, ask participants what they know about it. Give them an opportunity to share personal histories and knowledge. Avoid telling participants what you think they have probably experienced or what you think they know or don’t know. Encourage them to try new ways without judging their traditional ways.

• Many immigrants wish to learn “American” ways. Participants have asked us to teach them how to prepare new foods, including foods their children are eating at school. This is the reason we selected the particular recipes for the lessons. Most participants are well-versed in preparing their traditional foods. Whenever possible, acknowledge healthy aspects of traditional diets while introducing healthy choices for new foods or healthier substitutions for some traditional practices when needed.
Welcome to *Simply Good Eating for English Language Learners*. This curriculum was created for non-native speakers of English, especially in English Language Learner (ELL) classrooms. The curriculum is intended to be used by nutrition educators who have access to current and relevant nutrition information. It helps them to provide a valuable learning experience for students in ELL classrooms in the areas of nutrition, food safety, shopping, and cooking. It also provides nutrition educators with tools to work in partnership with you, the ELL classroom teacher, to maximize the learning experience.

The lessons in *Simply Good Eating for English Language Learners* incorporate ELL skills components that will help your students learn English. The lessons encourage listening, speaking, reading, and writing practice in the ways detailed below. They also enable students to develop higher-order thinking skills (HOTS) and provide a forum for sharing cultural practices.

**Listenning**

- Students listen to each other in pair work, small group work, and class discussion activities.
- Students listen to the instructor, who modifies language (in word choice, sentence structure) to meet students’ learning needs, modifies concepts for better retention, models correct pronunciation, and uses new target vocabulary repeatedly.
- Students listen to themselves, building confidence, having their experience and observations validated by instructor and co-learners, and comparing their own speech to speech modeled by instructor.
- Students can do a post-lesson “Review and Writing Practice” activity with the ELL teacher that includes listening practice.

**Speaking**

- Students begin activities by sharing personal experience and current knowledge, which also validates that experience and knowledge.
- Students use and manipulate target vocabulary repeatedly.
- Students get controlled practice in group activities.
- Students apply new language and concepts in personally meaningful ways (in small group and open class discussions).
- Students practice functional expressions to ask for information.
- Students can do a post-lesson “Review and Writing Practice” activity with the ELL teacher that includes pronunciation practice.

**Reading**

- Students read the board, headers, cards, labeled pictures, signs, charts, and food labels.
• Students read instructions and handouts (in-class tasks and take-home reference sheets).
• Students scan for information on charts and labels.
• Students can do supplementary review with English language classroom instructor.
• Students can do a post-lesson “Review and Writing Practice” activity with the ELL teacher that includes reading practice.

➤ Writing

• Students copy off the board.
• Students complete handouts with true/false, gap fill, and chart formats.
• Students get spelling review with new and “old” vocabulary on handouts.
• Students can do a post-lesson “Review and Writing Practice” activity with the ELL teacher that includes writing practice.

➤ Higher Order Thinking Skills (HOTS)

• Students categorize foods in groups.
• Students compare and contrast the merits of foods and food practices.
• Students justify and explain groupings and decisions.

➤ Cross-Cultural Awareness

• Students describe their cultural food practices.
• Students learn about food practices from other cultures, including the United States.
• Students share reactions, difficulties, and adaptations to foods and food practices in the United States in a non-threatening environment.
• Students develop a greater openness toward new behaviors and ideas.
Review and Writing Practice: What, Why, and How

The “Review and Writing Practice” activity is designed for use by the ELL teacher. Ideally, it is used a few days after the nutrition educator completes a lesson. The activity can take as little as 15 minutes to complete or as long as 40 minutes, depending on the English proficiency of the class, the combination of steps used, and the extent of student involvement. We recognize that you may or may not be able to do this activity, or may only be able to do it in part, depending on your time or the make up of your class. The “Review and Writing Practice” is an enhancement to the curriculum, not a required activity. It is a response to requests from some nutrition educators and ELL teachers for a follow-up activity that systematically combines nutritional and ELL instruction.

“Review and Writing Practice” is a variation on the written dictation, which is considered “old-fashioned” by some. Although dictations are no longer a standard part of writing programs in most American schools, they do have a unique part in ELL instruction. In Simply Good Eating for English Language Learners, “Review and Writing Practice” allows students to consolidate and review nutrition and ELL instruction simultaneously. Moreover, most students really enjoy the activity.

Objectives of “Review and Writing Practice,” Activity

- To create continuity between the nutrition education and English language learning, thereby validating the nutrition education component
- To integrate writing, listening, speaking, and reading into a single activity for each nutrition topic
- To review key concepts in small, regular “doses” to allow for optimum retention of new information about nutrition
- To reinforce healthy nutrition behavior rather than food facts
- To encourage independent learning by encouraging self-correction and peer-correction among students
- To empower students by giving them the role of instructor
- To alert students to their pronunciation difficulties by enrolling the entire class as the “barometer”
- To practice writing conventions including spelling, capitalization, and punctuation
- To accommodate students who have different learning styles, work more slowly, or need more repetition

How to Use This Activity

Step 1. Dictation

a. Tell students to write EVERY WORD of each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence. If students need further repetition, repeat the sentence in whole or in part.
b. Read the remaining sentences as described above.

OR

After reading two or three of the sentences as described above in “a,” invite a student to take your place at the front of the class as the reader. Choose a student who speaks clearly and can easily imitate the reading style required in this activity. Ask her/him to read the next sentence in the way that you have demonstrated. Invite another student to read the next sentence and so on. Involving students in this way minimizes “teacher talk” and maximizes student involvement. (Once students get used to this activity and do it lesson after lesson, you may be able to turn over reading of all the sentences to the students.)

You will find that the readers will speak slowly and clearly and that their classmates will take the initiative to ask for repetition. Students enjoy this change in roles and many of them, though not all, will look forward to taking a turn.

Keep a record of which students come forward to read in each lesson to ensure that everyone who wants to gets the opportunity in a subsequent lesson.

Step 2: Correction

a. Ask students to compare their written sentences and make any changes they want.

b. Show the correct sentences using an overhead transparency and then ask students to correct their own work again or the work of another student. This can be preferable to handing out hard copies because many students will not take the time to review their own sentences carefully or make corrections.

OR

Ask for five volunteers to write one sentence each on the board and then elicit corrections from the class. This takes more time but students enjoy it.

Step 3: Extra speaking practice

a. Read the sentences aloud together.

OR

Ask individual students to read the sentences, allowing them to refine pronunciation. This allows students to compare their own speech with an accurate model.

b. You may find that students enjoy recalling sentences from memory, since they will find they have learned something correctly and spoken English correctly. Tell students to turn over their papers. Ask them to recall sentences without looking at their papers and to repeat the sentences aloud slowly and clearly.
Simply Good Eating
for English Language Learners

Variety
Behavioral Goal: Participants will eat a variety of foods every day.

Vocabulary List
- body building
- disease
- energy
- nutrients
- nutrition
- prevent
- protect
- variety

Teaching Vocabulary

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives
Participants will be able to:
- Define the concepts of “variety” and “energy”
- Classify foods into the MyPyramid groups and/or classify foods into the three functional food groups
- Identify a variety of foods for a meal
Before You Start: Review the concepts from your last lesson.

Activity 1: Getting to Know Your Neighbor
Purpose: To provide an ice-breaker for cross-cultural sharing, community building, and language learning
Needed from kit: Handout: “Find Someone Who…” (double-sided)
Estimated time: 15-20 minutes

Activity 2: Risk Game
Purpose: To create an awareness of participants’ family history of nutrition-related disease
Needed from kit: Nothing
Estimated time: 5-10 minutes

Activity 3: Food as Fuel
Purpose: To create awareness that our bodies require healthy food as fuel to keep up our energy
Needed from kit: Props: Toy with easily removable batteries (such as a hand-held video game), pictures of active children
Estimated Time: 5 minutes

Activity 4: Defining Variety
Purpose: To have participants fully understand the concept of eating a variety of foods and its importance to well-being
Needed from kit: Handouts: “Eat a Variety of Foods Every Day!” (blank and completed), MyPyramid mini-posters
Materials: Food cards, MyPyramid full-size poster (laminated), food cards with magnets or Velcro® placed on the back or *Simply Good Eating Food Stickers*, overhead transparency of MyPyramid (optional)

Props: Plastic flowers and strips of colored paper; umbrella, adhesive bandages, and/or facial tissues; picture of a body builder

Estimated time: 20 minutes

---

**Activity 5: Variety Bingo**

**Purpose:** To increase participants’ awareness of a variety of foods

**Needed from kit:** Materials: Bingo game sets, markers, prizes

**Estimated time:** 10-15 minutes

---

**Activity 6: Meal Planning**

**Purpose:** To have participants plan a meal with variety

**Needed from kit:** Handouts: “Plan a Meal with Variety,” “Eat a Variety of Foods Every Day!” or MyPyramid mini-posters (from Activity 4)

Materials: Food cards or *Simply Good Eating Food Stickers*, MyPyramid full-size poster (laminated)

**Estimated time:** 10 minutes

---

**Activity 7: Cooking**

**Purpose:** To give participants a chance to practice preparing a dish with variety

**Needed from kit:** Handouts: MyPyramid mini-posters or completed “Eat a Variety of Foods Every Day!” handouts (optional, from Activity 4)

Materials: *Simply Good Eating Recipe Cards*

**Suggested recipes:** Fruity Breakfast Parfait, Personal Pizzas, Skillet Lasagna, Spanish Noodle Casserole
## Variety Kit Contents

**Handouts**
- “Find Someone Who…” (double-sided)
- MyPyramid mini-posters (see Materials section)
- “Eat a Variety of Foods Every Day!” (blank)
- “Eat a Variety of Foods Every Day!” (completed)
- “Plan a Meal with Variety”
- “Variety Vocabulary List” (distribute at end of lesson)
- “Variety: Review and Writing Practice” (for ELL teacher)

**Materials to Gather** *(see Materials section)*
- Food cards
- MyPyramid full-size poster that you have laminated
- Food cards with magnets or Velcro® placed on the back
- *Simply Good Eating Food Stickers*
- Overhead transparency of MyPyramid (optional)
- Bingo game sets
- Bingo markers
- Prizes for participating in bingo
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*

**Props to Gather**
- Toy with easily removable battery (such as a hand-held video game)
- Pictures of active children that you have cut from magazines
- Plastic flowers and strips of colored paper
- Umbrella, adhesive bandages, and/or facial tissues
- Picture of a body builder
The Variety lesson focuses on three main concepts:

- Why is eating well important?
- What do I need to eat?
- How do I eat a variety of foods?

To answer these questions, it is useful to refer to a food group model of some kind. Yet, when working with an immigrant population, we have found this often poses a dilemma. The USDA MyPyramid can be difficult to use, because many cultures cannot relate to such a fragmented way of looking at food. The classification system that uses three “functional” food groups (Energy, Protective, Body Building) is more consistent with many non-Western eating patterns, but it is rarely taught in the United States. Regardless of what classification system is easiest for immigrants to use, as residents of the United States they may see the MyPyramid visual and have questions about it.

We have provided two options for teaching a food group model in this lesson. Get to know your participants and talk with the ELL teacher. If your audience is familiar with MyPyramid, you may be able to use it successfully. If your participants tend to eat more traditionally and are not familiar with MyPyramid, they may relate better to the three group model. As long as your primary emphasis is on eating a variety of foods, it doesn’t matter if you teach three groups or six.

If participants ask how many servings or how much of each food category in the three group model they should have in a day, provide them with the following guidelines, as a general rule:

- 6-8 one-ounce servings from the Energy (Grains) Group
- 5-9 cups from the Protective (Fruits and Vegetables) Group
- 3-5 servings from the Body Building (Meat & Beans and Dairy) Group

If you find out that participants do not consume enough dairy products, you will want to provide a lesson on calcium sources (see Calcium lesson).
Activity 1
Getting to Know Your Neighbor

Needed from Kit
Handout:
  o “Find Someone Who…” (double-sided)

1. Introduction
   Pass out the handout “Find Someone Who…”

2. Demonstration
   Demonstrate the activity by writing one of the prompts on the board, for example, “Likes mushrooms.” Ask, “Do you like mushrooms?” Randomly ask participants this question, one by one. If the response is “yes,” say, “I will write your name in the blank.” If the response is “no,” say, “I can’t write your name in the blank.” If necessary, model the activity again with a second example.

3. Participant Activity
   a. Explain that each participant should find another person who says “yes” to each of the listed items on the handout. Have participants circulate and ask questions to match people with items on the list. Tell participants that in order to ask questions, they should begin with phrases such as, “Do you like…?” or Do you eat…?” Depending on the size of the group, participants may write a person’s name more than once.

   b. After giving the group time to complete the handout, gather the participants together. Ask them to take turns reading a statement and the name of the person they wrote down.

4. Summary
   Tell participants, “As you can see, there are a variety of people in our class. Today’s topic is variety.”
**Activity 2**

**Risk Game**

*Note: This activity is best suited for participants with higher-level English.*

**Needed from Kit**

Nothing

1. **Introduction**

   Lead a brief discussion to introduce this topic. Say, “In many other countries the big health problems were diseases, war, and famine (not enough to eat). People often died young. But in the United States, these are not the problems. People live longer, and food is easy to buy. Also, people get less exercise every day. So the health problems are different. In the United States, we need to think more about what we eat and how much exercise we get. You will probably need to change your ideas about health, because things are now different.”

2. **Participant Activity**

   a. Tell participants you are going to read a list of diseases related to nutrition. Ask participants to think about whether they or someone in their immediate family (father, mother, sister, brother, child) has had or now has the health problem. Ask participants not to say anything out loud, unless they have questions, since people may not wish to share this kind of personal information with the group.

   b. Read the following list, allowing time for participants to think about each disease. You may need to explain the diseases:

      - Diabetes
      - High Blood Pressure
      - Heart Disease
      - Cancer
      - Anemia

3. **Conclusion**

   Explain, “There is a greater chance of getting these diseases if someone in your family has them. You cannot change your family history, but the food you eat can raise or lower your chances of getting these diseases. You can make healthy choices. This is what we are going to learn about in the next activities.”
**Activity 3**  
**Food as Fuel**

**Needed from Kit**
Props:
- Toy with easily removable batteries (such as a hand-held video game)
- Pictures of active children that you have cut from magazines

1. **Introduction and Demonstration**
   Define “energy.” To demonstrate this, show a battery-operated toy without the batteries. Ask, “How well does the toy work now? What happens if you put batteries in the toy?” Put batteries in the toy, and turn it on. Explain that our bodies are like toys. We need energy to run our bodies.

2. **Participant Activity**
   Show the pictures of active children. Ask, “What gives these children the energy they need to do the activity?” [Response: It is the food they eat.] You may also ask, “What would the children look like if they did not have the food they needed for energy? What would they look like if they had more food than they needed for energy?”

3. **Summary**
   Tell participants, “Food gives you energy. Next we will learn about choosing the best variety of food for the energy we need.”

**Activity 4**  
**Defining Variety**

**Needed from Kit**
Handouts:
- “Eat a Variety of Foods Every Day!” (completed and blank)
- MyPyramid mini-posters

Materials:
- Food cards
- MyPyramid full-size poster that you have laminated
- Food cards with magnets or Velcro® placed on the back
- *Simply Good Eating Food Stickers*
- Overhead transparency of MyPyramid (optional)

Props:
- Plastic flowers and strips of colored paper
- Umbrella, adhesive bandages, and/or facial tissues
- Picture of a body builder
Preparation
There are two ways to do the MyPyramid food group participant activity. The first is to use a white board (dry erase board) and food cards with magnets placed on the back. Be sure to check in advance that your white board is magnetized. You can draw MyPyramid on a white board, or you can make an overhead transparency to project on a white board. In either case, participants can put magnetized food cards in the correct food group.

Another way to do this activity is to place food cards on the laminated MyPyramid full-size poster using Velcro. If you choose this option, you will need to place dots or strips of Velcro on the laminated MyPyramid full-size poster and on the food cards that you plan to use.

1. Introduction
   a. Begin by using non-food examples of variety such as strips of colored paper and bouquets of flowers. Show one bouquet with a single color and flower type, and say, “No variety!” Name the single color. Then show another bouquet with a variety of flower types and colors, and say, “Variety!” Name all the colors.

   Then check participants’ understanding, using very few words. Hold up one of the bouquets and ask, “Variety?” Wait for participants to nod “yes” or shake their heads “no.” Then hold up the other bouquet and ask, “Variety?” Wait for participants to respond. Repeat the process by showing strips of paper with a single color and then strips of paper with a variety of colors. Ask, “Variety?” to allow participants to identify the multi-colored strips as “variety.”

   b. Once you are sure that participants understand the concept of “variety,” show food examples of variety using pictures of foods. For example: rice vs. rice with vegetables, tortilla vs. burrito, one fruit vs. fruit bowl or salad. Whenever possible, use ethnic or cultural food cards appropriate to participants’ backgrounds.

2. Participant Activity
   a. Pair up participants. Give each pair of participants two food cards. One should have a single food item (for example, fish), and the other should have more variety (for example, fish with greens).

   b. Ask each pair of participants to name the foods and then say which card shows variety. Tell each pair to pass its two cards to the next pair, and again have participants name the foods and identify the card with variety.

Note: If participants have a higher English language level, you can make this exercise more challenging by giving each person a food card and asking them to find another food card that matches the card they have to make a variety/no variety pair.
3. **Food Group Introduction**
   a. **MyPyramid:** Call participants’ attention to the MyPyramid full-size poster. Explain: “MyPyramid is a tool that can help us get variety in our diet. Each color of the pyramid represents a different group of foods. Orange=Grains, Green=Vegetables, Red=Fruits, Blue=Milk, Purple=Meat & Beans. To be healthy, we need to eat from all of these groups, not just one. Food gives us energy. It also helps our body work well every day.”

   Then describe each group’s purpose as summarized below: “The Grains Group helps our body use the energy in foods; the Fruits and the Vegetables groups help protect our bodies and help us heal quickly; the Milk Group helps our bones stay strong; and the Meat & Beans group helps keep our muscles working well.”

   b. **Alternative—Three Functional Food Groups:** Introduce the three food groups: Body Building Foods, Protective Foods, and Energy Foods. Pass out the blank “Eat a Variety of Foods Everyday!” handout. Using the props listed below, demonstrate the function of each group:

   - Energy: Run in place.
   - Protective: Use adhesive bandages, facial tissues, and/or an umbrella.
   - Body Building: Flex your muscles or show a picture of a body builder.

4. **Food Group Participant Activity**
   a. **MyPyramid:** First, show one food card that belongs to each food group. These pictures should each show one food, such as peas, oranges, milk, rice, and chicken. Then pass out some food cards that each show one food. Ask participants to name the foods and place them in the correct groups.

   Second, pass out food cards that contain variety, such as pizza, soup, or stew. These are foods that contain ingredients from several groups because they include vegetables and dairy products, for example, or meat/beans and vegetables. Ask participants to name the foods, their ingredients, and place the food cards in the correct groups. This will lead to discussion and reinforce the concept of variety.

   b. **Alternative—Three Functional Food Groups:** Use the blank “Eat a Variety of Foods Everyday!” handout that you passed out earlier. Ask participants to place *Simply Good Eating Food Stickers* in the correct groups. First, choose stickers that show one food, such as peas, oranges, milk, rice, and chicken. Ask participants to name the foods, their ingredients, and place the stickers in the correct groups on their handouts.

   Second, choose stickers that contain variety, such as pizza, soup, or stew. These are foods that contain ingredients from several groups because they include vegetables and dairy products, for example, or meat/beans and vegetables. Ask participants to name the foods, name their ingredients, and place the stickers in the correct groups on their handouts.
Also ask participants to name cultural foods that belong in each group but are not listed or shown.

5. **Summary**
   Remind participants to eat a variety of foods everyday. Have participants take home a personal copy of the MyPyramid mini-poster or the completed “Eat a Variety of Foods Everyday” handout as a reminder to eat a variety of foods.

**Activity 5**

**Variety Bingo**

**Needed from Kit**

Materials:
- Bingo game sets
- Bingo markers
- Prizes

1. **Introduction**
   Review the major food group categories, using whichever system you used before (MyPyramid or the three functional food groups). Explain, “We are going to play a game now. It will help us practice ‘variety.’”

2. **Participant Activity**
   a. Ask, “Who has played Bingo?” (We found almost everyone is familiar with the game.) Explain the game, or ask a participant to explain it. Pass out the Bingo cards.

   b. Take any food card, show it to the group, and say the name, or ask a participant to take a food card and name it. Participants will put a marker over that food if it is pictured on their cards. When a participant covers foods in one straight line on their card—either across, down, or diagonally—s/he should yell, “Bingo!” Ask the winner(s) to name their foods aloud. Give a prize, if available. When you are done playing Bingo, give each person a prize for participating, if possible.
**Activity 6**

**Meal Planning**

**Needed from Kit**

Handout:
- “Plan a Meal with Variety”
- “Eat a Variety of Foods Every Day!” or MyPyramid mini-posters (from Activity 4)

**Materials:**
- Food cards or *Simply Good Eating Food Stickers*
- MyPyramid full-size poster (laminated)

**Preparation**

Decide in advance whether you are going to 1) use food cards and have participants write the names of the foods they choose on their handouts or 2) have participants place food stickers on the handout. Gather the materials you will need accordingly.

1. **Introduction**

   When participants understand the concept of “variety” and how it relates to food, use the handout “Plan a Meal with Variety” to have them plan a meal for their family.

2. **Participant Activity**
   a. Pass out the food cards or food stickers. Ask participants to choose foods that look similar to foods they eat. If they are using food stickers, have them put the stickers on the “plate” in the handout. While doing this activity, display the MyPyramid poster where everyone can refer to it, or have participants refer to their own MyPyramid mini-posters or their handouts “Eat a Variety of Foods Everyday!” Remind participants to choose foods from all the different food groups.

   If participants have a higher English language level, they may wish to write the food names on their plates and/or plan for an entire day instead of just one meal.

   b. You may wish to recognize that traditional ways of eating often include variety. However, participants may have less access to fresh food on a daily basis and therefore need to plan for more variety than they did in the past.

   c. After participants complete their meals, ask them to show their meal plans to the group. Then ask, “Was it hard to get variety?” and “How will you shop or cook differently to get variety?”

3. **Summary**

   Tell participants, “By eating a variety of foods, we eat healthier. When we get food from all the food groups, it is easier to meet our daily needs for vitamins and minerals. Also, eating a variety of foods is more fun and interesting.”
Activity 7
Cooking

Needed from Kit
Handouts:
- “Eat a Variety of Foods Every Day!” or MyPyramid mini-posters (optional, from Activity 4)

Materials:
- Suggested recipes from Simply Good Eating Recipe Cards: Fruity Breakfast Parfait, Personal Pizzas, Skillet Lasagna, Spanish Noodle Casserole

1. Introduction
Tell participants, “In another country, you may have eaten a variety of foods at most meals. For example, in Mexico some people often eat beans, tortillas, rice, meat, peppers, and tomatoes. These foods come from different food groups. Here in the United States, we might not eat a variety of foods at our meals. For example, eating fish sticks and French fries gives us only a little variety. If we eat pizza and a salad, we would have more variety. Today we are going to prepare a recipe together. Maybe you have never made it before. It has variety.”

2. Food Preparation
a. Have all participants (including yourself) wash their hands.

b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods.

c. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to chop meat and/or brown meat, one to grate cheese, one to open cans and cartons, one to arrange tables and paper products, and one to clean up.

d. While participants are cooking, assist as needed.

3. Summary
While participants are eating, ask, “Why did we make pizza (or the name of the food you cooked)? [Response: To remind us of variety.] Can you name the foods on the pizza (or another recipe) and tell me which food groups they are in?” You may want to have participants look at their MyPyramid mini-posters or their handouts “Eat a Variety of Foods Every Day!” Guide participants as needed. Then ask, “Does anyone have any questions about the steps in the recipe we made or about the foods we are eating?” Allow discussion. Conclude with, “When you are making meals this week, try to include more variety in them.”
Suggestions for Follow-up and Review

1. Leave “Variety: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days. Make sure the teacher has a copy of “Review and Writing Practice: What, Why, and How” from the Introduction.

2. Have the ELL teacher lead a discussion about the variety of foods eaten in other countries. Could participants get fresh vegetables and fruit in other countries? Meat or fish? Dairy foods?

3. Write down the word “variety.” Ask, “What does variety mean?”

4. Ask, “Have you eaten a variety of foods this week? Give me some examples.”

5. In pairs, have participants ask each other, “Did you eat a variety of foods last week? How did you do it?”
Food Cards and Materials for MyPyramid Food Group Participant Activity (Activities 4 and 6)

Food cards are used in activities 4 and 6. It is most helpful for participants who are learning English if the cards have the names of the foods printed on the pictures. We recommend the following photo card sets:


California Department of Education. *Fresh Fruit and Vegetable Photo Cards*. 001650. Set of 140 photo cards that include names in English and in Spanish on the front and nutrient analysis and other information on the reverse side. To order, contact the California Department of Education at 1-800-995-4099 or access their Educational Resources Catalog at http://www.cde.ca.gov/re/pn/rc/

MyPyramid Food Group Participant Activity:

- If you use a magnetized white board (dry erase board), place magnets on the backs of the food cards.
- If you use an overhead projector to display MyPyramid on the white board, prepare an overhead transparency with the outline of MyPyramid.
- If you use the laminated MyPyramid full-size poster, place dots or strips of Velcro® on the poster and on the backs of food cards.

MyPyramid Posters (Activities 4, 6, and 7)

*MyPyramid Posters*: We recommend laminating the MyPyramid full-size poster, so it will last longer. Also, you can use dry erase markers to write on the laminated poster, then erase the markings and reuse the poster. MyPyramid mini-posters are used as handouts.

To order the MyPyramid full-size posters and mini-posters, go to http://www.mypyramid.gov/global_nav/order.html. The mini-poster may be downloaded for free at the same web page.
**Simply Good Eating Food Stickers** (Activities 4 and 6)

University of Minnesota Extension. *Simply Good Eating Food Stickers*. Item MI-07777 (self-adhesive) or MI-07739 (gummed, or “lick-and-stick”). Food stickers (88 stickers per sheet) provide 230 color drawings of different foods, and include common American foods plus foods commonly eaten in various cultures. Produced 2002. Available from The Extension Store online at [http://shop.extension.umn.edu/](http://shop.extension.umn.edu/) (and search for 07777 or 07739), or call toll free at 1-800-876-8636.

**Bingo Game Sets, Markers, and Prizes** (Activity 5)

We recommend the following Bingo game sets:


You will also need markers and simple prizes. For markers, we recommend using dried beans, plastic chips, or pieces of paper. We also recommend having simple prizes available for winners and, if possible, for all participants. The Produce for Better Health Foundation is one source of items that make informative, fun, and topical prizes:

*Produce for Better Health Foundation. Catalog*. Promotional items make particularly good prizes and may be found online at [http://www.pbhcatalog.com/acatalog/Promotional.html](http://www.pbhcatalog.com/acatalog/Promotional.html)

**Simply Good Eating Recipe Cards, Volumes 1 and 2** (Activity 7)


Handout 1: “Variety Vocabulary List”

Handout 2: “Find Someone Who…”

Handout 3: “Eat a Variety of Foods Every Day!” (blank)

Handout 4: “Eat a Variety of Foods Every Day!” (completed)

Handout 5: “Plan a Meal with Variety”

Handout 6: “Variety: Review and Writing Practice”
    (for ELL teacher)
**VARIETY VOCABULARY LIST**

**body building** – making muscles strong

Example: Meat and beans are **body building** foods.

**disease** – an illness or sickness

Example: Diabetes is a **disease**.

**energy** – the power to be active

Example: Eating breakfast gives children the **energy** to study at school.

**nutrients** – healthy things that the body gets from food; vitamins and minerals

Example: Vitamins A and C are important **nutrients** for good health.

**nutrition** – food or drink, and what the body gets from it

Example: Good **nutrition** keeps us strong and healthy.

**prevent** – to stop

Example: Washing your hands **prevents** the spread of germs.

**protect** – to keep safe

Example: Eating fruits and vegetables helps **protect** you from illness.

**variety** – a group or collection of different things

Example: I have a **variety** of fruits in my bag: apples, oranges, and bananas.
FIND SOMEONE WHO...

Find someone who matches each of the following items. Use each person’s name at least once.

1. Eats chicken at least once a week
2. Likes broccoli
3. Eats fruit every day
4. Likes to drink buttermilk
5. Drinks milk before going to bed
6. Eats something in the morning
7. Eats rice every day
8. Eats lamb meat once a week
9. Drinks tea in the morning
10. Does not eat meat
FIND SOMEONE WHO...

1. Likes pizza
2. Likes tacos
3. Likes mushrooms
4. Likes spicy food
5. Eats a banana 3 times a week
6. Likes tofu
7. Likes soy sauce
8. Has eaten camel meat
9. Likes lemons
10. Drinks coffee
11. Likes pizza
12. Likes soy sauce
13. Likes tacos
14. Likes spicy food
15. Eats a banana 3 times a week
16. Likes tofu
17. Likes soy sauce
18. Has eaten camel meat
19. Likes lemons
20. Drinks coffee
EAT A VARIETY OF FOODS EVERY DAY!

Choose foods from all three groups at each meal.

Energy Foods

Body Building Foods

Protective Foods
EAT A VARIETY OF FOODS EVERY DAY!

- Energy Foods
- Body Building Foods
- Protective Foods

Choose foods from all three groups at each meal.
PLAN A MEAL WITH VARIETY
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. It is a good idea to plan meals ahead of time if we want to eat a variety of foods.

2. Eating for variety means eating different kinds of foods from the different food groups every day.

3. To stay healthy, we should eat grains, vegetables, fruits, dairy products, and meat or beans every day.

4. These foods give us energy, keep our muscles strong, and help protect our bodies.

5. We can get more variety by adding vegetables to rice and pasta dishes.
1. It is a good idea to plan meals ahead of time if we want to eat a variety of foods.

2. Eating for variety means eating different kinds of foods from the different food groups every day.

3. To stay healthy, we should eat grains, vegetables, fruits, dairy products, and meat or beans every day.

4. These foods give us energy, keep our muscles strong, and help protect our bodies.

5. We can get more variety by adding vegetables to rice and pasta dishes.
Simply Good Eating
for English Language Learners

Beverages
**Behavioral Goal:** Participants will reduce their consumption of high-sugar beverages.

**Vocabulary List**

- beverage
- cavity
- decay
- juice
- nutrients
- vitamins and minerals

**Teaching Vocabulary**

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

**Objectives**

Participants will be able to:

- Define the word “beverage”
- Make informed decisions about the beverages they drink by identifying the amount of sugar and the number of nutrients in them
- Identify appropriate beverage portion sizes
Before You Start: Review the concepts from your last lesson.

Activity 1: Why Should I Care about Sugar?

Purpose: To familiarize participants with common problems from consuming too much sugar

Needed from kit: Materials: Baby bottle tooth decay picture, 1-lb. body fat model, baby bottle, and sippy cup

Estimated time: 10 minutes

Activity 2: Where Is the Sugar?

Purpose: To enable participants to identify how much sugar they consume in their beverages

Needed from kit: Handout: “Sugar Chart” (double-sided and then cut up)

Materials: Enlarged beverage label with the “carbohydrate” and “sugar” listings highlighted; food model of a serving size of juice; sugar; clear plastic container; teaspoons; paper cups; empty cans, containers, and labels from a variety of beverages that participants drink, including various sizes of some beverages

Estimated time: 25 minutes

Activity 3: Where Are the Nutrients?

Purpose: To enable participants to identify which beverages have more nutrients

Needed from kit: Materials: Enlarged beverage label; empty cans, containers, and labels from a variety of beverages that participants drink, including various sizes of some beverages; headers: “Most Nutrients (3+)”, “Some Nutrients (1-2),” and “No Nutrients (0)”; display board or felt board (optional)

Estimated time: 10 minutes
Activity 4: Cooking

Purpose: To sample healthy alternative beverages

Needed from kit: *Simply Good Eating Recipe Cards*, Homemade Soda Pop recipe

Suggested recipes: Orange Smoothie, Hot Chocolate Mix, Homemade Soda Pop

---

**Beverages Kit Contents**

*Handouts*
- “Sugar Chart” (double-sided and then cut up)
- “Beverages Vocabulary List” (distribute at end of lesson)
- “Beverages: Review and Writing Practice” (for ELL teacher)

*Materials to Gather (see Materials section)*
- Baby bottle tooth decay picture
- 1-lb. body fat model
- Baby bottle
- Sippy cup
- Enlarged beverage label with the “carbohydrate” and “sugar” listings highlighted
- Food model of a serving size of juice
- Sugar
- Clear plastic container
- Teaspoons
- Paper cups
- Empty cans, containers, and labels from a variety of beverages that participants drink, including various sizes of some beverages
- Headers: “Most Nutrients (3+),” “Some Nutrients (1-2),” “No Nutrients (0)”
- Display board or felt board (optional)
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
- Homemade Soda Pop recipe
Background

The Beverages lesson focuses on how much sugar is found in common beverages. According to a report of the 2005 Dietary Guidelines Advisory Committee, people who consume food or beverages high in added sugars tend to consume more calories and fewer micro-nutrients than those who do not. Excess sugar intake can also lead to tooth decay. The combination of sugar and acid in soda pop is especially damaging to teeth. Moreover, high sugar consumption can lead to obesity, which is a risk factor for diabetes and other chronic diseases. You may be asked if sugar causes diabetes. It does not. However, it may contribute to the disease if a person consumes too many Calories and becomes overweight and/or does not get enough physical activity.

This lesson enables participants to estimate their actual sugar intake from beverages. The goal is to have participants reduce their intake of high-sugar beverages and drink water more often. Juice, milk, and tea may often be good substitutes. However, excess consumption of these beverages, especially juice by children, can lead to many of the same problems as drinking too many high-sugar beverages.

Participants may want definitive guidelines on how much added sugar can safely be consumed. Be aware that there is no Daily Value Limit established for the Nutrition Facts label, because there is no consensus on the optimal (or best) intake for added sugars. Some organizations have tried to define this limit. For example, the World Health Organization (WHO) recommends limiting added sugar to less than 10 percent of our total Calories each day. If we were to apply the WHO’s recommendation to a 2000 Calorie diet, the limit would be 50 grams of added sugar per day. Other organizations have recommended a limit of 40 grams per day. The Dietary Reference Intakes (DRI), or the Recommended Dietary Allowances, recommends limiting added sugar to no more than 25 percent of total Calories each day. In any case, we want to encourage participants to decrease their consumption of sugared beverages. This is consistent with the Dietary Guidelines for Americans, especially when there is a risk of obesity.

References:


Activity 1

Why Should I Care about Sugar?

Needed from Kit
Materials:
- Baby bottle tooth decay picture
- 1-lb. body fat model
- Baby bottle
- Sippy cup

1. Introduction
Ask participants, “What do you know about sugar? Do you think you eat very much? Is sugar good or bad?” Give participants a chance to discuss these questions. Explain that sometimes we are not aware of the amount of sugar we eat or that sugar might cause a problem.

2. Discussion
Show participants the baby bottle tooth decay picture and the 1-lb. body fat model. Explain that too much sugar can lead to tooth decay and becoming overweight. Eating or drinking too much sugar also keeps us from eating other foods that give us more nutrients.

Place the baby bottle and sippy cup on the table. Explain, “For young children, sugary foods in bottles and sippy cups can hurt teeth. Use bottles only for formula or water. Never give children bottles or sippy cups when they are lying down to rest or sleep, and never let children carry bottles or sippy cups for a long time while sucking on them. When children and adults drink sugary beverages all day long, it coats the teeth with sugar. If it becomes a habit, it can cause tooth decay.”

Also tell participants, “People who drink high-sugar beverages often get more Calories. This puts them at risk for becoming overweight. If a person is concerned about weight, it is a good idea to eat and drink fewer sugary foods and beverages.”

3. Summary
Tell participants, “Sugar tastes good. However, too much of a good thing can be a problem. Next, we will learn about sugary beverages and how much sugar is in them.”
Activity 2
Where Is the Sugar?

Needed from Kit
Handout:
  o “Sugar Chart” (double-sided and then cut up)

Materials:
  o Enlarged beverage label with the “carbohydrate” and “sugar” listings highlighted
  o Food model of a serving size of juice
  o Sugar
  o Clear plastic container
  o Teaspoons
  o Paper cups
  o Empty cans, containers, and labels from a variety of beverages that participants drink, including various sizes of some beverages

Preparation
Make double-sided copies of the “Sugar Chart” handout. Then cut up the copies, so everyone will have a small, pocket-sized reference.

1. Introduction
Show the enlarged beverage label. Explain what the Nutrition Facts label is used for and where to find it on a beverage container. Point out where sugar is listed on the label (under carbohydrates), the serving size, and servings per container. Discuss the meaning of “serving size” and “servings per container” so participants understand. Show an example of a serving size of juice (food model).

2. Demonstration
Pass out the small, pocket-sized references you made from the handout “Sugar Chart.” Demonstrate and explain to participants that 4 grams of sugar is equal to 1 teaspoon. Together, look at a sample beverage container. Ask participants, “How many grams of sugar per serving are there?” Then help participants calculate how many teaspoons of sugar are contained in one serving. Participants may use the handout or do the math in their heads to calculate the number of teaspoons. Together, measure the correct amount of sugar into a clear plastic container.

3. Participant Activity
a. Pass out the beverage containers and labels. Ask participants to choose their favorite beverages, if possible. Give everyone a paper cup and teaspoon. Help participants find the word “sugar” on their beverage labels and the number of grams of sugar. Then tell them to refer to their “Sugar Chart” to calculate how many teaspoons of sugar are in their drinks. Ask participants to measure the amount of sugar found in their drinks into cups. Remind them that a beverage container may have more than one serving and that the amount of sugar listed on the label is for one serving only. Encourage participants to look at the amounts of sugar on other labels when they are done.
b. After measuring the sugar content for one beverage, ask participants to measure the amount of sugar for all the beverages they would drink in a day. If they have a child and time allows, ask them to measure the amount of sugar for the beverages their child would drink in a day. Remind them to include the juice the child drinks. Point out, “While juice does contain vitamin C, usually only 6 ounces of juice a day is needed to get the 100% Daily Value. [Remind them what a serving of juice is by showing the juice food model.] When a child drinks much more than that, it is really just adding more sugar.”

c. Ask, “Does anyone drink coffee or tea?” If anyone does, ask “How many cups do you usually drink every day?” Ask those participants who responded to measure the amount of sugar they would put in one cup of tea or coffee. Next, ask them to measure the amount for an entire day. Help them do the math, if needed.

4. **Call to Action**
   Ask participants, “What did you find out today? Do you think you drink a lot of sugar? Do your children drink a lot of sugar?” After discussing how much sugar participants consume, ask, “Do you want to make any changes in the next week? What are they?” Remind participants, “Too many sugary drinks, including juice, can harm our teeth, keep us from eating healthier foods, and give us too many Calories that make us gain weight.”

**Activity 3**

**Where Are the Nutrients?**

**Needed from Kit**

**Materials:**
- Enlarged beverage label
- Empty cans, containers, and labels from a variety of beverages that participants drink, including various sizes of some beverages
- Headers: “Most Nutrients (3+)”, “Some Nutrients (1-2)”, and “No Nutrients (0)”
- Display board or felt board (optional)

**Preparation**
Arrange the headers “No Nutrients (0),” “Some Nutrients (1 or 2),” and “Most Nutrients (3+)” on a display board, felt board, or table so everyone can see them.

1. **Introduction**
   Ask participants, “Do drinks contain other things besides sugar? What are they?” After participants have responded, say, “Yes, some beverages contain only sugar, but some also contain other nutrients, such as vitamin C or protein. Let’s look at the label poster to see the amount of sugar and other nutrients in the beverage.”
2. **Participant Activity**
Display the enlarged beverage label you used in Activity 2. Pass out a beverage container or label to each participant. Ask participants to look at their labels, and direct their attention to the nutrients protein, vitamin A, vitamin C, and calcium. Explain, “These are the nutrients that you will use to decide if your drink has No Nutrients, Some Nutrients, or the Most Nutrients. If your drink contains one or two of these nutrients, we say it has Some Nutrients. If it contains three or more of these nutrients, we say it has the Most Nutrients.” Use the enlarged beverage label as an example. Place it in the correct category, using the headers.

Ask participants to put their beverages in the correct category. The following is a guide:

- All sodas are placed in the No Nutrient category. Some participants may believe that unlimited amounts of diet sodas are okay. Placing all sodas in the No Nutrient category will help to get rid of this myth.
- Juices are placed in the Some Nutrients category. Recall the juice discussion in Activity 2.
- Milk is placed in the Most Nutrients category.
- Water is an essential nutrient. Although water usually does not contain any vitamins or minerals, our body needs it the most of any nutrient. Therefore, we suggest that it belongs in the Most Nutrients category.

3. **Summary**
Ask participants what they learned. Help them summarize their own findings. Conclude by saying, “The things we drink can make a difference in our health. Try to limit the number of sugary beverages you drink every day. Drink more water, and drink beverages that have more nutrients.”

### Activity 4

**Cooking**

**Needed from Kit**

**Materials:**
- Suggested recipes from *Simply Good Eating Recipe Cards*: Orange Smoothie, Hot Chocolate Mix
- Additional recipe (see Materials section): Homemade Soda Pop

**1. Introduction**

Explain, “Drinking large amounts of sugary beverages can fill us up and keep us from eating nutritious foods. Today we are going to make a beverage that not only tastes good but has ingredients that will give our body some of the vitamins and minerals it needs for health.”
2. **Food Preparation**
   a. Have all participants (including yourself) wash their hands.
   
   b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods.
   
   c. If this recipe requires that participants prepare more than one of the same thing, such as the Orange Smoothie, have participants work in teams to prepare small batches so that everyone has a chance to participate.
   
   d. While participants are cooking, assist as needed.

3. **Summary**
   Ask, “Do you think this drink has Some Nutrients or the Most Nutrients? How does it compare to the other beverages we looked at? Would you make it at home? Why or why not?” After discussion, conclude with, “Remember, it is not only what we eat but the things we drink that are important for our bodies. Try to pay more attention to the things you drink this week.”

---

**Suggestions for Follow-up and Review**

1. Leave “Beverages: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Ask participants to look at labels of other products, such as breakfast cereals, during the week to see how much sugar they contain. Have them report back what they found.

3. Ask, “How many of you drink coffee or tea every day? Have you cut back on the amount of sugar you put in it since our last lesson?”

4. Ask, “How many of you cut down on sugary beverages since we met? What did you drink instead?”
Materials

**Baby Bottle Tooth Decay Picture (Activity 1)**

For pictures of baby bottle tooth decay that can be printed in color, refer to:
American Dental Association. *Early Childhood Tooth Decay (Baby Bottle Tooth Decay).*
Online: [http://www.ada.org/public/topics/decay_childhood.asp](http://www.ada.org/public/topics/decay_childhood.asp) [accessed December 8, 2006].

For black and white pictures of baby bottle tooth decay, refer to: North Carolina Dental Society. *Baby Bottle Decay.* Online: [http://www.ncdental.org/oraltips.html#Bottle](http://www.ncdental.org/oraltips.html#Bottle) [accessed December 8, 2006].

**Body Fat Model (Activity 1)**

NASCO. *Life/form® Fat Replicas.* To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at [http://www.enasco.com](http://www.enasco.com).

**Enlarged Beverage Label (Activities 2 and 3)**

A sample orange juice label, which may be enlarged and used in this lesson, is found in *Simply Good Eating for Health*:

University of Minnesota Extension. *Simply Good Eating for Health.*

**Food Model of a Serving Size of Juice (Activity 2)**

NASCO. *Life/form® Food Replicas and Models.* To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at [http://www.enasco.com](http://www.enasco.com).

**Empty Beverage Cans, Containers, and Labels (Activities 2 and 3)**

When gathering empty cans, containers, and labels, choose beverages that participants drink. Examples include Tang®, tamarind juice, sports drinks, 100% juice boxes, Healthy Pleasures®, iced coffee, guava drink, Kool-Aid®, iced tea, diet sodas, regular sodas, juice drink boxes, and orange juice. Include different sizes for some of the beverages, so participants can see the different number of servings.
Headers (Activity 3)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velo®. The titles for the headers are:

- Most Nutrients (3+)
- Some Nutrients (1-2)
- No Nutrients (0)

Homemade Soda Pop Recipe (Activity 4)

Mix sparkling water with 100% fruit juice, adjusting proportions to taste. You may also use 100% fruit juice concentrate and substitute sparkling water for regular water.

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)


Handouts

Handout 1: “Beverages Vocabulary List”

Handout 2: “Sugar Chart” (double-sided, for cutting up into pocket-sized references)

Handout 3: “Beverages: Review and Writing Practice” (for ELL teacher)
beverage – any drink
   Example: Milk is my favorite beverage.

cavity – a bad tooth, a hole in a tooth
   Example: I think I have a cavity because my tooth hurts.

decay – holes, rot, or damage to teeth
   Example: Sugar in candy can cause tooth decay.

juice – the natural liquid squeezed from fruits or vegetables;
   a kind of beverage
   Example: Would you like a glass of orange juice?

nutrients – healthy things that the body gets from food;
   vitamins and minerals
   Example: Vitamins A and C are important nutrients for good health.

vitamins and minerals – healthy things that are found in foods and
   needed for a healthy body
   Example: Nutrition labels list some of the vitamins and minerals in foods.
To create a small, pocket-sized reference for participants, print or copy the following two pages back to back. Then cut the double-sided handout along the dotted lines.
<table>
<thead>
<tr>
<th>Grams</th>
<th>Teaspoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>52</td>
<td>13</td>
</tr>
<tr>
<td>56</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grams</th>
<th>Teaspoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>52</td>
<td>13</td>
</tr>
<tr>
<td>56</td>
<td>14</td>
</tr>
</tbody>
</table>
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Read the labels to find out how much sugar fruit drinks contain.

2. Water is the best beverage for your body.

3. Too many sugary drinks make children full and keep them from eating the healthy foods they need to grow.

4. When we drink a lot of soda pop and sugary drinks, we risk damaging our teeth and becoming overweight.

5. How much sugar do you have every day when you add sugar to coffee and tea?
1. Read the labels to find out how much sugar fruit drinks contain.

2. Water is the best beverage for your body.

3. Too many sugary drinks make children full and keep them from eating the healthy foods they need to grow.

4. When we drink a lot of soda pop and sugary drinks, we risk damaging our teeth and becoming overweight.

5. How much sugar do you have every day when you add sugar to coffee and tea?
Simply Good Eating
for English Language Learners

Fats
**Behavioral Goal:** Participants will make healthier fat choices and choose lower-fat cooking methods.

**Vocabulary List**
- artery
- clogged
- fat
- heart attack
- heart disease
- high-fat
- low-fat
- stroke

**Cooking with Less Fat Activity**
- bake
- boil
- broil
- fry
- grill
- steam
- stir-fry

**Teaching Vocabulary**

- a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

- b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

- c. Pass out copies of the Vocabulary List at the end of the lesson.

- d. Encourage the ELL teacher to review the Vocabulary List later.

**Objectives**
Participants will be able to:
- Define the word “fat”
- List at least one reason why too much dietary fat can be harmful to our bodies
- Identify at least one type of fat to substitute for a less healthy fat
- Select at least one lower-fat cooking method
Before You Start: Review the concepts from your last lesson.

Activity 1: The Good and the Bad of Fat
Purpose: To introduce participants to the concept of fat, its purpose, and its potential hazards
Needed from kit: Materials: Heart model and/or artery model, 1-lb. body fat model
Estimated time: 10 minutes

Activity 2: Choosing Healthy Fat
Purpose: To enable participants to distinguish between different types of fat and choose healthier types of fat
Needed from kit: Educator Reference: “Fats Chart”
Handout: “Choosing Healthy Fat”
Materials: Headers: “Not So Good Fat,” “Good Fat,” “Best Fat,” and “No Fat”; display board or felt board (optional); fat product samples or labels; a non-stick pan; overhead transparency of the handout “Choosing Healthy Fat”
Estimated time: 20 minutes

Activity 3: Cooking with Less Fat
Purpose: To provide participants with alternative cooking methods to lower the fat in their diets
Needed from kit: Handouts: “Looking at Food Labels,” “Ways to Cook Vocabulary List,” “Ways to Cook” (double-sided)
Materials: Pictures of four potato products used in the handout “Looking at Food Labels”: baked potato, mashed potatoes, French fries, and potato chips
Estimated time: 20 minutes
Activity 4: Cooking

Purpose: To provide participants the opportunity to use lower-fat food preparation techniques

Needed from kit: *Simply Good Eating Recipe Cards*, Low-fat Potato Salad recipe

Suggested recipes: Oven French Fries, Crispy Baked Chicken, Low-fat Potato Salad

---

Fats Kit Contents

*Educator Reference*
- “Fats Chart”

*Handouts*
- “Choosing Healthy Fat”
- “Looking at Food Labels”
- “Ways to Cook Vocabulary List”
- “Ways to Cook” (double-sided)
- “Fats Vocabulary List” (distribute at end of lesson)
- “Fats: Review and Writing Practice” (for ELL teacher)

*Materials to Gather (see Materials section)*
- Heart model and/or artery model
- 1-lb. body fat model
- Headers: “No Fat,” “Good Fat,” “Best Fat,” “Not So Good Fat”
- Display board or felt board (optional)
- Fat product samples or labels
- Non-stick pan
- Overhead transparency of “Choosing Healthy Fat” handout
- Pictures of baked potato, mashed potatoes, French fries, and potato chips
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
- Low-fat Potato Salad recipe
Research has demonstrated that a high-fat, Western-style diet contributes to obesity, heart disease, cancer, and diabetes. As immigrants become accustomed to life in the United States, their diets often decrease in fiber and increase in fat. The relatively rapid development of chronic diseases among new immigrants appears to reflect their vulnerability to the effects of rapid dietary and lifestyle changes. For this reason, teaching newcomers early in their American experience about the risks associated with high-fat diets may allow them to choose better foods for their long-term health. Learning to identify different kinds of fat and low-fat preparation techniques will help to offset the pressures of consuming high-fat deli salads, fried foods, and baked goods.

Avoid getting bogged down in the technical language of fats and heart disease. Instead, focus on the practical language of what to eat. The difficulty of identifying trans-fatty acids and their chemistry will only confuse most participants. It is not as important for people to be able to recite a list of monounsaturated fats as it is to know that olive oil is better to use than lard, “mono” is better than “saturated,” and less is better than more. Finally, when teaching about choosing healthy fats, it is important to point out that even a good fat should be used sparingly (a little bit).

When people decrease the fat in their diets, they often miss the flavor from the fat. Providing ideas on how to use spices and herbs for flavor can be helpful. Refer to the Spices lesson for activity ideas.
Activity 1
The Good and the Bad of Fat

Needed from Kit
Materials:
- Heart model and/or artery model
- 1-lb. body fat model

1. Introduction
Ask participants, “What does ‘fat’ mean to you?” Give participants time to respond. You may get some of the following responses:

- Meat
- Butter
- It tastes good
- It fills you up
- It is in good food
- It is useful in cooking
- It can be expensive (such as olive oil and high-fat meat cuts) or inexpensive (such as vegetable oil, potted meats, etc.)

Note: If you did not do “Activity 2: Risk Game” from the Variety lesson, you could insert the activity here. The diseases listed in that activity have a fat and/or obesity connection.

2. Discussion
a. Ask, “How is fat good for us? How is it harmful?” During the discussion, be sure to point out the following:

- Fat is necessary for our bodies and gives us the energy we need.
- Fat is necessary for the rapidly growing infant and young child.
- Fat is important when food is limited. It is a great source of energy. However, in the United States, most Americans usually don’t go long periods of time without food, and our diets are often too high in fat. In this country, we usually see the bad effects of too much fat.

b. Using a heart or artery model, show the relationship between fat intake and heart disease. Explain, “Blood goes through the arteries to bring nutrients and oxygen to the body. If an artery to the heart gets blocked, this is called a heart attack. If an artery to the brain gets blocked, it is called a stroke.”

c. Pass around a 1-pound model of human fat. Explain that, because the fat we eat has so much energy, too much of it can make us gain too much weight when the extra energy is not used or exercised off. The extra weight looks like the model.
Tell participants, “In many poor countries, being overweight is a sign of having money or being healthy. But, being overweight can cause many health problems. There are two important things to remember. With all fats, less is best, and some fats are healthier than others.”

Activity 2
Choosing Healthy Fat

Needed from Kit
Educator Reference:
- “Fats Chart”

Handout:
- “Choosing Healthy Fat”

Materials:
- Headers: “Not So Good Fat,” “Good Fat,” “Best Fat,” and “No Fat”
- Display board or felt board (optional)
- Fat product samples or labels
- Non-stick pan
- Overhead transparency of the handout “Choosing Healthy Fat”

Preparation
Arrange the headers “Not So Good Fat,” “Good Fat,” “Best Fat,” and “No Fat” on a display board, felt board, or table so everyone can see them.

1. Introduction
Explain that there are different kinds of fat. Some are better than others when it comes to preventing heart disease and clogged arteries. Repeat, “With all fats, less is best.”

2. Participant Activity
a. Pass out fat products or labels from fat products. Ask participants, one by one or in groups, to put the products into the correct categories, using the headers. If you color coded the headers, be sure to explain the colors to participants. Ask them to say the name of each fat product and how they might use it.

b. After everyone has a turn, ask if anyone would change any of the product placements. Participants will probably make some mistakes. Let them know you do not expect them to put all the products in the correct categories. Then make corrections and explain why.

Note: Refer to the educator reference “Fats Chart” at the end of the lesson for correct category placement.
c. Next, pass out copies of the handout “Choosing Healthy Fat.” Have an overhead transparency of the handout so participants can follow along, or draw the four columns from the handout on a white board. As you say the name of the product a participant just classified, write the word in the correct column on the overhead transparency or on the board. Start with the Not So Good Fats. Allow time for participants to copy the word on their handouts. This gives them practice writing, and the handout can be used as a reference tool later.

d. This topic often produces a great deal of discussion, especially around food preparation. If at all possible, allow enough time to do at least part of Activity 3. You may need to explain now:

- Not So Good Fat is more “artery clogging” than some of the Good Fat and Best Fat.
- Name-brand fats are not always better than generic fats.
- Show how to use a non-stick spray. For many participants, this is an unfamiliar product.
- When cooking with a non-stick pan, you can use little or no fat. (Show participants a non-stick pan, and explain how to use it.)
- Cholesterol is only in animal products. The only products discussed in this activity that contain cholesterol are butter and ghee. All other products come from plants.

Note: If possible, avoid getting into discussions about HDL, LDL, etc. It usually confuses people.

3. Summary
Tell participants, “It is healthier to use smaller amounts of the Not So Good Fats and to use more of the Best Fats or Good Fats. However, the goal is to use less of all kinds of oils and fats and to cook using No Fats.”

Activity 3
Cooking with Less Fat

Needed from Kit
Handouts:
- “Looking at Food Labels”
- “Ways to Cook Vocabulary List”
- “Ways to Cook” (double-sided)

Materials:
- Pictures of four potato products used in the handout “Looking at Food Labels”: baked potato, mashed potatoes, French fries, and potato chips
1. **Participant Activity**

*Looking at Food Labels*

a. Hold up pictures of a baked potato, mashed potatoes, French fries, and potato chips. Ask participants to put them in order from the least amount of fat to the most fat. (They are in the correct order above.) Avoid correcting mistakes at this time.

b. Pass out the handout “Looking at Food Labels.” Call participants’ attention to the “Total Fat” listing on the labels and the % Daily Value for fat. Ask them to write the name of each kind of potato next to the pie chart that shows its correct % Daily Value for fat. Explain, “The bigger the gray area, the more fat the product contains.” Discuss participants’ answers, pointing out the correct responses in the process.

**Note:** In the handout “Looking at Food Labels,” we use potato foods and serving sizes that are common, not the recommended servings or the healthiest versions. The small baked potato is plain, with no butter or salt added, but the ½ cup of mashed potatoes (homemade) has whole milk and butter added. We have found that participants often choose the larger 2.5-ounce bag, which is used for the handout, not the 1-ounce bags that sometimes come with sandwich meals. Also, we use fast food information for the 5-ounce French fries, which is the typical “medium” or “regular” serving at fast food restaurants.

c. Now ask participants if they want to rearrange any of the pictures they had put in order before. Allow participants time to correct each other, if necessary.

d. Ask, “Were you surprised by anything? What can cooking do to our food?” After participants have responded to these questions, conclude with, “The ways we cook foods can change the fat content. Let’s learn more.”

*Looking at Cooking Methods*

a. Distribute the handout “Ways to Cook Vocabulary List.” Review each method. When you are looking at the pictures, you may need to explain the words “over” and “under” (needed for grilling and broiling). While reviewing each cooking method, ask, “What kinds of foods, especially traditional foods, would you make using this cooking method?” Participants’ responses will help you understand their individual family food practices. Now tell participants to put away the handout, because you are going to check that they understand the name and the meaning of each cooking method.

b. Distribute the handout “Ways to Cook.” Ask participants to work alone or in pairs. Say, “Draw a line from the cooking word to the correct picture.” If time is short, you could assign two terms to each pair of participants. After participants have completed the handout, ask them to report their answers. Note that there are more than two ways to cook with lower fat. When discussing each method, ask, “Does this add fat or not?” Be sure to correct any misconceptions.
c. Ask participants to turn over the “Ways to Cook” handout and complete the fill-in-the-blank activity. Ask for volunteers to report back. If necessary, review the cooking methods that add little fat.

2. Call to Action
Tell participants, “For our health, we should try to use cooking methods that add little or no fat.” Ask participants to decide on one change they will make in their eating habits, based on what they learned. If time allows, ask them to report their plan to a partner or write it down.

Activity 4
Cooking

Needed from Kit
Materials:
- Suggested recipes from Simply Good Eating Recipe Cards: Oven French Fries, Crispy Baked Chicken
- Additional recipe: Low-fat Potato Salad

1. Introduction
Say, “Sometimes lowering the fat in our diet means making little changes that make a big difference. Today we are going to follow a recipe that helps us make some of those changes.”

2. Food Preparation
   a. Have all participants (including yourself) wash their hands.

   b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. Highlight how the ingredients and/or cooking methods lower the fat in the dish.

   c. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to chop meat and/or brown meat, one to grate cheese, one to open cans and cartons, one to arrange tables and paper products, and one to clean up.

   d. While participants are cooking, assist as needed.

3. Summary
Ask, “What are some steps we can take to lower the fat in our cooking? Which ones did we use today? What are some other changes you can make to lower the fat in your diet? I encourage you to try making these changes. It may take a little time to get used to them, but after awhile, you won’t even notice that there is less fat.”
Suggestions for Follow-up and Review

1. Leave “Fats: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. If time is short, leave the handout “Ways to Cook” with the ELL teacher. The teacher can have participants complete it and practice reading their sentences aloud.

3. Ask participants to look at the different fats and oils in the grocery store and see which ones fit the categories of Not So Good Fat, Good Fat, and Best Fat. Have them report back what they found.

4. At the beginning of the next lesson, ask participants: “Did you change any of the cooking fats you used last week? Did you use the same amounts as before? Did you change the way you cooked at all?”

5. Spices can help replace the flavor that is lost when the fat is reduced. Leave the Spices lesson with the ELL teacher to do as a short lesson. Include the handouts and the samples of herbs, spices, and seasonings.
# FATS CHART

For educator’s reference only

<table>
<thead>
<tr>
<th>Not So Good Fat</th>
<th>Good Fat</th>
<th>Best Fat</th>
<th>No Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lard</td>
<td>Sesame Oil</td>
<td>Olive Oil</td>
<td>Non-stick Spray</td>
</tr>
<tr>
<td>Ghee</td>
<td>Corn Oil</td>
<td>Canola Oil</td>
<td></td>
</tr>
<tr>
<td>Coconut Oil</td>
<td>Most Vegetable Oils</td>
<td>Peanut Oil</td>
<td></td>
</tr>
<tr>
<td>(although</td>
<td>Light Vegetable Oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>metabolized</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>differently in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from other Not So Good Fats)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td>Margarine or Spread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stick Margarine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Not So Good Fat is “saturated fat”—**

Contained in highest amounts in animal fats such as butter or the fat on meat. The hardest fat at room temperature. In scientific terms, it is a fatty acid, with all carbons saturated with a hydrogen atom. While trans fat is not technically a saturated fat, it is considered a Not So Good Fat.

**Good Fat is “polyunsaturated fat”—**

Contained in highest amounts in vegetable fats and oils. Soft or liquid at room temperature. In scientific terms, this fatty acid lacks at least four hydrogen atoms.

**Best Fat is “monounsaturated fat”—**

Contained in highest amounts in vegetable fats and oils. Often soft or liquid at room temperature. In scientific terms, this fatty acid lacks two hydrogen atoms.

**No Fat—**

Contains no fat.

Heart and Artery Models (Activity 1)

NASCO. Artery Model or Occluded Artery Model (artery passage clogged with plaque). To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

Body Fat Model (Activity 1)

NASCO. Life/form® Fat Replicas. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

Headers (Activity 2)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers are:

- Not So Good Fat
- Good Fat
- Best Fat
- No Fat

It is easiest for participants to understand if you put the headers on colored paper to resemble traffic signs: Red means “stop” (Not So Good Fat); yellow means “caution” (Good Fat); green means “go” (Best Fat); and blue means there is No Fat.

Fat Product Samples or Labels (Activity 2)

Use samples (to show to participants, not for taste testing) or labels for the following fat products. Gather both generic and name-brand examples:

- Tub vegetable oil spread (with “no trans fat” label)
- Stick margarine
- Butter
- Olive oil
- Canola oil
- Sesame oil
- Ghee
- Non-stick cooking spray
- Coconut oil
- Lard
- Corn oil
- Peanut oil
- Shortening
See the educator reference “Fats Chart” for correct placement of the fat products into the categories of Not So Good Fat, Good Fat, Best Fat, and No Fat.

**Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)**


**Low-fat Potato Salad Recipe (Activity 4)**

The Low-fat Potato Salad recipe may be found in M. J. Smith. *Diabetic Low-Fat and No-Fat Meals in Minutes*. Minneapolis: Chronimed Publishing, 1996.
Handout 1: “Fats Vocabulary List”

Handout 2: “Ways to Cook Vocabulary List”

Handout 3: “Choosing Healthy Fat”

Handout 4: “Looking at Food Labels”

Handout 5: “Ways to Cook” (double-sided)

Handout 6: “Fats: Review and Writing Practice”
   (for ELL teacher)
**artery** – a tube that carries blood from the heart to other parts of the body (plural: arteries)
Example: A blocked artery may damage your heart.

**clogged** – the way an artery is blocked so blood cannot move easily
Example: A clogged artery can cause a stroke.

**fat** – an oily product found in some plant seeds and animal tissues
Example: Peanut oil is a fat that comes from peanuts.

**heart attack** – a serious condition where the heart suddenly stops or beats irregularly
Example: He was in the hospital after his heart attack.

**heart disease** – a problem that happens when the heart gets weak; can lead to a heart attack or stroke
Example: Grandma takes medicine for her heart disease.

**high-fat** – with a lot of fat; can describe a food or way of cooking
Example: Bacon is a high-fat food.

**low-fat** – with only a little fat; can describe a food or a way of cooking
Example: Steaming is a low-fat way of cooking.

**stroke** – the blocking of an artery in the brain
Example: After the stroke, she could not move the left side of her body.
WAYS TO COOK VOCABULARY LIST

**bake** – to cook with dry heat, usually in the oven; when meat is put in the oven it is called “roasting”

**boil** – to cook in hot liquid with lots of bubbles

**broil** – to cook under direct heat

**fry** – to cook in a lot of hot fat

**grill** – to cook over hot coals or other direct heat

**steam** – to cook over boiling water, but not in the water

**stir-fry** – to cook in a small amount of fat over high heat while stirring food all the time
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No fat</td>
<td></td>
</tr>
<tr>
<td>Best fat</td>
<td></td>
</tr>
<tr>
<td>Good fat</td>
<td></td>
</tr>
<tr>
<td>Not so good fat</td>
<td></td>
</tr>
</tbody>
</table>
### Nutrition Facts

**baked potato**
- Serving Size: 1 small potato, 5 oz. (140g)
- Calories: 130
- Calories from Fat: 0%
- Total Fat: 0g
- Saturated Fat: 0g
- Trans Fat: 0g
- Cholesterol: 0mg
- Sodium: 14mg
- Total Carbohydrate: 29g
- Dietary Fiber: 3g
- Sugars: 2g
- Protein: 3g

**potato chips**
- Serving Size: 2.5 oz. (70g)
- Calories: 380
- Calories from Fat: 40%
- Total Fat: 26g
- Saturated Fat: 8g
- Trans Fat: 0g
- Cholesterol: 0mg
- Sodium: 368mg
- Total Carbohydrate: 35g
- Dietary Fiber: 3g
- Sugars: 0g
- Protein: 5g

**French fries**
- Serving Size: 5 oz. (134g)
- Calories: 430
- Calories from Fat: 35%
- Total Fat: 23g
- Saturated Fat: 5g
- Trans Fat: 6g
- Cholesterol: 0mg
- Sodium: 260mg
- Total Carbohydrate: 50g
- Dietary Fiber: 5g
- Sugars: 1g
- Protein: 5g

**mashed potatoes**
- Serving Size: 1/2 cup (105g)
- Calories: 120
- Calories from Fat: 8%
- Total Fat: 5g
- Saturated Fat: 2g
- Trans Fat: 0g
- Cholesterol: 0mg
- Sodium: 333mg
- Total Carbohydrate: 18g
- Dietary Fiber: 5g
- Sugars: 2g
- Protein: 2g

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

Write the name of each type of potato next to the pie chart that shows its correct % daily value for total fat:

- **A**: [Pie chart]
- **B**: [Pie chart]
- **C**: [Pie chart]
- **D**: [Pie chart]

WAYS TO COOK

➤ Draw a line from the cooking word to the picture.

broil

grill

bake

fry

stir-fry

steam

boil
copyright © 2009 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.

Fats Handout 5
Using these words, fill in the 3 blanks below.

bake  boil  broil  fry  grill  steam  stir-fry

1) Write two ways to cook with lower fat.

_________________________ and ________________________

2) Write one way to cook with higher fat.

_________________________
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Use olive oil, canola oil, or peanut oil instead of butter, margarine, or animal fat.
2. Eating foods with too much unhealthy fat can harm our heart.
3. To get less fat in your diet, try baking meat instead of frying it.
4. When you cook with a non-stick pan, you don’t need to use oil.
5. We can gain weight easily if we eat too many high-fat foods.
1. Use olive oil, canola oil, or peanut oil instead of butter, margarine, or animal fat.
2. Eating foods with too much unhealthy fat can harm our heart.
3. To get less fat in your diet, try baking meat instead of frying it.
4. When you cook with a non-stick pan, you don’t need to use oil.
5. We can gain weight easily if we eat too many high-fat foods.
Simply Good Eating
for English Language Learners

Spices
**Behavioral Goal:** Participants will use herbs and spices to season new foods in order to limit the fat and salt used for flavoring.

**Vocabulary List**
- flavor
- herb
- sodium
- spice

**Teaching Vocabulary**

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

**Objectives**
Participants will be able to:
- Use the English name for herbs and spices so they can be easily located in the store
- Identify seasonings that are high in sodium
- Cook with herbs and spices in at least one new way
Before You Start: Review the concepts from your last lesson.

Activity 1: What Is This Spice Called?

Purpose: To expose participants to the English words for herbs and spices, to their processed forms, and to potential uses for unfamiliar herbs and spices

Needed from kit: Handouts: “Know Your Herbs and Spices,” “Cooking with Herbs and Spices”

Materials: Samples of herbs and spices listed on the handout, each labeled with its English name and a number; containers of seasoning blends without salt and seasoning blends with salt; Spices poster

Estimated time: 20 minutes

Activity 2: Cooking

Purpose: To allow participants to sample the flavors of new dishes using familiar herbs and spices or try new herbs and spices

Needed from kit: Simply Good Eating Recipe Cards, Low-fat Chicken and Sausage Jambalaya recipe, Noodle-Salmon Salad recipe

Suggested recipes: Low-fat Chicken and Sausage Jambalaya, Baked Fish and Vegetables, Noodle-Salmon Salad, Skillet Lasagna

Spices Kit Contents

Handouts
- “Know Your Herbs and Spices”
- “Cooking with Herbs and Spices”
- “Spices Vocabulary List” (distribute at end of lesson)
- “Spices: Review and Writing Practice (for ELL teacher)"

Materials to Gather (see Materials section)
- Samples of herbs and spices listed on the handout “Know Your Herbs and Spices,” each labeled with its English name and a number
- Containers of seasoning blends without salt and seasoning blends with salt
- Spices poster
- Simply Good Eating Recipe Cards, Volumes 1 and 2
- Low-fat Chicken and Sausage Jambalaya recipe
- Noodle-Salmon Salad recipe
People all over the world use a wide variety of herbs and spices to flavor their food. When immigrants come to the United States, most of them continue to use the same seasonings in the same recipes that their families have used for generations. Non-European immigrants, in particular, tend to use a lot of seasoning on their foods. They also tend to buy their herbs and spices whole and grind or chop them at home when they are ready to cook, which is one reason why immigrants may not recognize spices in powdered or dried leaf form at the store. While spices such as cinnamon and herbs such as fresh basil or cilantro are easy to find in the United States, some herbs and spices are not used by the majority of Americans. These may be more difficult to find, especially if immigrants do not know the English names.

This short lesson will give participants the English words for the herbs and spices they now use. It will also introduce the use of new herbs and spices as well as new uses for familiar ones. In our experience, participants would like to make “American” foods but are unsure how to season them. Finally, we would like to encourage the use of herbs and spices to reduce the amount of fat and sodium used in cooking. That is why this lesson is designed to be used after teaching the Fats lesson.

If you are unfamiliar with the foods, herbs, and spices used by the participants in your class, we encourage you to explore ethnic grocery stores, if possible.
Activity 1
What Is This Spice Called?

Needed from Kit
Handouts:
- “Know Your Herbs and Spices”
- “Cooking with Herbs and Spices”

Materials:
- Samples of herbs and spices listed on the handout, each labeled with its English name and a number
- Containers of seasoning blends without salt and seasoning blends with salt
- Spices poster

Preparation
We recommend copying the handouts back to back. Then participants will have the English names of herbs and spices and suggestions for using them on one sheet of paper, for later reference.

1. Introduction
Ask participants, “In your own language, can you say the names of some of the herbs and spices you use in cooking? Do you know their names in English? Is it easy to find those herbs and spices in stores in the United States? In this lesson, we are going to talk about using herbs and spices to flavor food.”

2. Participant Activity
a. Herbs and Spices: On a table, place the vials or plastic bags of herbs and spices, each labeled with its English name and a number (e.g., “1 – cinnamon”). Pass out the handout with the side for “Know Your Herbs and Spices” facing up. Invite participants to come and smell the herbs and spices. Ask them to find the name of each herb or spice on the handout and write down its correct number. Ask participants to also write down the name of each herb or spice in their first language if they know it. Allow time for discussion after participants have smelled the herbs and spices and filled in the handout.

b. Seasoning Blends without Salt: Now display the seasoning blends without added salt. Explain, “Many stores sell herb and spice blends like these. ‘Blend’ means ‘mix.’ These blends are many herbs and spices mixed together. Have you ever bought something like this?”

c. Seasoning Blends with Salt:
1) Display the seasoning blends with added salt. Allow participants time to smell them. Ask, “Have you seen any of these at the store? Have you ever
bought them? These are examples of herb and spice blends made with a lot of sodium added to the herbs and spices. What is ‘sodium’? [Reply: Sodium is a part of salt.] Too much sodium can be harmful, especially for people with heart problems or high blood pressure. Some examples of herb and spice blends with extra sodium are seasoned salt, fish seasoning, garlic salt, and pepper blends.”

2) Show participants where to look for the sodium content on the ingredient label. Ask teams of participants to check the other containers for the sodium content and report their findings to the class.

3) After participants have reported on the sodium content of the containers, add, “There are other flavorings we add to foods that are also high in sodium. Some examples are MSG, soy sauce, and fish sauce. It is especially important for people with heart problems or high blood pressure to avoid high-sodium foods. Using herbs and spices is a good alternative.”

d. Using Spices: Show participants the Spices poster. You can have participants turn over their handout and look at “Cooking with Herbs and Spices.” It explains the uses for some common herbs and spices. Ask participants how they have used these herbs and spices and if there are any herbs and spices they have wondered about. Italian cooking, in particular, will be new for many participants and also something they may be interested in. Explain, “Cooking with herbs and spices helps us cut back the amount of fat and sodium we use in cooking, because herbs and spices add flavor to lower-fat, lower-sodium foods.”

3. Summary
Ask participants, “It tastes good to use herbs and spices that bring memories of home and family. Did you learn the English names today for any herbs or spices you already use? When you use the English words, it will be easier to find them in the store. Also, it may be easier to find powdered or dried herbs and spices. Are there any new herbs or spices you would like to try in your cooking? Remember, you can cut back the amount of sodium and fat you add to your cooking by using herbs and spices. This will be good for you and your family.”

Activity 2
Cooking

Needed from Kit
- Suggested recipes from Simply Good Eating Recipe Cards: Skillet Lasagna, Baked Fish and Vegetables
- Additional recipes: Low-fat Chicken and Sausage Jambalaya, Noodle-Salmon Salad
1. **Introduction**
   Look at today’s recipe together. Ask participants if they are familiar with the herbs and spices they will be using and review the herbs and spices if needed.

2. **Food Preparation**
   a. Have all participants (including yourself) wash their hands.
   
   b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods.
   
   c. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to chop meat and/or brown meat, one to grate cheese, one to open cans and cartons, one to arrange tables and paper products and one to clean up.
   
   d. While participants are cooking, assist as needed.

2. **Summary**
   Ask participants, “Did you enjoy today’s recipe? Are there other herbs or spices you might add to change the flavor of the recipe? Often the herbs or spices used in a recipe can add to the flavor of the dish and give it just the right taste. Keep trying new foods and using herbs and spices in new ways.”

---

**Suggestions for Follow-up and Review**

1. Leave “Spices: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Leave the Spices poster with the ELL teacher. Have the teacher ask participants, “Have you tried a new herb or spice recently? Can you come up and point to it? Tell us the name in English. How did you use it?”
Sample Herbs, Spices, and Seasoning Blends (Activity 1)

Gather a variety of herbs and spices listed on the handouts, seasoning blends without salt, and seasoning blends with salt. Note that you will need a sample of each of the herbs and spices listed on the handout “Know Your Herbs and Spices.” We have found that using vials or small plastic bags for the herbs and spices works well. You will also need to label each vial or bag with the English name of the herb or spice and a number. (During the activity, participants will record the number next to the name of the herb or spice on the handout “Know Your Herbs and Spices.”) Make sure that the containers of seasoning blends have labels, so participants can compare the sodium content of the different blends.

Spices Poster (Activity 1)


Low-fat Chicken and Sausage Jambalaya (Activity 2)

This recipe may be found in Bridgeen Deery and Wendy Devenish, compilers. *Cajun & Creole Cooking*. New York: Crescent Books, 1992.

Noodle-Salmon Salad (Activity 2)

This recipe may be found in Betty Crocker. *Betty Crocker’s Good & Easy Cookbook*. New York: Macmillan USA, 1996.

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 2)


Handout 1: “Spices Vocabulary List”

Handout 2: “Know Your Herbs and Spices”

Handout 3: “Cooking with Herbs and Spices”

Handout 4: “Spices: Review and Writing Practice”  
(for ELL teacher)
flavor – taste; to give taste to food
   Example: I like the flavor of cinnamon added to my tea.

herb – a leaf of a plant used to give more flavor to food
   Example: My mother grew an herb called basil in her garden.

sodium – a part of salt
   Example: Soy sauce is very high in sodium.

spice – a part of a plant used to give extra flavor to food
   Example: Pepper is a spice used by many people.
## KNOW YOUR HERBS AND SPICES

<table>
<thead>
<tr>
<th>Name in English</th>
<th>Number</th>
<th>Name in your first language</th>
</tr>
</thead>
<tbody>
<tr>
<td>basil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cardamom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chili powder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cumin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>curry powder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ginger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>garlic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oregano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pepper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thyme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cloves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cinnamon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cilantro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mint</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Copyright © 2009 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.

Spices Handout 2
### COOKING WITH HERBS AND SPICES

<table>
<thead>
<tr>
<th>Cooking with spices</th>
<th>Spices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egg herbs</td>
<td>basil, dill weed (leaves), garlic, parsley</td>
</tr>
<tr>
<td>Fish herbs</td>
<td>basil, bay leaf (crumbled), French tarragon, lemon thyme, parsley, dill</td>
</tr>
<tr>
<td>Meat herbs</td>
<td>chili powder, cumi, curry powder, marjoram, nutmeg, oregano, parsley,</td>
</tr>
<tr>
<td></td>
<td>pepper, safe, savory, thyme</td>
</tr>
<tr>
<td>Chicken herbs</td>
<td>marjoram, sage</td>
</tr>
<tr>
<td>Salad herbs</td>
<td>basil, parsley, French tarragon</td>
</tr>
<tr>
<td>Tomato Sauce herbs</td>
<td>basil, bay leaf, marjoram, oregano, parsley, celery leaves, cloves</td>
</tr>
<tr>
<td>Vegetable herbs</td>
<td>allspice, basil, caraway seed, chives, parsley, mustard seed, oregano,</td>
</tr>
<tr>
<td></td>
<td>savory, thyme</td>
</tr>
<tr>
<td>Italian blend</td>
<td>basil, marjoram, oregano, rosemary sage, savory, thyme</td>
</tr>
<tr>
<td>Barbecue blend</td>
<td>cumin, garlic, hot pepper, oregano</td>
</tr>
</tbody>
</table>

3 teaspoons fresh herb = 1 teaspoon dried herb

Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Add herbs and spices to your cooking for more flavor.
2. By using herbs and spices you can cook with less oil and less salt.
3. Avoid buying spice blends that contain a lot of salt.
4. Check the label on the containers of spice blends for sodium.
5. Instead of using three teaspoons of the fresh herb, you can use one teaspoon of the dried herb.
1. Add herbs and spices to your cooking for more flavor.

2. By using herbs and spices you can cook with less oil and less salt.

3. Avoid buying spice blends that contain a lot of salt.

4. Check the label on the containers of spice blends for sodium.

5. Instead of using three teaspoons of the fresh herb, you can use one teaspoon of the dried herb.
Simply Good Eating
for English Language Learners

Snacks
Behavioral Goal: Participants will increase their consumption of nutritious snacks, decrease their consumption of high-sugar and/or high-fat snacks, and avoid snacks that may cause choking in young children.

Vocabulary List

- choking hazard
- everyday
- hazard
- snack
- sometimes
- unhealthy
- weight gain

Objectives

Participants will be able to:

- Identify a nutritious snack to eat every day
- Identify a snack to eat sometimes
- Identify a new food product that could be used as a healthy snack
- Identify foods that are choking hazards for young children
- Describe the difference in fat content of various kinds of milk
Before You Start: Review the concepts from your last lesson.

Activity 1: Everyday and Sometimes Snacks
Purpose: To increase participants’ awareness of healthy snacks, which may be eaten every day, and unhealthy snacks, which should be eaten sometimes
Needed from kit: Educator Reference: “Snacks Classification Sheet”
Handout: “Snacks”
Materials: 1-lb. body fat model, headers: “Everyday Snacks” and “Sometimes Snacks,” common snacks (food labels, packages, Dairy Council food cards, and/or Fresh Fruit and Vegetable Photo Cards) with colored sticker dots attached on the back, felt board or display board (optional)
Estimated time: 20 minutes

Activity 2: The Fat in Milk
Purpose: To enable participants to understand the fat content of different kinds of milk and choose the milk that is healthiest for them and their children
Needed from kit: Materials: Milk jug caps, handmade milk fat models
Estimated time: 5 minutes

Activity 3: Choking Hazards
Purpose: To enable participants to identify and avoid choking hazards for their young children
Needed from kit: Educator Reference: “Choking Hazards Chart”
Materials: Choking hazards, including foods (plastic food models, food labels, or actual food items) and non-food items, placed in a grocery bag; safe alternatives to common choking hazards (actual food items or pictures), if possible
Estimated time: 15 minutes
Activity 4: Cooking

**Purpose:** To give participants the opportunity to prepare healthier snacks

**Needed from kit:** *Simply Good Eating Recipe Cards*, Trail Mix recipe

**Suggested recipes:** Fruity Breakfast Parfait, Bean Dip & Baked Tortilla Chips, Trail Mix

---

**Snacks Kit Contents**

**Educator References**
- “Snacks Classification Sheet”
- “Choking Hazards Chart”

**Handouts**
- “Snacks”
- “Snacks Vocabulary List” (distribute at end of lesson)
- “Snacks Review and Writing Practice” (for ELL teacher)

**Materials to Gather (see Materials section)**
- 1-lb. body fat model
- Headers: “Everyday Snacks” and “Sometimes Snacks”
- Common snacks (food labels, packages, Dairy Council food cards, or *Fresh Fruit and Vegetable Photo Cards*) with colored sticker dots attached on the back
- Felt board or display board (optional)
- Milk jug caps (with different colors for different amounts of fat)
- Handmade milk fat models
- Choking hazards, including foods (plastic food models, food labels, or actual food items) and non-food items, placed in a grocery bag
- Safe alternatives to common choking hazards (actual food items or pictures), if possible
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
- Trail Mix recipe
Eating snacks can be a healthy practice or an unhealthy practice depending on the choices participants make:

- **Healthy**: Nutritious snacks can be a helpful part of daily eating habits because they help a person maintain energy, consume a variety of foods, and avoid feeling hungry between meals or overeating at meals.

- **Unhealthy**: Too many snacks or the wrong kinds of snacks can cause weight gain or become an unhealthy habit. They can make a person feel too full and then unable to eat a well-balanced meal.

Therefore, it is important to make wise snack choices.

In general, children benefit the most from snacks. Because of their small stomachs and relatively high energy needs, children may need one or two small snacks during the day to keep them going between meals. However, too large of a snack or the wrong choice of snack foods may be more harmful than helpful. Parents need to make conscious decisions about their children’s snacks and understand which foods are safe for small children and which foods can cause choking.

We have found that the issue of snacking is new to many immigrants. Snacks, including sweets, may have been eaten in their birth countries, but probably not often. In the United States, snack foods, especially unhealthy ones, are available wherever you go. Snack foods are found not only at grocery stores, where they are displayed in easy-to-see places, but also in vending machines at schools and workplaces, at gas stations, and even at children’s sporting events. Moreover, families often eat when they are hungry, and parents may not wish to refuse their children a snack when they ask for one. For these reasons and many more, it is important to give participants correct information and more ideas about snacking.


Activity 1
Everyday and Sometimes Snacks

Needed from Kit
Educator Reference:
  o “Snacks Clasification Sheet”

Handout:
  o “Snacks”

Materials:
  o 1-lb. body fat model
  o Headers: “Everyday Snacks” and “Sometimes Snacks”
  o Common snacks (food labels, packages, Dairy Council food cards, or Fresh Fruit and Vegetable Photo Cards) with colored sticker dots attached on the back
  o Display board or felt board (optional)

Preparation
Arrange the headers “Everyday Snacks” and “Sometimes Snacks” on a display board, felt board, or table so everyone can see them.

1. Introduction
   a. Ask participants questions to get them thinking about their snacking behavior. For example, ask, “What is a snack? Do you eat snacks? Which foods do you eat as snacks? How many times a day do you eat a snack? Why do you snack? What about your child? Are their snacks different than yours?”
   
   b. Emphasize that snacks can be helpful or harmful by saying, “Snacks are foods eaten between meals to help us keep our energy up during the day. Snacks can be especially important for children. But we must take care when choosing snacks, so we do not eat them instead of balanced meals. We also want them to contribute variety to our diet. Too much snacking can easily lead to weight gain (make you fatter).” You may wish to show participants the 1-lb. body fat model.
   
   c. Then explain to participants, “We see a lot of TV advertisements for snacks. Cashiers give children snacks in stores, and even teachers at school give snacks. We see a lot of people eating snacks. But it does not mean that all snacks are healthy.”

2. Participant Activity
   a. Tell participants that they are going to put snacks into two categories, “Everyday Snacks” and “Sometimes Snacks,” using the headers. Explain, “Everyday Snacks are healthy choices. Everyday Snacks can be eaten daily. Sometimes Snacks are
not as healthy, because they contain few nutrients and are usually high in fat and/or sugar. Sometimes Snacks should be eaten at special times but not every day.”

b. Give each participant a snack food card, label, or package. Ask participants to say the names of their snacks and place each snack in the correct category, using the headers, based on whether they think the snack is healthy or not healthy. When a participant places a food in a category, ask who has eaten the food, especially if you think it may be unfamiliar. Stop sometimes and ask the group whether they agree with all the choices made so far. Make changes, as needed. Continue going through the rest of the foods.

c. After categorizing the foods, pass out the handout “Snacks.” First, ask participants to write down the Everyday Snacks they would choose for themselves or their children. Then ask them to write down the Sometimes Snacks that are important to them. Emphasize that older children and adults do not need to eat snacks every day, especially if the family eats regular meals. Finally, ask each participant to choose one new healthy snack to try that week. Encourage them to share their choices with the class.

d. Describe the roles of parent and child: “Parents are responsible for offering the Everyday Snacks (healthy foods) to their children at planned times when they are hungry. Snacks can be an important part of the variety needed in a child’s diet. We can offer Sometimes Snacks at special times but not every day. Generally, it is not a good idea to use food to reward your child.”

Note: If participants are showing a lot of interest in feeding young children, you may wish to do activities from the Your Growing Child lesson at the next class.

3. Summary
Remind participants, “Snacks can be used to give quick energy, to satisfy hunger, to eat a variety of foods, and to avoid overeating at mealtime because we are too hungry. Snacks can be important for young children but are not necessary for older children and adults if regular meals are eaten. When we eat snacks, remember to choose Everyday Snacks more often and Sometimes Snacks only at special times.”

Activity 2
The Fat in Milk

Needed from Kit
Materials:
- Milk jug caps (with different colors for different amounts of fat)
- Handmade milk fat models
1. **Introduction**
   Since low-fat milk is an Everyday Snack and whole milk is a Sometimes Snack, this activity builds on information that participants learned in Activity 1. Ask participants, “Why do you think whole milk is a Sometimes Snack not an Everyday Snack?” If necessary, add, “Milk can be a big source of fat in our diet because many of us drink it every day in order to get the calcium we need. Let’s look at the difference in fat content of the different kinds of milk.”

2. **Demonstration**
   a. Ask for a volunteer to name the different kinds of milk. You may want to show the milk jug caps as a cue. Most people know the milk by the color of the cap or label.

   b. Show participants the four fat jars you prepared. Explain, “These four jars have different amounts of fat in them because the four different kinds of milk have different amounts of fat. The fat content in each jar is the amount of fat from 28 glasses of milk. This is the amount of milk that we would drink in two weeks if we drank two cups a day. The only difference in the four kinds of milk is the fat content.” Be sure to show the milk jug cap that matches each fat jar.

   c. Explain that only children under two years of age need to drink whole milk. Everyone else should drink skim milk, unless advised otherwise by their doctor.

   d. Point out that different kinds of milk taste different. Explain that it takes time to get used to lower-fat milk. Suggest that if participants drink whole milk, they should try 2%; if they drink 2%, they should try 1%; and if they drink 1%, they should try skim milk.

3. **Summary**
   Conclude by saying, “If you drink high-fat milk, the fat adds up over time. But by choosing low-fat or skim milk instead, you get a healthy Everyday Snack.”

**Activity 3**

**Choking Hazards**

**Note:** If many participants are parents of children under two years of age and you have time, you may want to do this activity along with “Activity 2: Ages and Stages” in the Your Growing Child lesson.

**Needed from Kit**

Educator Reference:
- “Choking Hazards Chart”
Materials:
- Choking hazards, including foods (plastic food models, food labels, or actual food items) and non-food items, placed in a grocery bag
- Safe alternatives to common choking hazards (actual food items or pictures), if possible

1. **Introduction**
   Explain, “Many foods, including many snacks, can cause choking in children four years old and younger. Have you ever seen a child choking? What did the child choke on? How did you feel?” After participants have discussed their experiences, explain that the purpose of this activity is to help parents and caregivers recognize and avoid possible choking situations. Point out that young children can choke on food or other small objects in the house.

2. **Participant Activity**
   Pass the grocery bag to the first participant. Ask the participant to reach in and take out one item without looking. Then have the participant show the item to everyone and say whether it could be a choking hazard. Continue to pass around the bag and repeat with each participant, discussing each item. If possible, suggest and show safe alternatives, using actual food items or pictures.

3. **Summary**
   With help from participants, review the specific food and non-food items that are choking hazards, such as balloons, white bread, nuts, popcorn, hot dogs, chips, etc. Explain the importance of providing safe food to prevent choking.

**Activity 4**

**Cooking**

**Needed from Kit**

Materials:
- Suggested recipes from *Simply Good Eating Recipe Cards*: Fruity Breakfast Parfait, Bean Dip & Baked Tortilla Chips
- Additional recipe (see Materials section): Trail Mix

1. **Introduction**
   Explain, “Sometimes we eat the same snacks over and over because they are easy and we haven’t thought about other choices. Some choices are good, such as the Everyday Snacks, while others really should be used as special Sometimes Snacks. Today we are going to prepare an Everyday Snack.”

2. **Food Preparation**
   a. Have all participants (including yourself) wash their hands.
b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to grate cheese, one to open cans and cartons, one to arrange table and paper products, and one to clean up.

c. While participants are cooking, assist as needed.

3. **Summary**
Tell participants, “Now you know the ingredients we used in this snack. What did we do today to make the recipe an Everyday Snack? [Examples: Tortilla chips are baked not fried and served with bean dip not nacho cheese sauce, or only a small amount of candy is added to the trail mix.] In many ways, snacks are like meals. We need to plan them to make sure we are getting the variety and nutrients we need. This week, try to pay a little more attention to the snacks you eat.”

---

### Suggestions for Follow-up and Review

1. Leave “Snacks: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use within the next few days.

2. Ask, “Did anyone make changes in their snacking habits this past week?” Ask for some examples.

3. Ask, “Did anyone try a different kind of milk this past week?”

4. Some classes have snacks and/or snack breaks. Have the ELL teacher discuss with participants any changes they may want to make, such as the type of snacks brought in, use of vending machines, etc.

5. Ask, “Did you see any choking hazards in your home this past week? What were they? What did you do?”
Snacks Classification Sheet
For educator’s reference only

“Everyday” Examples

- Applesauce
- Banana
- Berries (strawberries, blueberries, etc.)
- Burrito, Bean
- Carrots
- Cheese, especially Low-fat (in both categories because people watching fat should not eat it every day)
- Chips, Baked Tortilla & Salsa (emphasize “baked”)
- Cottage Cheese, Low-fat
- Crackers, Soda (such as Saltines®) and Graham
- Dried Fruits (dates, raisins, apricots, etc.)
- Egg, hard-boiled
- Juice, Vegetable and 100% Fruit
- Kiwi
- Meat, Lean Cuts
- Milk, Plain or Flavored, Low-fat (except for children under two)
- Peaches
- Pita Bread
- Pretzels
- Pudding (made with milk)
- Rice, including Spanish Rice
- Sandwiches: Meat (especially lean cuts) and Peanut Butter & Jelly
- Tamarind
- Yogurt, Low-fat with Fruit

“Sometimes” Examples

- Cake
- Candy, including Hard
- Cheese (especially for people who need to watch fat)
- Chips
- Chocolate Candy
- Cookies
- Crackers, High-fat
- Doughnut
- Egg Roll
- Fruit Rollup, Fruit Snacks
- Ice Cream, including Low-fat
- Milk, Whole (“Everyday” for children under two)
- Muffin
- Pastry
- Pie
- Samosa
- Soda Pop
### Choking Hazards Chart

*For educator’s reference only*

<table>
<thead>
<tr>
<th>Choking Hazard (children four years old and younger)</th>
<th>Risks and Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bananas</td>
<td>Cut in rounds can block air flow if they slide down whole. Slice lengthwise.</td>
</tr>
<tr>
<td>Bread, white</td>
<td>Easily wadded up and it becomes hard to chew. Toast is a better option.</td>
</tr>
<tr>
<td>Candy, hard</td>
<td>Easily slides down the throat when a child may not be ready. Don’t give to a child.</td>
</tr>
<tr>
<td>Carrots, raw</td>
<td>Small pieces are easily swallowed without being chewed. Slice lengthwise.</td>
</tr>
<tr>
<td>Carrots, cooked</td>
<td>Cut in rounds can block air flow if they slide down whole. Cut lengthwise.</td>
</tr>
<tr>
<td>Celery</td>
<td>The strings are difficult to chew. Don’t give to a child.</td>
</tr>
<tr>
<td>Cereal in a bottle</td>
<td>Bottles are for liquids only. This doesn’t help a child learn to use his or her tongue and teeth. Don’t feed cereal in a bottle to a child.</td>
</tr>
<tr>
<td>Chips</td>
<td>Small pieces get caught in little throats. Don’t give to a child.</td>
</tr>
<tr>
<td>Grapes</td>
<td>Round and easily swallowed whole. Don’t give to a child.</td>
</tr>
<tr>
<td>Hot dogs</td>
<td>Round slices can get stuck in the throat. Slice lengthwise.</td>
</tr>
<tr>
<td>Marshmallows</td>
<td>Sticky and hard to chew. Don’t give to a child.</td>
</tr>
<tr>
<td>Nuts</td>
<td>The small pieces are not chewed and can cause choking. Don’t give to a child.</td>
</tr>
<tr>
<td>Peanut butter</td>
<td>Sticky and hard to chew. Mix with mashed bananas or applesauce or spread thinly on toast or crackers to make it easier to swallow.</td>
</tr>
<tr>
<td>Popcorn</td>
<td>Because it’s so light, it often slides down a child’s throat without being chewed. Don’t give to a child.</td>
</tr>
</tbody>
</table>

Body Fat Model (Activity 1)

NASCO. *Life/form® Fat Replicas*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

Common Snacks with Colored Sticker Dots Attached (Activity 1)

Choose snacks that participants often eat, using packages, food labels, or food cards. Select a variety of “Everyday Snacks” and “Sometimes Snacks.” See the educator reference “Snacks Classification Sheet” for examples.

Before you arrive to teach the class, place colored sticker dots, such as round color-coding labels, on the back of the food cards, food labels, or packages. For example, place green dots on the back of the “Everyday Snacks” and yellow on the back of the “Sometimes Snacks.” This will help those participants who are unsure of the correct answer.

If you choose to use food cards, we recommend the following:


California Department of Education. *Fresh Fruit and Vegetable Photo Cards*. 001650. Set of 140 photo cards that include names in English and in Spanish on the front and nutrient analysis and other information on the reverse side. To order, contact the California Department of Education at 1-800-995-4099 or access their Educational Resources Catalog at http://www.cde.ca.gov/re/pn/rc/

Headers (Activity 1)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers are:

- Everyday Snacks
- Sometimes Snacks
Handmade Milk Fat Models (Activity 2)

For each of the four kinds of milk, prepare a jar of “fat” by pouring hot liquid wax into a jar. Use four clear, heavy plastic jars with lids. The wax in each jar will show participants how much fat is contained in 28 eight-ounce glasses of milk. This is the amount of fat that a person would get by drinking two glasses of milk each day for two weeks. The amount of wax needed to make each model is listed below.

<table>
<thead>
<tr>
<th>Kinds of milk</th>
<th>Add this much hot liquid wax to each plastic jar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole milk</td>
<td>15 tablespoons</td>
</tr>
<tr>
<td>2% milk</td>
<td>9 tablespoons</td>
</tr>
<tr>
<td>1% milk</td>
<td>5 tablespoons</td>
</tr>
<tr>
<td>Skim milk</td>
<td>2½ teaspoons</td>
</tr>
</tbody>
</table>

Choking Hazards (Activity 3)

Gather a variety of choking hazards, including food and non-food items. See the educator reference “Choking Hazards Chart” for suggestions. Put the items in a grocery-type brown paper bag. You may use actual food, plastic food models, or food labels.

If you would like to use plastic food models, we recommend the following:

NASCO. Life/form® Food Replicas. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

Trail Mix Recipe (Activity 4)

Make your own trail mix using: oat rounds cereal (such as Honey Nut Cheerios® and preferably whole grain cereal), raisins (or cranraisins or other dried fruit), shelled walnuts (or other shelled nuts), and stick pretzels.

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)


Handout 1: “Snacks Vocabulary List”

Handout 2: “Snacks”

Handout 3: “Snacks: Review and Writing Practice”
   (for ELL teacher)
choking hazard – something that can get stuck in the throat and cause choking
   Example: Hard candies are a choking hazard for small children.

everyday – daily
   Example: An apple is an everyday snack.

hazard – a danger
   Example: Eating too many high-fat snacks can be a hazard to your health.

snack – food or beverage eaten between meals
   Example: After school I have a snack before playing outside.

sometimes – at special times but not every day
   Example: An ice cream cone is a sometimes snack.

unhealthy – bad for health
   Example: Drinking too much soda can be unhealthy.

weight gain – to become heavier or fatter
   Example: Eating unhealthy food can cause weight gain.
Snack: Food or beverage eaten between meals

Everyday snacks:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Sometimes snacks:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Cut foods in pieces that are small enough so children won’t choke.
2. Save cookies, candy, and doughnuts for special sometimes snacks.
3. Children and adults who eat snacks with a lot of fat or sugar can gain too much weight.
4. Fruits and vegetables make great everyday snacks.
5. Don’t give young children grapes, nuts, popcorn, or plain white bread because these foods can cause choking.
1. Cut foods in pieces that are small enough so children won’t choke.

2. Save cookies, candy, and doughnuts for special sometimes snacks.

3. Children and adults who eat snacks with a lot of fat or sugar can gain too much weight.

4. Fruits and vegetables make great everyday snacks.

5. Don’t give young children grapes, nuts, popcorn, or plain white bread because these foods can cause choking.
Simply Good Eating
for English Language Learners
Your Growing Child
Behavioral Goal: Participants will provide their children with healthy, age-appropriate foods.

Vocabulary List
breastfeeding/nursing
choking hazard
development
formula
fortified
infant
picky
portion/serving/helping
preschooler
toddler

Teaching Vocabulary
a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives
Participants will be able to:
• Recognize the myths about breastfeeding and make informed choices about breastfeeding
• Describe the proper use of juice and milk in the diets of infants and toddlers
• Categorize at least 6 foods into the proper age and method of introduction for an infant
• Summarize the roles of adults and children in feeding
• Determine appropriate portion sizes for children
• Prepare baby food safely
Before You Start: Review the concepts from your last lesson.

Activity 1: What Is Everyone Saying about Breastfeeding?

Purpose: To discuss myths surrounding breastfeeding and help participants find support for breastfeeding.

Needed from kit: Handout: Resources for breastfeeding


Estimated time: 20 minutes

Activity 2: Ages and Stages

Purpose: To enable participants to introduce new foods properly to infants based upon their development and nutritional needs

Needed from kit: Handouts: “Ages and Stages,” “Foods for the First Year”

Materials: Headers: “4-6 months,” “6-8 months,” “8-12 months,” “12-24 months,” and “Avoid”; display board or flannel board (optional); pictures of infants at different developmental stages; NASCO drawings of infants’ stomach sizes at different ages; foods that infants gradually learn to eat and foods to avoid for infants (actual foods, containers, labels, or pictures)

Estimated time: 30 minutes

Activity 3: Too Much of a Good Thing

Purpose: To increase awareness that too much juice or milk can interfere with healthy eating and damage teeth

Needed from kit: Handout: “Sugar Chart” (double-sided and then cut up) from Beverages lesson
Materials: Baby bottle tooth decay picture, baby bottle(s), sippy cup(s), sugar, teaspoons, paper cups, containers and labels from beverages that infants and children drink

Estimated time: 10-15 minutes

Activity 4: Try It! You’ll Like It!

Purpose: To clarify healthy feeding roles for the parent and child

Needed from kit: Handout: “Try It. You’ll Like It.”

Estimated time: 15-20 minutes

Activity 5: Big Food, Little Food

Purpose: To enable parents to develop more reasonable expectations for childrens’ eating habits, especially portion sizes

Needed from kit: Large platter, serving fork and spoon, very large cup or glass (44+ ounces), towel, actual foods or food models, packing peanuts or dog bones, small (child-size) chair (optional), child-size plates, child-size cups, child-size spoons and forks, portion of food for a two-year-old

Estimated time: 10-15 minutes

Activity 6: Cooking

Purpose: To give participants the opportunity to prepare baby food

Needed from kit: Handout: “Making Your Own Baby Food”

Materials: Apples, carrots and/or chicken, potato masher, fork, baby food grinder, empty baby food jar, *Simply Good Eating Recipe Cards*
Your Growing Child Kit Contents

**Handouts**
- Resources for breastfeeding (see Materials section)
- “Ages and Stages”
- “Foods for the First Year”
- “Sugar Chart” (from Beverages lesson)
- “Try It. You’ll Like It.”
- “Making Your Own Baby Food”
- “Your Growing Child Vocabulary List” (distribute at end of lesson)
- “Your Growing Child: Review and Writing Practice” (for ELL teacher)

**Materials to Gather (see Materials section)**
- Pictures of women of different ethnicities who are breastfeeding
- Infant Cues: A Feeding Guide video
- Breastfeeding fotonovela (The Power of Love & Support: A Romantic Breastfeeding Story)
- Headers: “4-6 months,” “6-8 months,” “8-12 months,” “12-24 months,” “Avoid”
- Display board or flannel board (optional)
- Pictures of infants at different developmental stages (cut from magazines)
- NASCO drawings of infants’ stomach sizes
- Foods that infants gradually learn to eat and foods to avoid for infants (actual foods, containers, labels, or pictures)
- Baby bottle tooth decay picture
- Baby bottle(s)
- Sippy cup(s)
- Containers and labels from juices, fruit drinks, milk, and other beverages that infants and children drink
- Sugar
- Teaspoons
- Paper cups
- Large platter
- Serving fork and spoon
- Large cup or glass (44 ounces)
- Towel
- Actual foods or food models
- Packing peanuts or dog bones
- Small (child-size) chair (optional)
- Child-size plates
- Child-size cups
- Child-size spoons and forks
- Portion of food for a two-year-old
- Potato masher
- Fork
- Baby food grinder
- Empty baby food jar
- Simply Good Eating Recipe Cards, Volumes 1 and 2
Background

There is nothing more precious to parents than their children. For this reason, parents often have strong feelings about how they nourish their children. They also have great interest in the topic.

Parents may share an interest in nourishing their children, but customs about feeding babies and children differ greatly from one culture to another and from one family to another. Before you begin the lesson, carefully consider your own values and customs and how they might be different from the customs of your participants. If you begin the lesson by acknowledging that all parents generally share the same first priority—trying to do their best for their babies and young children—the lesson will probably be more successful. Furthermore, you need to be respectful of participants and sensitive to their feelings. Avoid telling them what they should do. Instead, provide information that research has shown to be helpful. Some of this may directly contradict family practices, so be sure to choose your words carefully.

It is also very important that you consider your audience. Does the group contain all parents, or are there participants without children in the class? The answer will help you decide whether this lesson is appropriate for your group. Are there both men and women in the group? The fathers might relate very well to the “Big Food, Little Food” activity. Do the men and/or women in the group follow traditional family roles? If so, the breastfeeding discussion may make some participants feel uncomfortable.

Children need proper nourishment to grow and develop to their genetic potential. According to recent research, nutrition may also have an impact on children’s behavior. For example, children who eat breakfast perform better in school. Generally, parents will have fewer feeding problems with their children when they understand their children’s development, listen to their children, trust their children’s feelings, and pay more attention to the feeding relationship. These issues are addressed in this lesson.

During the first 4-6 months of life, breast milk or iron-fortified formula is all that is needed to meet infants’ nutritional needs. More and more, research shows the benefits of breastfeeding. Breast milk continues to be the standard used for formula ingredients. Although most new immigrants come from cultures where breastfeeding is common, immigrants too often drop this practice. Reasons include mothers working outside the home, formula being regarded as more modern, or a lack of support for breastfeeding within the community.

You can help participants meet these challenges. First, you can help them make a conscious choice about infant feeding. Second, you can provide information on proper feeding, sanitation, and storage practices if they do choose to bottle feed. Before teaching these activities, be sure to gather information on resources for breastfeeding and familiarize yourself with proper techniques for both breastfeeding and bottle feeding.

Between the ages of 4 and 6 months, infants are developmentally ready to move beyond a liquid diet. Gradually, they are able to hold up their heads, have a weaker tongue thrust, and are able to learn how to move food through the mouth to swallow. Feeding solid foods before this age is generally not encouraged and can actually be harmful. Young infants do not have a nutritional need for solid foods, are not developmentally ready for solid foods, and are more likely to choke.
The first solid food recommended for infants is iron-fortified rice cereal. This is a better alternative to plain rice because infants’ iron reserves from pregnancy become depleted at four months. Infants progress from (a) thinned iron-fortified cereal to (b) well-cooked mashed fruits and vegetables to (c) chopped cooked foods to (d) cut-up cooked foods. Generally, fruits and vegetables are introduced first, and tender meats and cooked beans are introduced later, around nine months. Emphasize that these are general guidelines. Each child develops at his/her own rate, and foods should be introduced based on each child’s development, not a chart.

As children grow and develop, both their interest in food and their abilities change. Infants start by being fed and gradually develop the skills to feed themselves, first by hand and then with a spoon. During these changes, parents need to recognize their role in the feeding relationship. Adults are responsible for deciding what, when, and where children eat. Children are responsible for deciding how much and whether or not to eat. Helping parents play out these roles in everyday situations can be very useful and decrease the stress around eating that sometimes occurs for parents and/or children. Most feeding issues are ultimately an imbalance of this feeding relationship, so this topic is very important.

We have seen three common nutrition problems for parents and their children. You can help participants avoid or correct them:

- **Excessive use of juice:** Children do not necessarily need juice. They can get the most valuable nutrients from whole fruits or vegetables. The American Academy of Pediatrics recommends that young children drink no more than ½ cup (4-6 ounces) of fruit juice each day.

- **Portion sizes:** Sometimes parents may not know how much food children need to eat. The general rule for child-size portions is one tablespoon per year of life. However, portion sizes can vary greatly from child to child. This general rule is a good place to start but should not be used to limit the child.

- **Poor choice of snacks:** Children need so much nourishment for their growth and yet usually eat very small portions. Therefore, filling up on non-nutritious snacks can be very harmful, since it interferes with good nutrition. Refer to the Snacks lesson for suggestions on how to help parents choose snacks wisely.

References:


Activity 1
What Is Everyone Saying about Breastfeeding?

Needed from Kit
Handout:
- Resources for breastfeeding (see Materials section)

Materials:
- Pictures of women of different ethnicities who are breastfeeding
- Infant Cues: A Feeding Guide video
- Breastfeeding fotonovela (The Power of Love & Support: A Romantic Breastfeeding Story)

1. Introduction
   If appropriate, show pictures of women of different ethnicities who are breastfeeding. You can also show the video Infant Cues: A Feeding Guide. This video does not have any words and is useful to generate discussion.

2. Discussion

   b. Read aloud the fotonovela The Power of Love & Support: A Romantic Breastfeeding Story. It provides good discussion material for you to address the following myths (untrue beliefs) about breastfeeding:
      - Breast milk alone is not enough.
      - I don’t produce enough milk.
      - Formula is better nutritionally than breast milk.
      - Breastfeeding is more difficult than formula feeding.
      - Breastfeeding is embarrassing.

      You can discuss these points along the way as you read the fotonovela. Alternatively, you may ask the participants to take turns reading, especially if they have higher-level English.

   c. After the discussion, provide participants with information about resources for breastfeeding (e.g., local hospitals, La Leche League, WIC, etc.).
3. **Summary**
Share with participants, “In most parts of the world, breastfeeding is the most common way to feed infants. But, in the United States, breastfeeding is less common and more private. Breastfeeding is the best choice in most situations, but you must make your own decision.”

**Activity 2**

**Ages and Stages**

**Note:** If you have not already done “Activity 3: Choking Hazards” from the **Snacks** lesson and you have time, you may want to do it along with this activity.

**Needed from Kit**

**Handouts:**
- “Ages and Stages”
- “Foods for the First Year”

**Materials:**
- Headers: “4-6 months,” “6-8 months,” “8-12 months,” “12-24 months,” and “Avoid”
- Display board or flannel board (optional)
- Pictures of infants at different developmental stages (cut from magazines)
- NASCO drawings of infants’ stomach sizes
- Foods that infants gradually learn to eat and foods to avoid for infants (actual foods, containers, labels, or pictures)

**Preparation**

Arrange the headers chronologically (“4-6 months,” “6-8 months,” “8-12 months,” and “12-24 months”) on a display board, felt board, or table so everyone can see them. To avoid confusion, save the “Avoid” header until instructed to add it during the Participant Activity.

1. **Introduction**
Introduce the topic by saying, “I would like you all to try to remember what little babies look like and what they do. Today we are going to talk about what babies should eat as they get older. Remember that every baby is different, but we will look at what most babies do and need.”

2. **Participant Activity**
   a. Give participants the pictures of babies at different developmental stages. Ask participants to put the babies pictured in the correct age groups, using the headers. Afterwards, discuss the following developmental changes (with approximate ages during which the changes occur):
• Posture: From lying to holding head up (4-6 months) to sitting (8-10 months)
• Teeth: Growth of teeth (first tooth usually breaks through the gum by 6 months)
• Mouth skills: From sucking to swallowing by pushing things back in mouth (6-8 months) to chewing (8-10 months)
• Finger skills: Fingers become more functional as the hand uses a raking motion (6-8 months) and then a pincer grasp, using the thumb and index finger (8-10 months)
• Stomach size: Use the NASCO drawings

b. Place the additional header—“Avoid”—on the table or board. Pass out actual foods, food containers, labels, or pictures of foods that an infant would gradually learn to eat. Include the cultural foods and the foods for the “Avoid” category that you gathered.

c. Ask participants to put the foods into the appropriate age category, using the headers. When they are finished, ask “Does anyone want to make any changes?” Make any corrections that participants do not make and explain why. Use this opportunity to discuss foods that should be avoided during the first 1-2 years of life.

Note: If needed, you can refer to the handout “Foods for the First Year” for lists of all these groupings. You will pass it out later in this activity.

d. Review the topic by passing out the handout “Ages and Stages.” Ask participants to write the name of at least one food in each category. When they finish, ask them to take turns sharing the name of one food and its category from their handout. Guide the discussion as needed.

e. Give each participant the handout “Foods for the First Year.” Review the stages of food introduction during the first year. Have participants take this chart home as a reference.

Explain, “These ages for introducing foods are general guides for parents. However, each child develops at his or her own rate. Some babies develop faster than the chart shows, and some babies develop slower. Introduce foods based on the child’s development, not a chart. If you have questions, ask a pediatrician (a doctor who takes care of children).”

3. Summary
Conclude by saying, “Our young children are always changing. As parents, it is our job to respond to their changing developmental needs. If we remember this, feeding will be easier and more enjoyable.”
Activity 3  
Too Much of a Good Thing

Needed from Kit
Handout:
  o “Sugar Chart” (double-sided and then cut up) from Beverages lesson

Materials:
  o Baby bottle tooth decay picture
  o Baby bottle(s)
  o Sippy cup(s)
  o Containers and labels from juices, fruit drinks, milk, and other beverages that infants and children drink
  o Sugar
  o Teaspoons
  o Paper cups

Preparation
The Participant Activity uses the handout “Sugar Chart” and instructions from “Activity 2: Where Is the Sugar?” from the Beverages lesson. If you have already used the activity from the Beverages lesson with the group, this activity will be a good review. If you have not already used the activity from the Beverages lesson, make double-sided copies of the handout “Sugar Chart.” Then cut up the copies, so everyone will have a small, pocket-sized reference.

1. Introduction
   a. Ask participants, “Have you ever had a toothache? How did it feel? Did you want to eat?” Show participants the baby bottle tooth decay picture. Explain that decay occurs when sugar is left on the teeth. When teeth are damaged from sugar, children are in pain and cannot eat well.

   b. Place the baby bottle and sippy cup on the table. Demonstrate or explain that by wiping infants’ teeth and brushing children’s teeth, you can prevent pain and damage to teeth. However, if babies are put to bed with a bottle or carry a bottle to sip from all the time, their teeth will become damaged. If babies must go to bed with a bottle, put plain water in it. By one year of age, generally babies are ready to be weaned from a bottle. A sippy cup is a good transition from the bottle to a regular cup. But again, avoid overuse of the sippy cup. Beverages should be consumed at meals or snacks, not sipped on all day long.

2. Participant Activity
Display a variety of infants’ and childrens’ drink containers and labels on the table. Ask participants to choose one and measure out the sugar in a child’s portion.

Note: For details on this participant activity, see “Activity 2: Where Is the Sugar?” in the Beverages lesson.
3. **Summary**
Ask participants, “What have you learned today about giving your child drinks?”
Supplement their responses if necessary. Remind participants, “Until an infant is 4 to 6 months old, beverages—breast milk or formula—supply all the nutrients the baby needs. However, once a baby starts getting teeth, keeping the teeth healthy is an important part of the child’s development. Sugar from beverages damages teeth. Parents can help keep their children healthy by using a bottle properly, using a cup for juice, making healthy beverage choices, and practicing good tooth care.”

**Activity 4**
*Try It! You’ll Like It!*

**Needed from Kit**
Handout:
- “Try It. You’ll Like It.”

**1. Introduction**
a. Ask participants, “Were there foods you didn’t like to eat when you were a child? What were they? Why didn’t you like them? Are there foods that your children do not like? What are they? What do you do or say to get your children to eat foods they don’t like?”

b. Pass out a copy of the handout “Try It. You’ll Like It.” Tell participants that this activity will help them to think about eating from a child’s point of view. Ask participants to work in pairs to write a conversation for the cartoon. Then ask them to share their cartoons.

**2. Participant Activity**
a. Tell participants, “Sometimes there are problems with food because parents and children get confused about what they can control. We will practice a way to remember how to think about parenting around food. It may help you with your children.”

b. On a white board or chalk board make a column for “parent” and a column for “child.” Under the “parent” column, write the words *what*, *when*, and *where*. Under the “child” column, write the words *how much* and *if*. Ask participants to copy on their own paper the columns you made on the board, with the headings and the words under the headings.

c. Discuss the meaning of the two columns, asking participants to put the words into full sentences, either by saying the sentences aloud or by writing them down. They should make sentences like this: “It is the parent’s job to decide *what* foods to offer, *when* to eat, and *where* to eat. It is the child’s job to decide *how much* to eat or *if* s/he will eat.”
3. **Summary**

Say, “Many feeding problems happen because a concerned parent tries to interfere too much with the child. If you spend your energy on offering healthy foods (what), deciding on meal times (when), and finding a pleasant place to eat with your child (where), you will avoid many feeding problems, and eating will become more pleasant.”

**Note:** *This activity is adapted with permission from the “Try It. You’ll Like It.” lesson LifePrints Teacher’s Resource File 1, 1993, New Readers Press, Division of ProLiteracy Worldwide.*

---

**Activity 5**

**Big Food, Little Food**

**Needed from Kit**

**Materials:**

- Large platter
- Serving fork and spoon
- Large cup or glass (44+ ounces)
- Towel
- Actual foods or food models
- Packing peanuts or dog bones
- Small (child-size) chair (optional)
- Child-size plates
- Child-size cups
- Child-size spoons and forks
- Portion of food for a two-year-old

**Preparation**

Set a table with oversized tableware. Use a serving platter as a plate, a large cup or glass (44+ ounces), a serving fork and spoon as utensils, and a towel as a napkin. Fill the plate with food or food models. Be sure to include something that most people don’t eat, such as dog bones or packing peanuts. If possible, put a small chair for the “child” at the table.

**Participant Activity**

a. Explain to participants, “Today we are going to see what eating is like for a child and how we can encourage our children to eat.” Invite participants to come and sit at the table as if they were children. You are the parent. Encourage participants (in the child role) to eat. Make the same kinds of comments as participants might make to their children. You might also assign the parent role to another participant or assign two “parents” for each “child.” Have the “parents” encourage the “children” to eat.
b. To get a discussion going, ask, “How did you feel? What did you notice? Did you enjoy your mealtime?” Participants may begin to discuss the things they do to get their children to eat more food. If this happens, do not judge participants, even if some of their methods may not work well and may actually discourage their children from eating. Instead, help the group to think of better ways to encourage children to eat.

c. Review with participants the correct portion sizes for children. Set the table a second time, using child-size plates, cups, and utensils. Demonstrate a reasonable portion or serving for a two-year-old (2 tablespoons per serving to start).

2. **Summary**

Say, “Children are small. They do not always know how to use plates, cups, spoons, and forks well. There are many foods they have never eaten. Large portions and strange food can discourage them. To help them be successful, keep portions small and include variety at every meal. When you serve the same new food many times, you increase the chance that your child will eat it. For some children, you may have to offer a new food 15 times before they accept it!”

### Activity 6

**Cooking**

#### Needed from Kit

Handout:
- “Making Your Own Baby Food”

Materials:
- Apples, carrots and/or chicken
- Potato masher
- Fork
- Baby food grinder
- Empty baby food jar
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*

#### Preparation

Decide in advance what food(s) for infants you are going to ask participants to make and what tools you will use (baby food grinder, potato masher, and/or fork). Also decide in advance what food(s) for toddlers and preschoolers you are going to ask participants to make and if the children are going to help. If children will be involved, make sure that you have child-appropriate tools available, such as plastic knives for cutting soft fruits and vegetables.

We recommend that you ask participants to choose a snack or meal to prepare for their children. You will need to do this on the class day before you conduct the “Cooking” activity. You can use the *Simply Good Eating Recipe Cards* for ideas. Make sure that the snack or meal you choose:
• Includes variety
• Has child-size portions
• Is easy for children to eat
• Is fun (if possible)

1. **Food Preparation for Infants**
   a. Remind participants, “Babies and small children are the most at risk for getting sick from foodborne illnesses. It is very important to follow safe food preparation steps. Be sure to wash your hands and dishes before starting. Be sure to cook the food correctly and then refrigerate it.” Have all participants (including yourself) wash their hands.

   b. Lay out the apples, carrots and/or chicken to make applesauce, mashed carrots or blended chicken. Steam or boil the food. Pass out the handout “Making Your Own Baby Food,” and ask participants to follow the steps. Ask participants to mash the food using a potato masher, fork, or food grinder, according to the texture appropriate to the infant’s stage of development. Ask, “Is there any salt, sugar, butter, or oil for us to use today?” Explain that these are not necessary. Demonstrate the important food safety steps for this vulnerable infant group. (See the Preparing Safe Food lesson if necessary.)

   c. Ask one participant to measure a baby-size portion into a bowl and to put the rest into an empty baby food jar. Point out that you are not feeding the child directly from the jar for food safety reasons.

2. **Food Preparation for Toddlers and Preschoolers**
   a. If children are in the building and are going to be involved, invite them to come and help prepare part of the meal or snack. This provides an opportunity to discuss ways to involve children in the preparation of food. Have all participants, including the children (and yourself), wash their hands.

   b. Be sure that parents offer appropriate portion sizes and avoid choking hazards. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods.

   c. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to mix ingredients, one to open cans and cartons, one to arrange tables and paper products, and one to clean up. If the children are involved, be sure to give them child-appropriate tasks and tools. For example, children can use plastic knives to cut soft fruits or vegetables.

   d. While participants are cooking, assist as needed. Be sure that parents offer appropriate portion sizes to children and avoid choking hazards.
3. **Review**

   Ask participants, “What did you learn when we cooked the food for infants today? What about for toddlers and preschoolers?”

---

**Suggestions for Follow-up and Review**

1. Leave “Your Growing Child: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Ask participants “Have your family meal times been easier or more enjoyable since last week? Why or why not?”
Pictures of Women of Different Ethnicities Who Are Breastfeeding (Activity 1)


Infant Cues: A Feeding Guide Video (Activity 1)

*Infant Cues: A Feeding Guide*. 10 minutes, VHS. Order from Teleprint Express 220 MLK at Lavaca Austin, TX 78701 Tel: (512) 480-8080; Fax: (512) 480-0478

Breastfeeding Fotonovela (Activity 1)


Resources for Breastfeeding (Activity 1)

Gather information on resources for breastfeeding to share with participants. Examples are local hospitals, a local La Leche League, and WIC offices (for participants in WIC). Learn which resources have interpreters available and pictorial materials or materials in languages other than English. Share this information with participants.

We recommend handing out brochures and/or lists you have put together. For Minnesota-based information, a good place to start is the handout “Baby and Me Handout 4: Breastfeeding Information and Support” from *Simply Good Eating for Moms and Kids*:


Headers (Activity 2)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers are:
- 4-6 months
- 6-8 months
- 8-12 months
- 12-24 months
- Avoid

NASCO drawings of infants’ stomach sizes (Activity 2)

NASCO. *Infant Stomach Models Flip Chart*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at [http://www.enasco.com](http://www.enasco.com)

Foods that Infants Learn to Eat and Foods to Avoid (Activity 2)

When gathering actual foods, containers, labels, or pictures of foods to use in Activity 2, be sure to include cultural foods, such as rice, mashed fresh fruits, tortillas, etc. For the “Avoid” category, include foods such as butter, salt, sugar, egg white, orange juice, sugared cereals, and honey.

Baby Bottle Tooth Decay Picture (Activity 3)

For pictures of baby bottle tooth decay that can be printed in color, refer to: American Dental Association. *Early Childhood Tooth Decay (Baby Bottle Tooth Decay)*. Online: [http://www.ada.org/public/topics/decay_childhood.asp](http://www.ada.org/public/topics/decay_childhood.asp) [accessed December 8, 2006].

For black and white pictures of baby bottle tooth decay, refer to: North Carolina Dental Society. *Baby Bottle Decay*. Online: [http://www.ncdental.org/oraltips.html#Bottle](http://www.ncdental.org/oraltips.html#Bottle) [accessed December 8, 2006].

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 6)


Handout 1: “Your Growing Child Vocabulary List”

Handout 2: “Ages and Stages”

Handout 3: “Foods for the First Year”

Handout 4: “Try It. You’ll Like It.”

Handout 5: “Making Your Own Baby Food”

Handout 6: “Your Growing Child: Review and Writing Practice” (for ELL teacher)
**breastfeeding/nursing** – to feed an infant with milk from the breast
   Example: Breastfeeding is the healthiest choice for an infant.

**choking hazard** – something that can get stuck in the throat and cause choking
   Example: Hard candies are a choking hazard for small children.

**development** – the process of growing and changing
   Example: Nutritious food is needed for a child’s healthy development.

**formula** – a special mixture of milk or milk substitute for feeding a baby
   Example: Follow directions carefully when mixing formula with water.

**fortified** – contains added vitamins and minerals
   Example: Formula is fortified with iron and other nutrients.

**infant** – a baby (0-12 months old)
   Example: An infant needs to eat often because its stomach is so small.

**picky** – not wanting to eat a lot of different foods
   Example: The picky child refused to eat anything on her plate.

**portion/serving/helping** – how much food that is served at one time
   Example: A child’s portion is smaller than an adult’s portion.
pre-schooler – a young child who is older than a toddler (3-5 years old)
Example: A pre-schooler can help parents prepare foods.

toddler – a young child learning to walk (1-2 years old)
Example: A toddler over one year old can drink whole milk.
AGES AND STAGES

➢ Write the name of one food for each age group. Write the names of more foods if you have time.

0–4 months
• _____________
• _____________
• _____________
• _____________

4–6 months:
• _____________
• _____________
• _____________

6–8 months:
• _____________
• _____________

8–10 months:
• _____________
• _____________

10–12 months
• _____________
• _____________

1 year
• _____________
• _____________

Avoid (don’t give) in the first year:
• __________________________
• __________________________
• __________________________
• __________________________
Use this guide to help you add more foods, step by step, as your baby gets older. But remember: Every child is different!

**0-4 months**
Breast milk
- Iron-fortified formula

**4-6 months:**
Plain dry infant cereals mixed with breast milk or formula:
- Try rice cereal first
- Try oatmeal or barley cereal later

**6-8 months:**
- Well-mashed vegetables and fruit
- Juice mixed with water (half and half). Give only in a cup.

**8-10 months:**
- Well-cooked meat, chicken or fish (no bones) that you put in a food grinder
- Mashed cooked beans
- Cereals that are dry and have no sugar
- Cooked rice
- Small pieces of cheese

**10-12 months:**
- Cut-up cooked foods from your family table
- Cut-up pieces of soft raw (uncooked) fruit like bananas or peaches
- Plain yogurt
- Cooked egg yolks (yellow part)

**1 year**
- Give babies a cup for drinking
- Let babies feed themselves

Avoid (don’t give) in the first year:
- Added sugar, salt, butter or oil
- Peanut butter or peanuts
- Honey
- Egg white (clear or white part)
- Tea and coffee
- Soda pop and drinks with sugar
TRY IT. YOU’LL LIKE IT.
When you make your own baby food from family foods, it is usually cheaper than baby food you buy. It also helps the baby to get used to the foods that your family eats.

What you need:

1. Something to mash or grind the food.
   It can be:
   - a food grinder
   - a blender
   - a potato masher
   - a fork

2. Good quality food with no added salt, sugar, or fat. Do not make baby food from leftovers that have been in the refrigerator for more than one day.

How long can you store baby food safely in the refrigerator or freezer?

<table>
<thead>
<tr>
<th>Food</th>
<th>In Refrigerator</th>
<th>In Freezer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits and vegetables</td>
<td>2 to 3 days</td>
<td>6 to 8 months</td>
</tr>
<tr>
<td>Meats or egg yolks</td>
<td>1 day</td>
<td>1 to 2 months</td>
</tr>
<tr>
<td>Meats with mixed vegetables</td>
<td>1 to 2 days</td>
<td>3 to 4 months</td>
</tr>
</tbody>
</table>
What to do:

1. Wash your hands with hot soapy water. Wash all equipment in hot soapy water, rinse it under hot water, and air dry.

2. Wash fruits and vegetables by rubbing under cool water. Peel fruits and vegetables and take out seeds.

3. Take off bones, skin, and fat from meat.

4. Bake, boil, or steam food until cooked and easy to chew.

5. Use the food grinder or fork to mash the food until it is smooth. Throw away any pieces that are large or hard to chew.

6. Add liquids, such as cooking water, breast milk, or formula, if needed.

7. Do not add sugar, honey, salt, or fat to baby food.

Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Breastfeeding is a healthy way to feed a baby.

2. Give babies juice only in a cup, never in a bottle.

3. Wait until five months to begin feeding your infant rice cereal mixed with formula or breast milk.

4. A child will begin to eat more and more foods from the table when she is ready.

5. Give your child small, healthy portions of food at planned times, and let your child decide how much to eat.
1. Breastfeeding is a healthy way to feed a baby.

2. Give babies juice only in a cup, never in a bottle.

3. Wait until five months to begin feeding your infant rice cereal mixed with formula or breast milk.

4. A child will begin to eat more and more foods from the table when she is ready.

5. Give your child small, healthy portions of food at planned times, and let your child decide how much to eat.
Simply Good Eating
for English Language Learners

Fruits and Vegetables
FRUITS AND VEGETABLES

Behavioral Goal: Participants will eat a minimum of 5 cups of a variety of fruits and vegetables every day.

Vocabulary List
- canned
- dried
- fiber
- fresh
- frozen
- seasonal
- vitamin A
- vitamin C

Teaching Vocabulary
a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives
Participants will be able to:
- Identify at least one health benefit of eating fruits and vegetables
- Identify at least two seasonal fruits and vegetables available in local stores or markets
- Identify “5” as the minimum number of cups of fruit and vegetables to be eaten daily
- Prepare one unfamiliar fruit or vegetable
Before You Start: Review the concepts from your last lesson.

Activity 1: What’s in My Fruits and Vegetables?

**Purpose:** To have participants learn that fruits and vegetables are good sources of vitamin A, vitamin C, and fiber and that they should eat a minimum of 5 cups of fruits and vegetables daily

**Needed from kit:** Materials: Fruit and vegetable food cards that you have cut in half, Fresh Fruit and Vegetable Photo Cards, enlarged fruit or vegetable food label with vitamin A, vitamin C, and fiber highlighted

Probs: Adhesive bandage, sunglasses, scrub brush, tape measure and 25-foot piece of rope or yarn

**Estimated time:** 20 minutes

Activity 2: Eating for the Season

**Purpose:** To enable participants to identify the seasonal cycles of produce and where to find locally grown fruits and vegetables

**Needed from kit:** Handouts: Seasonal lists of locally grown produce, copies of the Minnesota Grown Directory or other directories of local farmers’ markets

Materials: A variety of fruits and vegetables (actual foods or food models), one or two grocery bags, food card of a vegetable or fruit grown in your area

**Estimated time:** 15 minutes

Activity 3: Fruit and Vegetable Identification

**Purpose:** To increase participant’s familiarity with various fruits and vegetables

**Needed from kit:** Materials: Yummy Fruit & Vegetable Game or Fresh Fruit and Vegetable Photo Cards, prizes

**Estimated time:** 15 minutes
Activity 4: Cooking

Purpose: To give participants a chance to try alternatives to fresh produce (canned, dried, frozen) and to try unfamiliar fruits or vegetables

Needed from kit: Simply Good Eating Recipe Cards, the cans and packages in which the foods came

Suggested foods and recipes: A variety of fruits and vegetables (including fresh, canned, frozen and dried) for participants to taste, Cabbage and Hamburger Casserole, Pumpkin Bread

---

**Fruits and Vegetables Kit Contents**

**Handouts**
- Seasonal lists of locally grown produce (see Materials section)
- Copies of the Minnesota Grown Directory or other directories of local farmers’ markets (see Materials section)
- “Fruits and Vegetables Vocabulary List” (distribute at end of lesson)
- “Fruits and Vegetables: Review and Writing Practice” (for ELL teacher)

**Materials to Gather (see Materials section)**
- Fruit and vegetable cards that you have cut in half
- Fresh Fruit and Vegetable Photo Cards
- Enlarged fruit or vegetable label with vitamin A, vitamin C, and fiber highlighted
- A variety of fruits and vegetables currently available in stores (actual foods or food models), including some that are in season locally and some that are from other places
- One or two grocery bags
- Food card of a vegetable or fruit grown in your area
- Yummy Fruit & Vegetable Game or Fresh Fruit and Vegetable Photo Cards (fruit and vegetable identification game)
- Prizes for fruit and vegetable identification game
- The cans and packages in which the Cooking activity foods came
- Simply Good Eating Recipe Cards, Volumes 1 and 2

**Props to Gather**
- Adhesive bandage
- Sunglasses
- Scrub brush
- Tape measure
- 25-foot piece of rope or yarn
One of the most important things we can do to maintain a healthy diet is consume adequate amounts of fruits and vegetables each day. Fruit and vegetable consumption has been linked to the prevention of certain cancers and heart disease as well as to the general maintenance of health. Many dietary recommendations focus on removing something from the diet, but the emphasis with fruits and vegetables is “more is better.” While fruits and vegetables contain a wide variety of nutrients and phytochemicals, the key nutrients associated with fruits and vegetables are vitamin A, vitamin C, and non-nutritive fiber. Vitamin A keeps skin healthy, promotes growth, increases the body’s resistance to infection, and helps eyes adjust to light. Vitamin C helps cuts to heal, holds cells together, may increase the body’s resistance to infections (like colds), promotes the development of strong bones and gums, and helps the body absorb iron. Fiber cleans the digestive system and prevents constipation.

Since so few Americans eat five or more servings of fruits and vegetables each day, the Dietary Guidelines for Americans now recommends that most people double the amount of fruits and vegetables they currently eat. To be consistent with the new guidelines, the 5 A Day Program has modified its message to Fruits & Veggies—More Matters™. Yet, many people ask what a minimum number of servings should be. We suggest that you use the USDA MyPyramid recommendation of a minimum of 2 cups of fruit and 2½ cups of vegetables each day. Rounding this figure up from a total of 4½ cups to a total of 5 cups is consistent with past 5 A Day messages and is easier for participants to remember. We have found that many new immigrants already eat 5 cups of fruits and vegetables a day but may be limited in the variety they eat. Therefore, our goal is to have participants increase the variety of fruits and vegetables they eat to meet the 5 cup minimum.

Note: Fruits & Veggies—More Matters™ provides examples of what counts as “1 cup,” since not all fruits and vegetable servings are the same. For example, 2 cups of leafy greens count as 1 cup of vegetables, and ½ cup of dried fruit counts as 1 cup of fruit. However, we have found that participants may become frustrated and confused if educators try to explain these differences. We recommend that you simply use “1 cup” as the measurement and emphasize variety. For more information, go to www.5aday.gov/what/index.html.

Although many participants may come from warm climates, you should not assume that a variety of fruits and vegetables were a major part of their diets. Xerophthalmia, blindness due to vitamin A deficiency, is the leading cause of blindness in the world. It is particularly common in developing countries where fruits and vegetables rich in vitamin A are unavailable or unaffordable. Many participants may not be used to eating, or may not even recognize, some of the fruits and vegetables commonly sold in the United States. One purpose of this lesson is to familiarize new immigrants with the fruits and vegetables available to them. As they open cans, thaw frozen fruits and vegetables, and prepare new kinds of fresh produce, participants will be more open to trying different products.

In the Variety lesson, you introduced fruits and vegetables as protective foods, because they help fight and prevent illness. You will want to review these concepts in the first activity. It is also important to encourage participants to eat a variety of fruits and vegetables. This will increase their intake of the many nutrients provided by fruits and vegetables.
Activity 1
What’s in My Fruits and Vegetables?

Needed from Kit
Materials:
- Fruit and vegetable cards that you have cut in half
- *Fresh Fruit and Vegetable Photo Cards*
- Enlarged fruit or vegetable label with vitamin A, vitamin C, and fiber highlighted

Props:
- Adhesive bandage
- Sunglasses
- Scrub brush
- Tape measure
- 25-foot piece of rope or yarn

Preparation
When selecting cards from the *Fresh Fruit and Vegetable Photo Cards* for the Participant Activity, choose some fruits and vegetables that are familiar to participants and some that are unfamiliar.

1. Introduction
   a. Pass out the cards of fruits and vegetables that you cut into two pieces. Ask participants to each find the other half of his/her picture. Then ask the pairs of participants to name their foods. As each food is named, ask the full group whether they eat it often. This will give you a clearer idea of participants’ current eating habits.

   b. Show participants how fruits and vegetables are good for us:

   - *Vitamins A and C:* Use an adhesive bandage and sunglasses to demonstrate the protective nature of fruits and vegetables that contain vitamin A and vitamin C. When you show participants the adhesive bandage, explain that vitamins A and C help our bodies fight infections, and vitamin C helps cuts heal faster. When you show the sunglasses, tell participants that vitamin A helps us see at night.

   - *Fiber:* Use a scrub brush to demonstrate the benefit of fiber in the fruits and vegetables we eat. Tell participants that fiber cleans our intestines like a scrub brush cleans our sinks and floors. Use a tape measure and a 25-foot piece of rope or yarn to demonstrate the 25-foot length of an intestine. Explain the role of fiber in getting food through this long, flexible “pipe” in our bodies.
c. Show the enlarged fruit or vegetable food label. Call participants’ attention to the places they can find vitamin A, vitamin C, and fiber on the label. Write on the board, “Good source of vitamin A and vitamin C = 10% or more Daily Value” and “Good source of fiber = 2 grams or more.” Ask participants to look again at the fruit or vegetable card they put together and to turn it over. Give them a chance to find the amounts of vitamin A, vitamin C, and fiber on the food card they have in front of them.

2. Participant Activity
   a. Pass out one uncut Fresh Fruit and Vegetable Photo Card to each participant, making sure the photo side is facing up. If possible, have participants sit across from each other, so they can exchange cards throughout the activity. Ask one participant to hold up a card and ask, “Does anyone know what this is? Did you grow or eat this in other countries?” Repeat for another food.

   Next, show participants the bar graph on the reverse side of the cards you discussed. Ask, “Which of these foods are the best sources of vitamin A? Are you surprised?” Ask the same questions for vitamin C and fiber.

   b. After the discussion, pass out the remaining cards to the participants. Give participants several minutes to look for vitamin A, vitamin C, and fiber on the food cards they have been given. Answer questions that may come up.

   c. Share with participants, “Fruits and vegetables often do not have labels on them. As a general rule, the darker green, orange, and yellow fruits or vegetables are the best sources of vitamins A and C.” Use a variety of lettuces as an example. Show participants photo cards of iceberg lettuce, romaine lettuce, and leaf lettuce. Ask participants to guess which has the most vitamin A. After they guess, turn the cards over and let them see the actual amounts. Explain, “Even though a fruit or vegetable doesn’t have a lot of vitamin A or vitamin C, it still contains fiber and maybe other nutrients. We need to eat at least 5 cups of fruits and vegetables each day to get the fiber and vitamins we need. Eating a colorful variety of fruits and vegetables gives us a wider range of valuable nutrients.”

3. Summary
   Remind participants, “Fruits and vegetables are important for our health. We should eat a variety of fruits and vegetables every day and try to get at least 5 cups per day.”

Activity 2
Eating for the Season

Needed from Kit
Handouts:
   o Seasonal lists of locally grown produce (see Materials section)
   o Copies of the Minnesota Grown Directory or other directories of local farmers’ markets (see Materials section)
Materials:
- A variety of fruits and vegetables currently available in stores (actual foods or food models), including some that are in season locally and some that are from other places
- One or two grocery bags
- Food card of a vegetable or fruit grown in your area

1. Introduction
Show participants the grocery bag(s) that contain fruits and vegetables. Explain to participants that they should pass the bags around, but they should not look inside the bags. Ask them to put their hands inside each of the bags, touch the fruits or vegetables inside, describe what they are touching, and guess what they are.

2. Discussion
   a. Ask participants, “What season is this now? Did you have a variety of seasons in other countries? What were they?” Using a mango as an example (or another food familiar to participants), ask, “When were mangos in season in other countries? Was the price the same throughout the year? What did people eat when it wasn’t mango season?”

   b. Explain, “In large cities in the United States, we can usually buy any kind of fruit or vegetable at any time of year. Do things grow well in the winter here? [Response: No.] Fruits and vegetables that we eat in the winter or that do not grow here at all have to be brought from somewhere else. That can make the price high, and the food may not taste as good. Because Minnesota probably has different seasons and different weather than the countries you came from, it helps to know more about the fruits and vegetables grown here. Then you can eat more of them when they are in season.”

   c. Pass out the seasonal lists of locally grown produce and review the lists. Next, start a discussion about seasonal alternatives by showing a food card of a vegetable or fruit grown in your area, such as a cucumber. Ask, “What is the season for cucumbers? Is this the season when they taste best? Are they cheaper or more expensive when they are in season? What vegetable can you buy in the winter if you don’t want to buy cucumbers?” Answer questions participants may have about Minnesota produce or growing seasons.

   d. If you have them available, pass out directories of local farmers’ markets, such as the Minnesota Grown Directory. Many immigrants value fresh produce over processed foods and appreciate knowing about local farmers’ markets where they can buy affordable, high quality products. Review the locations of these markets and any other sources of less expensive fresh fruits and vegetables. You may also want to provide suggestions for using frozen, canned, or dried fruits and vegetables as alternatives during the winter months. (See “Activity 4: Cooking”.)
3. **Summary**
Tell participants, “When you know more about the foods around you and find good places to buy them, it is easier to eat more fruits and vegetables. Today we learned about Minnesota grown fruits and vegetables and local markets where you can buy them.”

**Activity 3**

**Fruit and Vegetable Identification**

**Needed from Kit**

Materials:
- Yummy Fruit & Vegetable Game or Fresh Fruit and Vegetable Photo Cards
- Prizes

**Preparation**

There are a variety of games you can play. Decide in advance whether you are going to play the Yummy Fruit & Vegetable Game, use the Fresh Fruit and Vegetable Cards to play a game (see Participant Activity below), or play some other identification game.

1. **Participant Activity**
   a. This activity gives participants an opportunity to practice their language skills and to become more familiar with fruits and vegetables. Begin by explaining the game you are going to play.

   b. Play the game. To use the Fresh Fruit and Vegetable Photo Cards as an identification game, display on a table 12 cards of less familiar fruits and vegetables. If participants have higher level English skills, ask them to take turns naming the fruit or vegetable on each card. If participants have lower level English skills, ask them to “Find a kiwi” or “Find a turnip,” for example, giving each participant a turn. Repeat the activity if there is time, so participants can practice the new vocabulary.

   c. If possible, bring simple prizes for each participant.

2. **Summary**
Tell participants, “Remember to eat a variety of fruits and vegetables each day and get at least 5 cups of fruits and vegetables each day. It can be easier than you think.”
Activity 4  
Cooking

Needed from Kit
Materials:
- Samples of fresh, canned, frozen, and dried fruits and vegetables for participants to taste, and the cans and packages in which the foods came
- Suggested recipes from Simply Good Eating Recipe Cards: Cabbage and Hamburger Casserole, Pumpkin Bread

Preparation
Gather examples of fresh, frozen, dried, and canned fruits and vegetables for participants to taste. Bring the cans or packages to class. You may also prepare dishes that contain fruits and vegetables, such as Cabbage and Hamburger Casserole or Pumpkin Bread. If you want to show participants a wider variety of fresh, frozen, dried, and canned fruits and vegetables than you are able to bring for taste testing, supplement the actual foods with food cards.

1. Introduction
Tell participants, “Sometimes we don’t use foods that are available because we don’t know what they are or how to eat them. Today we are going to try a variety of fruits and vegetables; both fresh and not fresh. Be sure to ask any questions you might have.”

2. Taste Testing
   a. Have all participants (including yourself) wash their hands.
   
   b. Show examples of fresh, frozen, dried, and canned fruits and vegetables. Explain, “There are really a lot more fruits and vegetables available than we think. How many of you have tried these? Let’s taste some of them.” Encourage participants to taste a variety of canned, dried, and frozen fruits and vegetables that you have prepared. Be sure to place the actual food next to the can or package since some participants may not be familiar with the package and/or what is in it. If time allows, ask participants to help open and prepare the foods and/or prepare one of the suggested recipes.
   
   c. Once they have had a chance to sample the products, ask participants to report their findings. Ask, “Did you try anything new? Is there a food you would use now but did not use before? Do you have any questions about what we tried or other fruits and vegetables?”

3. Summary
Explain, “You may not know what some fruits and vegetables are. You may even have some products at home that you are not sure how to prepare. Ask other people for suggestions. By using foods that are canned, frozen, and dried in addition to eating fresh fruits and vegetables, we increase the number of fruits and vegetables we can use. In this way we can eat more and eat a greater variety. This makes it is easier to eat at least 5 cups of fruits and vegetables each day.”
Suggestions for Follow-up and Review

1. Leave “Fruits and Vegetables: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Ask participants to bring in a favorite fruit or vegetable to share. Ask the other participants to try it.

3. Ask, “How many people ate at least 5 cups of fruits and vegetables every day last week? How many people ate 5 cups for more than four days of last week? Did anyone try a new fruit or vegetable?”
Materials

Dairy Council Food Cards and/or *Fresh Fruit and Vegetable Photo Cards* (Activities 1 and 2)

You will need photo food cards for three different purposes:

- For the introduction of Activity 1, you will need cards of fruits and vegetables that you have cut into two pieces. These might be from a set of *Fresh Fruit and Vegetable Photo Cards* or from a set of Dairy Council food cards.
- For the participant activity of Activity 1, you will need the *Fresh Fruit and Vegetable Photo Cards*.
- For the participant activity in Activity 2, you will need a food card of a fruit or vegetable grown in your area.

The photo food cards used in these activities may be ordered from the following organizations:


California Department of Education. *Fresh Fruit and Vegetable Photo Cards*. 001650. Set of 140 photo cards that include names in English and in Spanish on the front and nutrient analysis and other information on the reverse side. To order, contact the California Department of Education at 1-800-995-4099 or access their Educational Resources Catalog at [http://www.cde.ca.gov/re/pn/rc/](http://www.cde.ca.gov/re/pn/rc/)

Enlarged Fruit or Vegetable Label (Activity 1)

Enlarge an actual Nutrition Facts food label, or use the sample orange juice label found in *Simply Good Eating for Health*.


Samples of Fruits and Vegetables (Activity 2)

Choose a variety of fruits and vegetables that are currently available in stores. Select some foods that are in season locally, if possible, and some foods that are from other places. Note that the fruits and vegetables used in Activity 2 are meant for touching not taste testing, so you may
use food models or actual foods. Put the fruits and vegetables in one or two grocery-style brown paper bags.

If you wish to use models of fruits and vegetables, we recommend the following:

NASCO. *Life/form® Food Replicas and Models*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at [http://www.enasco.com](http://www.enasco.com)

**Seasonal Lists of Locally Grown Produce (Activity 2)**

If possible, provide participants with lists showing when locally grown produce is in season. Contact your state department of agriculture for information. For example, there is a brief chart in the Minnesota Department of Agriculture’s *Minnesota Grown Directory* (see below). Your local WIC office may also have pamphlets or fact sheets available. For Minnesota, you can use the handout “Shopping and Cooking for One or Two Handout 6: What to Buy When” from *Simply Good Eating for Seniors*:


**Minnesota Grown Directory (Activity 2)**


**Fruit and Vegetable Identification Games (Activity 3)**

If you decide to play the *Yummy Fruit & Vegetable Game*, it is available for purchase as described below, or you can use the *Fresh Fruit and Vegetable Photo Cards* to play a fruit and vegetable identification game (see Preparation for Activity 3 and the Participant Activity):

California Department of Education. *Fresh Fruit and Vegetable Photo Cards*. 001650. Set of 140 photo cards that include names in English and in Spanish on the front and nutrient analysis and other information on the reverse side. To order, contact the California Department of Education at 1-800-995-4099 or access their Educational Resources Catalog at [http://www.cde.ca.gov/re/pn/rc/](http://www.cde.ca.gov/re/pn/rc/)

Yummy Designs. *Yummy Fruit & Vegetable Game*. Set includes 80 fruit and vegetable cards and instructions for games, including Bingo. To order, contact Yummy Designs at 1-888-749-8669 (1-888-74-YUMMY) or check online at [http://www.yummydesigns.com/games.htm](http://www.yummydesigns.com/games.htm)
We recommend having simple prizes available for participants, if possible. The Produce for Better Health Foundation is one source of items that make informative, fun, and topical prizes:

Produce for Better Health Foundation. Catalog. Promotional items make particularly good prizes and may be found online at http://www.pbhcatalog.com/acatalog/Promotional.html

**Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)**


Handout 1: “Fruits and Vegetables Vocabulary List”

Handout 2: “Fruits and Vegetables: Review and Writing Practice” (for ELL teacher)
**Fruits and Vegetables Vocabulary List**

**canned** – a special way to keep foods for a long time by putting them in a can or jar

Example: Andrew eats **canned** peaches with yogurt for an afternoon snack.

**dried** – a special way to keep foods for a long time by taking out the water

Example: Raisins are **dried** grapes.

**fiber** – a part of food that helps the digestive system; we get it from whole grains, fruits and vegetables

Example: Apples are good snacks because they have lots of **fiber**.

**fresh** – straight from the garden or farm, not frozen or canned

Example: I got **fresh** tomatoes today at the farmers’ market.

**frozen** – a way to keep foods for a long time by putting them in a freezer

Example: I use **frozen** spinach in lasagna because it is quick and easy.

**seasonal** – during a season; fall, winter, spring, or summer

Example: Berries are a summer **seasonal** fruit in Minnesota.

**vitamin A** – a vitamin that helps us see at night, keeps skin healthy, and helps us grow; we get it from dark green, orange, and yellow vegetables

Example: Carrots are high in **vitamin A**.

**vitamin C** – a vitamin that helps our bodies heal cuts in the skin, develop strong bones, and absorb iron; we get it from fruits and vegetables such as oranges and tomatoes

Example: We eat fruits and vegetables with **vitamin C** every day.
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Try to eat fruits and vegetables more often as snacks and at every meal.

2. We should eat at least 5 cups of fruits and vegetables every day.

3. To save money, buy fresh fruits and vegetables when they are in season.

4. You can usually eat as many fruits and vegetables as you want because “more is better.”

5. The fiber in fruits and vegetables keeps our digestive systems working well.
FRUITS AND VEGETABLES: REVIEW AND WRITING PRACTICE

1. Try to eat fruits and vegetables more often as snacks and at every meal.

2. We should eat at least 5 cups of fruits and vegetables every day.

3. To save money, buy fresh fruits and vegetables when they are in season.

4. You can usually eat as many fruits and vegetables as you want because “more is better.”

5. The fiber in fruits and vegetables keeps our digestive systems working well.
Simply Good Eating
for English Language Learners
Food Safety and Storage
**FOOD SAFETY AND STORAGE**

**Behavioral Goal:** Participants will store food properly and use label information to keep foods safe.

**Vocabulary List**
- bacteria
- can opener
- dent
- foodborne illness/
  food poisoning
- mold
- rust
- spoiled food
- storage
- store

**Understanding Dates and Labels Activity**
- “best if used by”
- expiration date
- “refrigerate after opening”
- “sell by” date
- “use by” date

**Teaching Vocabulary**

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

**Objectives**

Participants will be able to:
- Define foodborne illness and how it relates to proper food storage
- Identify types of containers
- Identify the meanings of dates on containers
- Find and use at least one type of date label
- Identify the proper places foods should be stored
**Overview**

**Before You Start:** Review the concepts from your last lesson.

**Activity 1: Container Identification**

**Purpose:** To enable participants to request and identify foods at the supermarket

**Needed from kit:** Handout: “Container Identification” (double-sided)

**Materials:** Various types of empty containers, index cards labeled with container names, large grocery bag

**Estimated time:** 10 minutes

**Activity 2: Where Would You Put This Food?**

**Purpose:** To enable participants to recognize the seriousness of foodborne illness and to properly store a variety of foods

**Needed from kit:** Handout: “Where Would You Put This Food?” (variation 1 and/or variation 2)

**Materials:** Enlarged pictures of bacteria; rubber chicken covered with sticker dots; food cards; grocery bags; four large envelopes, each labeled with a storage place: “refrigerator,” “freezer,” “counter,” and “cupboard”

**Estimated time:** 15 minutes

**Activity 3: Safe Food from the Store**

**Purpose:** To provide participants with knowledge on how to shop safely and safely store their food at home

**Needed from kit:** Handouts: “Safe Cold Storage,” “How Long Can I Keep This Food?”

**Estimated time:** 15 minutes
Activity 4: Understanding Dates and Labels

Purpose: To help participants understand the use of dates on food packaging

Needed from kit: Handout: “Dates on Food Labels,” “Dates and Labels Vocabulary List”

Materials: Expiration Date Detective poster; containers and other packaged foods with “expiration,” “best if used by,” and “sell by” dates; food labels with refrigeration information; headers: “Refrigerate” and “Refrigerate After Opening”; display board or felt board (optional)

Estimated time: 20 minutes

Activity 5: Cooking

Purpose: To give participants practice reading date information on labels while preparing a dish

Needed from kit: Simply Good Eating Recipe Cards

Suggested recipes: Strata, Mexican Layered Dip, Baked Pork Chops, Old-Fashioned Bread Pudding
Food Safety and Storage Kit Contents

Handouts
- “Container Identification” (double-sided)
- “Where Would You Put This Food?” (variation 1)
- “Where Would You Put This Food?” (variation 2)
- “Safe Cold Storage”
- “How Long Can I Keep This Food?”
- Keep Your Food Safe (see Materials section)
- “Dates on Food Labels”
- “Dates and Labels Vocabulary List”
- “Safe Food Storage Vocabulary List” (distribute at end of lesson)
- “Food Safety and Storage: Review and Writing Practice” (for ELL teacher)

Materials to Gather (see Materials section)
- Various types of empty containers
- Index cards labeled with container names
- Grocery bags (one large bag for containers and several large or medium bags for food cards)
- Enlarged pictures of bacteria
- Food cards
- Four large envelopes labeled “refrigerator,” “freezer,” “counter,” and “cupboard” (one word and picture of each storage place per envelope)
- Rubber chicken covered with sticker dots (from “Activity 3: What Is Wrong with This Picture?” in the Preparing Safe Food lesson)
- Expiration Date Detective poster
- Containers and other packaged foods with “expiration,” “best if used by,” and “sell by” dates
- Food labels with refrigeration information
- Headers: “Refrigerate” and “Refrigerate After Opening”
- Display board or felt board (optional)
- Simply Good Eating Recipe Cards, Volumes 1 and 2
Background

This lesson covers three main topic areas: container identification, food storage, and product dating. Before coming to the United States, many immigrants were used to shopping daily at markets where they bought fresh food without packaging or labeling. For this reason, some do not know how to store food properly for longer periods of time. For example, we have seen participants store large amounts of meat in the refrigerator for longer than one week and put open containers in the cupboard. Moreover, some immigrants are not familiar with the containers used in the United States and with the system of labeling foods that uses “expiration” and “best if used by” dates. If foods are not stored properly or used in time, the risk of foodborne illness increases for the whole family but especially for the elderly and young children.

If you are not familiar with these food storage issues, we recommend that you review the information at www.foodsafety.gov or www.extension.umn.edu/foodsafety. Safe cold storage times in this lesson may vary a little from standard food safety recommendations. We simplified the safe cold storage times to make it easier for participants to read and remember the recommendations, while ensuring food safety. Sometimes this meant a reduction in the time that foods should be kept in the refrigerator (an issue of safety) or an extension of the time that foods could be kept in the freezer (an issue of quality).

Look over the lesson carefully before deciding which activities to use. You will need to consider the English language level of your participants and how familiar they are with food packaging, storage, and product dating in the United States. Activities can be taught alone or in sequence. This lesson can also be used with the Preparing Safe Food lesson or on its own, depending on the needs of your participants.
Activity 1

Container Identification

Needed from Kit
Handout:
  o “Container Identification” (double-sided)

Materials:
  o Various types of empty containers, placed in a large grocery bag
  o Index cards labeled with container names

1. Introduction
   Ask participants, “When you shopped for food in other countries, did the food look the same as it does in grocery stores in the United States? Did it come in boxes? Did it have plastic around it? What kinds of foods had packaging? What kinds of foods did not have packaging?” Explain, “You may notice that foods come in packages more often here in the United States. When you can name or describe the containers that foods come in at the grocery store, it is easier to find them or ask for help finding them.”

2. Participant Activity
   Container Identification
   a. Pass out the handout “Container Identification.” Ask participants to look at the side of the handout that shows a picture of each container with the name of that container under it. Give participants time to look over the pictures. Then read the names of all the containers aloud together.
   
   b. Choose one of the following variations, depending on the English language level of your participants:
      1) Show everyone the grocery bag and ask each participant to pull out a container, name it, name some foods that are usually sold in that type of container (if possible), and repeat the name of the container when they are done. Encourage participants to refer to the handout if they need to.

      After you have gone through all of the containers, ask participants to turn over the handout and write the name of a container in each blank. Review the answers. This variation works well for participants with a lower English language level. With a very low-level English class, you may use up all of your time on this step of the activity. If you run out of time, skip the role play and move on to the summary.

      OR
2) Place sample containers on the table and pass out index cards with the container names on them. Ask participants to come to the table and place the correct index card beside each container. Make corrections as needed. Next, ask participants to turn over the handout and write the name of a container in each blank. Review as needed. This variation is more appropriate for a group with a higher English language level and/or more familiarity with American foods. But it can also be used as a follow-up to the first variation of the activity, to reinforce the language learning of lower level groups.

*Role Play*

If time allows, put participants in pairs to play the roles of shopper and store employee. The shopper asks the store employee where to find one item from the “Container Identification” handout. For example, the shopper might ask, “Excuse me, where can I find a bag of rice?” The store employee might reply, “It is over there in Aisle 3.”

4. **Summary**

Conclude with, “When you know the type of container a food comes in, it is easier to ask for the food at the grocery store.”

**Activity 2**

*Where Would You Put This Food?*

**Needed from Kit**

Handouts:
- “Where Would You Put This Food?” (variation 1)
- “Where Would You Put This Food?” (variation 2)

Materials:
- Enlarged pictures of bacteria
- Pictures of foods placed in grocery bags
- Four large envelopes labeled “refrigerator,” “freezer,” “counter,” and “cupboard” (one word and picture of each storage place per envelope)
- Rubber chicken covered with sticker dots

**Preparation**

We recommend that you include the discussion about thawing a chicken from “Activity 3: What Is Wrong with This Picture?” in the *Preparing Safe Food* lesson. If you have already done the activity, be prepared to review it briefly after the Bacteria Demonstration. If you have not done the activity “What Is Wrong with This Picture,” look over the activity and include the discussion about thawing a chicken after showing pictures of bacteria.

1. **Introduction**

Explain, “After buying food at the grocery store, it is important to know where to put it when you get home. Food safety in the kitchen begins with food that is stored in the
right place and in the right way. Food that is stored correctly will last longer and stay fresher. It will keep your family healthier and help save you money.” Then ask, “When you bring fresh vegetables home from the store, where do you keep them? What about canned food? What about meats?” Do not correct participants’ answers at this time. Use their responses to the questions, right or wrong, to lead to the next step.

2. **Demonstration**
   a. Show participants the pictures of bacteria. Ask, “What are these?” [Response: Bacteria.] If participants seem confused, explain, “Bacteria are very small. This picture of bacteria makes them look larger so we can see them.” Then ask, “Where can bacteria grow?” [Response: On food.] Tell participants, “When food is not properly stored, bacteria grow on the food. Bacteria grow fast when food reaches an unsafe temperature. Room temperature, or any temperature between 40°F (4°C) and 140°F (60°C), is an unsafe temperature for most foods. If you eat food with a lot of bacteria in it, you may get a foodborne illness.”

   **Note:** Using a rubber chicken covered with sticker dots, review the discussion about thawing a chicken from “Activity 3: What Is Wrong with This Picture?” in the Preparing Safe Food lesson or have the discussion now.

   b. Use dramatic body language to demonstrate the effects of foodborne illness: nausea, fever, stomach pain, and diarrhea. Ask, “Have any of you eaten food and gotten sick? How did you feel? How long did it last? You can prevent foodborne illness by handling food and storing it properly.”

3. **Participant Activity**
   a. Place the four labeled envelopes on a display board, felt board, or wall so everyone can see them. Put participants into pairs or groups. Give each group a grocery bag containing pictures of foods. To begin, have the groups discuss where they think the foods should be stored. When participants are ready, ask them to take turns naming a food, putting it into the right envelope, and explaining why it is stored there. Assist as needed. Be sure to cover the following points:

   - After opening cans or jars, store the remaining food in the refrigerator. With cans, take the remaining food out and put it in a storage container before refrigerating it.
   - After food is cooked, put it in the refrigerator within two hours. Do not leave it out on the counter or stove. Store cooked foods in shallow (short), covered containers, not large pots.
   - Use foods stored in the refrigerator within 2-5 days, depending on the type of food.
   - When buying large packages of food, such as meat, divide the food into smaller portions and freeze the portions that you don’t use right away.
b. Choose one of the following variations, depending on the English language level of your participants:

1) Pass out the handout “Where Would You Put This Food?” (variation 1). Ask participants to write the word “refrigerator,” “cupboard,” “freezer,” or “counter” next to each food to show the right place to store it. Participants can work individually, in pairs, or as a large group. Review the answers, so participants have an accurate reference to take home. Variation 1 of the handout works well for participants with a lower English language level.

OR

2) Pass out the handout “Where Would You Put this Food?” (variation 2). Ask participants to write the names of foods that should be stored in each place. Encourage participants to check the pictures inside the envelopes if they need to. This variation of the handout takes a little longer to complete and requires a higher English language level.

4. Summary
Ask, “Why do you need to know where to store foods and how long to keep them?” In their responses, make sure participants mention the main points about foodborne illness (bacteria grow on food that is not stored safely, bacteria grow fast, bacteria on food can make us sick, etc.). Add to the answers as needed.

Activity 3
Safe Food from the Store

Note: This activity is best suited for participants with higher-level English.

Needed from Kit
Handouts:
- “Safe Cold Storage”
- “How Long Can I Keep This Food?”
- Keep Your Food Safe (see Materials section)

1. Participant Activity
a. Pass out the handout “Safe Cold Storage.” Ask participants to read it. Answer questions as they come up.

b. Pass out the handout “How Long Can I Keep This Food?” Ask participants to answer the questions using the “Safe Cold Storage” chart. Participants can work either in groups or in pairs. After participants have completed the handout, discuss their answers, making any necessary corrections.
c. If time allows, pass out copies of *Keep Your Food Safe* and ask participants to take turns reading from it. This publication is especially helpful for participants with higher-level English who want a resource to take home.

2. **Summary**
Remind participants, “It is important for you to know all the steps for keeping food safe. Follow them so your family can avoid getting sick from foodborne illness.”

**Activity 4**

**Understanding Dates and Labels**

**Needed from Kit**

*Handout:*
- “Dates on Food Labels”
- “Dates and Labels Vocabulary List”

*Materials:*
- *Expiration Date Detective* poster
- Containers and other packaged foods with “expiration,” “best if used by,” and “sell by” dates
- Food labels with refrigeration information
- Headers: “Refrigerate” and “Refrigerate After Opening”
- Display board or felt board (optional)

**1. Introduction**

Write an example date on the board to show how a date is written in the United States: January 24, 2007. Explain that the order is month/day/year. This is different from most countries, where the order is day/month/year. Pass out the handout “Dates on Food Labels,” and ask participants to do parts 1, 2, and 3. Then review the first three parts of the handout and answer any questions that participants have. The time needed for this introductory activity will vary, depending on participants’ English language level.

**2. Participant Activity**

a. Display the *Expiration Date Detective* poster, if you have it available. Set out the containers and other packaged foods on a table. Demonstrate where to find the date label on a package or container and explain what “expiration,” “best if used by,” and “sell by” mean.

*Definitions:*
- **“expiration” date:** After this date, food is not safe to eat.
- **“best if used by” date:** After this date, the taste of the food may not be so good, but the food will probably be safe.
- **“sell by” date:** After this date, the food is too old to sell but can be used at home for a few more days.
Next, ask participants to take turns choosing a food product, reading the “expiration,” “best if used by,” or “sell by” date aloud, and saying whether the food should be used or not.

b. Ask participants to look at part 4 of the handout “Dates on Food Labels.” Ask them to fill in the three blanks by rechecking the packages on the table and writing the name of one product and its date in each blank.

c. Choose a label for a food that always needs to be refrigerated and a label for a food that needs to be refrigerated only after it has been opened. Show participants the differences between the two labels. Ask, “Why do some foods only have to be refrigerated after they have been opened?”

Next, place the headers “Refrigerate” and “Refrigerate After Opening” on a display board, felt board, or table so everyone can see them. Give everyone a label. Ask them to look for the refrigeration information and to place their food labels in the correct category, using the headers. Assist as needed.

3. **Summary**

Distribute the handout “Dates and Labels Vocabulary List.” Use the handout to review the dates and terms used on food labels.

Encourage participants to search their cupboards for expired food, and use the information when shopping and storing their food. Point out that they will probably find more foods past the “expiration,” “best if used by,” and “sell by” dates at discount markets. Remind participants to also look for refrigeration information on the foods in their cupboards. Explain, “Reading dates on food packages and containers can save you time and money. It can keep you and your family healthier.”

---

### Activity 5  
**Cooking**

**Needed from Kit**

- Suggested recipes from *Simply Good Eating Recipe Cards*: Strata, Mexican Layered Dip, Baked Pork Chops, Old-Fashioned Bread Pudding

1. **Introduction**

Say, “When we cook, there are many things we can do to make sure that we are preparing and storing our foods safely. Today we are going to talk about proper food safety and storage steps while we cook.”

2. **Preparing the recipe:**

   a. Have all participants (including yourself) wash their hands.
b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods.

c. Ask volunteers to find the dates on the containers and products they will be using in the recipe. Have them report these dates and what type they are to the group and show where they found them. Also, review safe food preparation steps such as washing hands after handling raw meat or cracking eggs, safe thawing, etc., especially if you have already done the Preparing Safe Food lesson.

d. If a recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to chop meat and/or brown meat, one to grate cheese, one to open cans and cartons, one to arrange tables and paper products, and one to clean up.

e. While participants are cooking, assist as needed.

3. **Summary**
   Ask, “Where would you store any leftovers of this food? Why? How soon after we finish cooking should we put the food away?” Encourage participants to store their foods safely at home and to pay attention to the dates on food products.

---

### Suggestions for Follow-up and Review

1. Leave “Food Safety and Storage: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Have the ELL teacher ask participants to collect containers and labels from home, bring them in, and present their findings. For example, had any foods expired?

3. Leave the handouts “Safe Cold Storage” and *Keep Your Food Safe* with the ELL teacher. The teacher may want to use them for reading (scanning) exercises.

4. At the beginning of the next lesson ask, “When you went shopping last week, did you read any dates on food packages? Did that change what you bought?”

5. At the beginning of the next lesson ask, “After you came home from the grocery store, did you make any changes in the way you stored food? What did you change?”
Materials

Containers and Index Cards (Activity 1)

Gather a variety of container types (preferably empty), like the containers found in the handout “Container Identification.” Place the containers in a large grocery-style brown paper bag.

Pictures of Foodborne Bacteria (Activity 2)

Look for pictures of foodborne bacteria online or in food safety materials you have on hand. Enlarge the pictures to show to participants. The following websites have pictures you can use:

- Partnership for Food Safety Education. About Foodborne Illness: Least Wanted Foodborne Pathogens. Online at http://www.fightbac.org/content/view/14/21/


Rubber Chicken Covered with Sticker Dots (Activity 2)

The rubber chicken covered with sticker dots is used during the discussion from “Activity 3: What Is Wrong with This Picture?” in the Preparing Safe Food lesson. You can find rubber chickens in toy and novelty stores or online at Gag Works, http://www.gagworks.com (search for “rubber chicken”). Cover the rubber chicken with sticker dots.

Envelopes with Labels and Pictures (Activity 2)

Prepare four large envelopes, each labeled with one of the following words and a picture:

- refrigerator
- freezer
- counter
- cupboard

Be sure to place the picture and word on the side of the envelope where the flap opens, so participants can put the food cards in the envelopes when you have hung them on a board or wall.

Food Cards (Activity 2)

Gather food cards showing a variety of foods. Include foods that can be stored in the refrigerator, freezer, and cupboard, and on the counter. Place the food cards in grocery-style brown paper bags to hand out to participants. We recommend the Dairy Council food cards, which show a wide variety of foods:
Keep Your Food Safe Handout (Activity 3)

U.S. Department of Health and Human Services, Food and Drug Administration. Keep Your Food Safe. To download online go to http://www.fda.gov/opacom/lowlit/foodsfe.html. A brochure with illustrations is available in PDF format, and there is a text-only version.

Expiration Date Detective Poster (Activity 4)

The Expiration Date Detective poster is part of a set of six 11” x 17” posters from Learning Zone Express. The set is called Play It Safe! To order from Learning Zone Express, check online at http://www.learningzonexpress.com/ or call 1-888-455-7003. To order from NASCO, check online at http://www.enasco.com or call 1-800-558-9595.

Containers and Other Packaged Foods with Dates (Activity 4)

Gather a variety of food containers and product packages that have “expiration,” “best if used by,” and “sell by” dates on them, such as milk, yogurt, bread, canned foods, and snacks. Try to use recently purchased food products, and include some products that are still safe to eat. If you use the Expiration Date Detective poster, choose food products that match foods on the poster, if possible.

Food Labels with Refrigeration Information (Activity 4)

Gather labels from a variety of food products, choosing some that need refrigeration after opening and some that always need to be refrigerated. Examples include milk, soy sauce, eggs, bottled juice, cheese, mustard, and spaghetti sauce.

Headers (Activity 4)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers are:

- Refrigerate
- Refrigerate After Opening
Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 5)


Handouts

Handout 1: “Food Safety and Storage Vocabulary List”

Handout 2: “Dates and Labels Vocabulary List”

Handout 3: “Container Identification” (double-sided)

Handout 4: “Where Would You Put This Food?” (variation 1)

Handout 5: “Where Would You Put This Food?” (variation 2)

Handout 6: “Safe Cold Storage”

Handout 7: “How Long Can I Keep This Food?”

Handout 8: “Dates on Food Labels”

Handout 9: “Food Safety and Storage: Review and Writing Practice” (for ELL teacher)
**FOOD SAFETY AND STORAGE VOCABULARY LIST**

**bacteria** – germs, small living things that sometimes cause disease
Example: Some bacteria can make us sick.

**can opener** – a tool used to open a can
Example: I need to open the can of pears with a can opener.

**dent** – damage to a can that is made by dropping it
Example: There was a dent in the can after it fell off the shelf.

**foodborne illness/food poisoning** – to get sick from food
Example: Sandra had a foodborne illness after eating a bad sandwich.

**mold** – something furry or slippery that grows on some food when it is old and not good to eat anymore
Example: There was a gray-green mold on the bread so I threw it out.

**rust** – a dark red color that forms on iron or steel when it is left in a wet place
Example: The old can of corn was covered with rust.

**spoiled food** – food that contains harmful bacteria; it is not safe to eat
Example: Spoiled food can make a person sick.

**storage** – a place to keep things
Example: I need a storage container for the leftover rice and beans.

**store** – to keep
Example: We store milk in the refrigerator.
**DATES AND LABELS VOCABULARY LIST**

“**best if used by**” date – after this date, the taste of the food may not be so good, but the food will probably be safe

Example: What is the **“best if used by” date** on the package?

**expiration date** – after this date, food is not safe to eat; same as “use by” date

Example: What is the **expiration date** stamped on the carton of milk?

“**refrigerate after opening**” – put the food in the refrigerator after its container or package has been opened

Example: The label on the bottle of ketchup has **“refrigerate after opening”** written on it.

“**sell by**” date – after this date, the food is too old to sell but can be used at home for a few more days

Example: The cheese has a **“sell by” date** of July 15, 2007.

“**use by**” date – after this date, food is not safe to eat; same as “expiration date”

Example: The **“use by” date** on the peanut butter is October 2007.
Examples of containers:

- bottle
- carton
- jar
- can
- container
- box
- bag
- tube
- loaf
- package
- roll
- carton
Write the name of the container in each blank. Use each word in the list one time. Use the name of the food and the picture to help you.

<table>
<thead>
<tr>
<th>bottle</th>
<th>jar</th>
<th>container</th>
<th>roll</th>
<th>package</th>
<th>tube</th>
<th>carton</th>
<th>can</th>
<th>loaf</th>
<th>box</th>
<th>bag</th>
<th>carton</th>
</tr>
</thead>
</table>

1. a ____________ of ketchup
2. a ____________ of tuna
3. a ____________ of bread
4. a ____________ of paper towels
5. a ____________ of yogurt
6. a ____________ of cereal
7. a ____________ of toothpaste
8. a ____________ of flour
9. a ____________ of cookies
10. a ____________ of milk
11. a ____________ of jam
12. a ____________ of eggs
WHERE WOULD YOU PUT THIS FOOD?
(variation 1)

> Write the name of the correct storage place next to each food.

<table>
<thead>
<tr>
<th>Cupboard</th>
<th>Freezer</th>
<th>Refrigerator</th>
<th>Counter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>__________</td>
<td>Eggs</td>
<td>__________</td>
</tr>
<tr>
<td>Nuts</td>
<td>__________</td>
<td>Flour</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Chicken**  
Store fresh chicken in the ___________ or ___________.

**Canned foods**  
Store unopened cans in the ___________.
If the can is opened, put the food in a different container, cover it, and store it in the ___________.

* When you open a can, use a can opener.

**Potatoes**  
Store fresh potatoes in the ___________.
If they are cooked, store them in the ___________.

**Cheese**  
Store cheese in the ___________.

**Jars**  
Store unopened glass jars in the ___________.
If the jar opened, put it in the ___________.

Copyright © 2009 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.

Food Safety and Storage Handout 4
WHERE WOULD YOU PUT THIS FOOD?
(variation 2)

- Write the kinds of foods that you should store in these different places.

<table>
<thead>
<tr>
<th>Refrigerator</th>
<th>Freezer</th>
<th>Cupboard</th>
<th>Counter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAFE COLD STORAGE

When you follow these rules, refrigerated foods will stay safe. They will not spoil and become dangerous to eat. Frozen foods will keep well and taste good.

<table>
<thead>
<tr>
<th>Food</th>
<th>How long in the refrigerator?</th>
<th>How long in the freezer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh eggs</td>
<td>3 weeks</td>
<td>Don’t put in freezer</td>
</tr>
<tr>
<td>Hard cooked eggs</td>
<td>1 week</td>
<td>Don’t put in freezer</td>
</tr>
<tr>
<td>FRESH meat, chicken, turkey</td>
<td>1-2 days</td>
<td>6-9 months</td>
</tr>
<tr>
<td>FRESH fish</td>
<td>1-2 days</td>
<td>3-4 months</td>
</tr>
<tr>
<td>LEFTOVER COOKED meat, chicken, turkey</td>
<td>3-4 days</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Cold cuts and lunch meats (sliced cooked meat from deli or in opened vacuum-packs)</td>
<td>3-5 days</td>
<td>1-2 months</td>
</tr>
<tr>
<td>Hot dogs</td>
<td>1 week</td>
<td>1-2 months</td>
</tr>
<tr>
<td>Hard sausage (jerky, pepperoni)</td>
<td>2-3 weeks</td>
<td>1-2 months</td>
</tr>
<tr>
<td>Prepared meals sold in frozen packages</td>
<td>Don’t put in refrigerator</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Salad made of egg, chicken, tuna, ham, or macaroni that is prepared by stores</td>
<td>3-5 days</td>
<td>Don’t put in freezer</td>
</tr>
<tr>
<td>Meals cooked by stores (such as roasted chicken or mashed potatoes)</td>
<td>1-2 days</td>
<td>Don’t put in freezer</td>
</tr>
<tr>
<td>Bread</td>
<td>In a bag on counter or in refrigerator</td>
<td>3-5 months</td>
</tr>
</tbody>
</table>

The participant handout, a true/false activity, is found on the following page. There are two copies of the true/false activity on the page, so you will need to cut the handout along the dotted line before passing it out.
HOW LONG CAN I KEEP THIS FOOD?

Circle T (true) or F (false).

1. You can keep fresh eggs in the refrigerator for two months. T F
2. It is safe to keep a fresh uncooked chicken in the refrigerator for a week. T F
3. Cooked meat can stay in the refrigerator for 3-4 days. T F
4. Hot meals that you buy at the supermarket already cooked are safe for only a day or two in the refrigerator. T F
5. It is okay to keep cold cuts – like sliced ham or turkey that you buy at the deli counter – for 3-5 days. T F
6. You can keep frozen prepared meals in the refrigerator for a few weeks. T F
1. Write the full name of the correct month in each blank.

<table>
<thead>
<tr>
<th>January</th>
<th>April</th>
<th>July</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>May</td>
<td>August</td>
<td>November</td>
</tr>
<tr>
<td>March</td>
<td>June</td>
<td>September</td>
<td>December</td>
</tr>
</tbody>
</table>

Apr ___________ Mar ___________ Aug ___________
Sept ___________ Nov ___________ Jul ___________
Feb ___________ Oct ___________ Dec ___________
Jan ___________ May ___________ Jun ___________

2. Write the numbers of the month, day, and year for each date.

**EXAMPLE:** June 10, 2007 is the same as 06/ 10/ 07
(June is “06” because it is the sixth month.)

- September 21, 2008 is the same as ____ /____ /____
- April 6, 2009 is the same as ____ /____ /____
- February 13, 2010 is the same ____ /____ /____

3. Draw a line from each date on the left side to the same date on the right side.

- July 4, 2007 Aug 1206
- 10 15 08 December 12, 2009
- May 15, 2009 Jul 04 07
- August 12, 2006 051509
- 12/12/09 Oct 15, 2008

4. Use the labels on the food packages on the table in your classroom to find one example of each kind of date. Write the name of the food and the date on the line.

- “sell by” _______________________________
- “best if used by” _______________________________
- “expiration” _______________________________
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Don’t store food in an open can. Store food in a plastic container in the refrigerator.

2. Look on the container to find the expiration date.

3. Food is not safe to use after the expiration date.

4. Leftover cooked food should be put into the refrigerator within two hours.

5. In order to avoid foodborne illnesses, it is important to store food properly.
1. Don’t store food in an open can. Store food in a plastic container in the refrigerator.

2. Look on the container to find the expiration date.

3. Food is not safe to use after the expiration date.

4. Leftover cooked food should be put into the refrigerator within two hours.

5. In order to avoid foodborne illnesses, it is important to store food properly.
Simply Good Eating
for English Language Learners

Preparing Safe Food
PREPARING SAFE FOOD

Behavioral Goal: Participants will decrease their risk of contracting a foodborne illness.

Vocabulary List
- bacteria
- bleach solution
- contaminate
- cross-contamination
- foodborne illness/food poisoning
- germs
- harmful
- prepare
- raw
- sanitize
- spoiled
- thaw
- thermometer

Teaching Vocabulary

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.</td>
</tr>
<tr>
<td>b.</td>
<td>Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.</td>
</tr>
<tr>
<td>c.</td>
<td>Pass out copies of the Vocabulary List at the end of the lesson.</td>
</tr>
<tr>
<td>d.</td>
<td>Encourage the ELL teacher to review the Vocabulary List later.</td>
</tr>
</tbody>
</table>

Objectives
Participants will be able to:
- Define foodborne illness
- Demonstrate the correct way to wash their hands
- Identify kitchen safety problems and correct them
- Prepare a sanitizing solution and properly clean cooking surfaces
- Thaw and store meat safely
**Overview**

**Before You Start:** Review the concepts from your last lesson.

---

**Activity 1: Hands and Germs**

**Purpose:** To demonstrate proper hand washing and its importance

**Needed from kit:** Materials: Rubber chicken sprinkled with Glo Germ™ Powder (optional), black light, Glo Germ™ Liquid, liquid hand soap, paper towels

Additional need: Access to warm water

**Estimated time:** 10-15 minutes

---

**Activity 2: From Farm to Home**

**Purpose:** To demonstrate the importance of washing produce well

**Needed from kit:** Materials: Apple, sticker dots, grocery bag, box

Props: Hat, apron, and other props for role play (optional)

**Estimated time:** 10 minutes

---

**Activity 3: What Is Wrong with This Picture**

**Purpose:** To enable participants to identify common kitchen safety problems and correct them

**Needed from kit:** Educator Reference: “Kitchen Hazards in ‘What Is Wrong with This Picture?’” or “Kitchen Hazards in ‘Food Safety at Home’”

Handouts: “What Is Wrong with This Picture?” or “Food Safety at Home”

Materials: Glo Germ™ Powder, black light, cutting board, rubber chicken, sticker dots, vegetables (real or models), overhead transparency of the handout, non-permanent transparency marker

**Estimated time:** 15 minutes
Activity 4: A Clean Kitchen Is a Safe Kitchen

Purpose: To enable participants to prepare a sanitizing solution

Needed from kit: Handout: “Preparing a Sanitizing Solution”

Materials: Bleach, measuring spoons, quart and gallon containers, dish rags, spray bottles

Additional need: Access to warm water

Estimated time: 10 minutes

Activity 5: Cooking

Purpose: To give participants the opportunity to practice safe food preparation skills

Needed from kit: Handout: “Preparing Dinner” (optional)

Materials: Simply Good Eating Recipe Cards, 20-Minute Chicken Creole recipe

Suggested recipes: 20-Minute Chicken Creole, Chicken Stir Fry, Spanish Noodle Casserole
## Preparing Safe Food Kit Contents

### Educator References
- “Clean Kitchen Hazards in ‘What Is Wrong with This Picture?’”
- “Clean Kitchen Hazards in ‘Food Safety at Home’”

### Handouts
- “What Is Wrong with This Picture?”
- “Food Safety at Home” (see Materials section)
- “Making a Sanitizing Solution”
- “Preparing Dinner”
- “Preparing Safe Food Vocabulary List” (distribute at end of lesson)
- “Preparing Safe Food: Review and Writing Practice” (for ELL teacher)

### Materials to Gather (see Materials section)
- Glo Germ™ Liquid and Glo Germ™ Powder
- Black light
- Cutting board
- Rubber chicken
- Vegetables (real or models)
- Liquid hand soap
- Paper towels
- Apple (real or model)
- Sticker dots (small enough to put several on the apple)
- Overhead transparency of “What Is Wrong with This Picture?” or “Food Safety at Home”
- Non-permanent transparency marker
- Bleach
- Measuring spoons
- Quart and gallon containers
- Dish rags
- Spray bottles
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
- 20-Minute Chicken Creole recipe

### Props
- Grocery bag
- Box
- Hat, apron, and other props for role play (optional)
Background

Many people in the world do not have access to safe water, and for some people, water may be scarce. For these reasons, proper hand washing may not have been a routine for many of your participants. Still, everyone believes that their way of preparing food is safe, so it is important to present this information respectfully. A topic like hygiene can be sensitive. Participants may feel like you are treating them like children when you teach them hand washing. However, when people learn about poor sanitation and how it affects their families, they usually make significant changes in their food preparation techniques. Furthermore, even managers in businesses that serve food must learn how to properly wash their hands during their training, because this is so important in preventing foodborne illnesses.

We have found that participants who are new to the United States often do not know about three other issues related to food preparation:

- Participants may be unaware that the use of chemicals and cleaning products can be hazardous. For example, they may not know that mixing ammonia with bleach and breathing in the chemicals can cause respiratory problems. Caution your participants about these dangers and encourage them to use cleaning products correctly.

- Cutting boards may be unfamiliar to some participants. They may be cutting foods on counters, which damages countertops and causes conflict with landlords. Emphasize the proper use and cleaning of cutting boards. Point out that cutting boards protect counters and other surfaces.

- Some participants do not use a sink full of hot, soapy water but instead run cool water and rinse items. Emphasize the use of hot, soapy water, followed by a warm water rinse for washing dishes and surfaces as well as hands.

This lesson can be used with the Food Safety and Storage lesson or on its own, depending on the needs of your participants. When working with participants who have lower-level English and/or little knowledge of safe food preparation techniques, there will probably be time to complete only Activities 1 and 2. With participants who have higher-level English and/or greater knowledge of safe food preparation techniques, you will probably have time to do all the activities. Some basic information about food safety and cross-contamination follows, for your reference:

- Thaw meats for 1-2 days in the refrigerator on the bottom shelf. Leave meat, fish or poultry in the store wrapper when you put it in the refrigerator. Wrap it with plastic or put it on a plate on the bottom shelf to keep the juice from dripping on other foods in the refrigerator. If thawing meat in the microwave, use it immediately.

- Large cuts of meat, such as a turkey, can be thawed in cold water in a clean sink or pan. Keep the meat in the original wrapper and change the cold water every 30 minutes.

- Raw meat, poultry, and seafood should be kept away from other foods in the kitchen. Cut them on a separate cutting board, or be sure to wash the cutting board well in hot, soapy water before cutting other foods.
• Wash cutting boards, dishes, can openers, utensils, and countertops with hot soapy water after preparing meat. Cutting boards should be made of plastic or other nonporous material. These boards should be washed in the dishwasher or in hot soapy water after each use. They can be sanitized using the sanitizing solution. Throw away boards with cracks.

• When cooking meat, use a meat thermometer to determine when meat is done. For ground beef and all pork products, cook to 155°F degrees or more. Cook beef roasts, steaks, lamb and veal to at least 145°F and poultry to at least 165°F. For fish, use a fork to pull it apart. Fish flakes easily with a fork when done.

• Do not reuse meat bags.

• Refrigerate foods within two hours of preparation. It is best to store foods in the refrigerator in a covered container, not in a large pot. Do not store foods on the stove even if you plan to reheat them later.
**Advance Preparation for Activity 3**

Do these steps before doing Activity 3, preferably at the start of the class:

1. Before the class begins, sprinkle the rubber chicken with Glo Germ™ Powder.

2. At the beginning of Activity 1 (see the introduction to Activity 1 below) or at the beginning of class:
   a. Pretend you are taking the rubber chicken out of the freezer to thaw.
   b. Pass the chicken around for each participant to touch and see.
   c. Place the chicken next to some vegetables (real or models) on a cutting board to “thaw.”
   d. Put eight sticker dots on the chicken, telling participants the dots represent germs.
   e. Every 20 minutes, double the number of dots on the chicken, to represent the doubling of bacteria.

**Activity 1**

*Hands and Germs*

**Needed from Kit**

Materials:
- Rubber chicken sprinkled with Glo Germ™ Powder
- Black light
- Glo Germ™ Liquid
- Liquid hand soap
- Paper towels

Additional Need:
- Access to warm water

1. **Introduction**
   Ask participants, “Why is it a good idea to wash our hands before eating? What does hand washing do?” Take this opportunity to discuss germs (especially bacteria). If you have prepared the rubber chicken for use in Activity 3, ask participants to pass the chicken around. Then ask participants to put their hands under the black light and say, “The spots that you see are where you touched the chicken.” Explain why this can cause problems by spreading germs.

2. **Participant Activity**
   a. Give each participant a dime-size amount of Glo Germ™ Liquid. Have everyone spread it on their hands. Ask them to wash their hands as they normally do.
b. When participants finish washing their hands, ask them put their hands under the black light. Explain, “The spots that you see under this special light are places that did not get clean when you washed your hands. These spots are not real bacteria or germs. We cannot see that. But if you had germs on your hands before washing, the germs would probably still be in the places you can see under the light.” Ask participants, “Do you see any places on your hands that a lot of other people have missed, too?” Point out that germs often hide under fingernails, between fingers, and under jewelry.

c. Demonstrate proper hand washing with warm water and soap. While you wash, you may want to recite the alphabet as you wash to demonstrate the amount of time it takes to wash hands well. Ask participants to wash their hands more carefully a second time. Then have everyone check their hands with the black light again. Ask, “How do your hands look different this time?”

d. Discuss the hazards of poor hand washing (spread of germs, foodborne illness, etc.) Explain, “Hand washing is the number one way to prevent illness. It is easy and does not cost extra money.”

3. Review
Ask participants to pretend that you are a child and that they are teaching you about hand washing by answering your questions. Ask, “Why do I need to wash my hands? When do I need to wash? How do I wash my hands the right way?” Assist participants with their responses as needed.

Activity 2
From Farm to Home

Needed from Kit
Materials:
- Apple (real or model)
- Sticker dots (small enough to put several on the apple)

Props:
- Grocery bag
- Box
- Hat, apron, and other props for role play (optional)

1. Introduction
Say, “I brought an apple to class. Let’s learn about where it came from.”

2. Role play
a. Ask specific participants to play the following parts, but explain the details in parentheses a little later:
• Farmer (checks apple)
• Picker at the farm (picks apple from the tree)
• Packer (puts apple in a box)
• Trucker (drops box, apple rolls out)
• Produce manager (checks apple)
• Stock boy at the grocery store (removes apple from box)
• Shopper #1 (picks up apple, coughs, and decides not to buy it)
• Shopper #2’s child (picks up apple but puts it back)
• Buyer (picks up apple and puts it in box to buy)
• Cashier (rings up apple on an imaginary cash register)
• Bagger (puts apple into grocery bag and hands bag to buyer)
• Buyer’s child (asks to eat apple)

b. Ask players to stand in a semi-circle around a table, with other participants watching. Place a sticker dot on the apple to represent germs. If you discussed germs earlier, simply explain that the sticker dots are germs. If you have not discussed germs, explain “These dots stand for germs. What are germs? Can we see them? What do germs do?”

c. Place the apple on the table and ask the picker to pick the apple off the tree. Prompt each player with his/her part as listed above. As each player holds the apple, have him/her add another sticker dot.

d. When the buyer’s child asks for the apple, ask “Is this a good time to eat the apple? What does the parent need to do?” This will begin the discussion on spreading germs as well as washing food and hands.

Note: You may want to add props to make the role play more realistic (a hat for the farmer, an apron for the produce manager, etc.) If participants have lower-level English, use fewer players but choose parts that participants will recognize easily.

3. Summary
Say, “We always want to remember to wash fresh foods well and to wash our hands before eating. This will help to keep us safe from germs on foods and on our hands.”

Activity 3
What Is Wrong with This Picture?

Needed from Kit
Educator Reference:
  • “Kitchen Hazards in ‘What Is Wrong with This Picture?’” or “Kitchen Hazards in ‘Food Safety at Home”’

Handout:
  • “What Is Wrong with This Picture?” or “Food Safety at Home” (see Materials section)
Materials:
- Glo Germ™ Powder
- Black light
- Cutting board
- Rubber chicken
- Vegetables (real or models)
- Sticker dots
- Overhead transparency of handout
- Non-permanent transparency marker

Preparation
See Advance Preparation for Activity 3 at the beginning of the Activities section. Also, decide in advance which handout you will use: “What Is Wrong with This Picture?” or “Food Safety at Home.” Make an overhead transparency of the handout you have chosen, so you can use it if an overhead projector is available in the classroom.

1. Introduction
Pass out copies of one of the handout: “What Is Wrong with This Picture?” or “Food Safety at Home.” If you have an overhead projector available, use an overhead transparency of the handout. Circle one of the more obvious mistakes in the picture and explain why it is not safe. Ask participants to circle every kitchen safety problem they can find. They may work individually or in pairs, depending on the needs of the group.

2. Discussion
   a. Ask the participants to call out each safety problem. Circle each safety problem on the overhead transparency, so everyone can see. For each safety problem, ask participants what the people in the picture should do differently, adding comments as needed.

   Note: See the educator references for “Kitchen Hazards in...” at the end of the lesson. The references list the hazards in each handout option.

   b. When you are ready to talk about the rubber chicken “thawing” on the cutting board next to the vegetables in your classroom, point to the chicken and ask, “What does it mean that there are so many sticker dots on this chicken? Why did this happen? How should we thaw meat?” Give participants correct information about thawing. Next, ask participants, “Is it a good idea to chop vegetables on the cutting board? Why or why not?” Use a black light to show how the chicken cross-contaminated the cutting board, your hands, and possibly other places. Discuss ways to prevent cross-contamination, including use of the bleach sanitizing solution in Activity 4.

3. Summary
Tell participants, “Think about your own kitchen. What are some things you can change to make it safer?” When participants finish discussing their ideas, say “At the bottom of your handout, write down one thing that you will do differently in your kitchen next week. Start your sentence with ‘Next week I’m going to...’”
Activity 4
A Clean Kitchen Is a Safe Kitchen

Needed from Kit

Handout:
  - “Preparing a Sanitizing Solution”

Materials:
  - Bleach
  - Measuring spoons
  - Quart and gallon containers
  - Dish rags
  - Spray bottles

Additional Need:
  - Access to warm water

1. **Introduction**
   Explain, “One of the ways we can get sick from food is by preparing it on a contaminated cutting board or counter. First we should wash surfaces where we prepare food with hot, soapy water, and then a simple solution using bleach will sanitize the kitchen.”

2. **Demonstration**
   Demonstrate how to make a sanitizing solution. Put 1 teaspoon of bleach in one quart of warm water or 1 tablespoon of bleach in 1 gallon of warm water. Check that participants know the correct name for each of the spoons to ensure that they mix the solutions correctly at home. Ask, “Which of these is the teaspoon and which is the tablespoon? Which is the quart container and which is the gallon container?” Demonstrate proper measuring, and wash the measuring spoons immediately after using them, pointing out why you are doing this.

3. **Participant Activity**
   Pass out the handout “Preparing a Sanitizing Solution.” If available, also pass out spray bottles and dish rags to participants. Ask participants to prepare their own sanitizing solution. Explain that the solution should be made daily because it loses strength over time. Also caution participants:

   - Not to splash the solution on their clothing.
   - Not to make the solution stronger by adding more bleach. Breathing in large amounts of chlorine can be harmful.
   - Keep the bleach and the solution in a place where children cannot get them. They are poisonous.
   - Never mix bleach with ammonia. The fumes can kill.
   - When buying cleaning solutions at the store, be sure to read the instructions on the back of the bottle. Some solutions (such as 409™) must be left on the kitchen
surface for 10 minutes in order to kill bacteria. It is not necessary to leave the sanitizing solution you make with bleach on surfaces this long.

4. Summary
Say, “Bleach is a low-cost cleaner that you can use to kill harmful germs and bacteria living in the kitchen. When making a sanitizing solution, be sure to measure carefully and make a new mix every day.”

Activity 5
Cooking

Needed from Kit
Handout:
- “Preparing Dinner” (optional)

Materials:
- Suggested recipes from Simply Good Eating Recipe Cards: Chicken Stir Fry, Spanish Noodle Casserole
- Additional recipe: 20-Minute Chicken Creole

1. Introduction
Explain, “We are going to prepare a recipe that needs to be cooked. It contains uncooked meat and vegetables. What are some steps we should take today to be sure we make the food safely?” List the steps that participants suggest on the board.

Note: If time allows, use the “Preparing Dinner” handout as a sequence activity before or after cooking. This will help participants practice food safety steps for cooking. See the “Preparing Dinner” instruction sheet for more details.

2. Food Preparation
a. Have all participants (including yourself) wash their hands.

b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. This would be a good time to review the steps for food safety that participants mentioned in the introduction and add any that have been missed.

c. If this is a recipe that requires several steps, organize participants into teams and assign at least one step to each team. For example, have one team chop vegetables, one chop meat and/or brown meat, one grate cheese, one open cans and cartons, one arrange table and paper products, and one clean up. Before they get started, have each team identify special food safety steps they need to take before, during, and after preparation.

d. While participants are cooking, assist as needed.
3. **Summary**
Ask, “Was it hard to prepare food safely? [Response: No] Usually, it is not very hard. We just need to get into the habit of practicing safe food preparation. I encourage you to go home and make some of the changes we talked about today. Your family will thank you.”

---

**Suggestions for Follow-up and Review**

1. Leave “Preparing Safe Food: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Leave the handout “Preparing Dinner” for the ELL classroom teacher to use as a sequence activity, especially if you did not use the handout during the Cooking activity. The teacher will need to cut copies of the handout into strips in advance. Participants will then put them in the correct order, based on what they learned about safe food preparation.

3. Ask, “How did you wash your hands at home last week? When did you wash them? Did you show your children how they should wash their hands?”

4. Ask, “Did you make any changes in your kitchen or the way you prepared food? What were they?”

5. Ask, “Did you make the bleach solution in the last week? Where did you use it? How did you use it?”

6. Ask, “Did anyone use frozen meat last week? How did you thaw it?”
## Kitchen Hazards in
### “What Is Wrong with This Picture?”

*For educator’s reference only*

Below is a list of hazards in the handout “What Is Wrong with This Picture?” with explanations and corrective guidelines.

<table>
<thead>
<tr>
<th>Explanation of Hazard</th>
<th>Corrective Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The woman is tasting the food.</td>
<td>Food should be tasted only with a spoon that will not be used again for stirring, etc.</td>
</tr>
<tr>
<td>2. The handle of the pan is facing outward.</td>
<td>Turn the handle of the pan inward to avoid tipping it over.</td>
</tr>
<tr>
<td>3. Flies are circling the garbage.</td>
<td>Throw away garbage regularly to avoid attracting pests.</td>
</tr>
<tr>
<td>4. The foods in the cupboard are opened but are not sealed. Bugs can easily get inside. Roaches and other insects that live in sink drains or feed on garbage cans carry bacteria with them and contaminate foods.</td>
<td>Keep foods in airtight containers in a cool place. Some foods like flour may be frozen to keep bugs out. Throw away food that contains roaches. In some cultures, it is acceptable to sift a few small bug parts out of foods like flour. For example, the flour may be frozen, then sifted. However, when roaches have been found in food, it should never be eaten.</td>
</tr>
<tr>
<td>5. Food is stored under the sink where it may get wet. Also, many people keep cleaning supplies under the sink. Someone, especially young children, might mistake a cleaning product as a food or drink.</td>
<td>Move food to another place.</td>
</tr>
<tr>
<td>6. Milk is left out on the counter.</td>
<td>Put milk in the refrigerator.</td>
</tr>
<tr>
<td>7. The chicken is thawing on the counter.</td>
<td>Thaw the chicken in the refrigerator.</td>
</tr>
<tr>
<td>8. The child is coughing or sneezing on the food. Coughing and sneezing spreads germs out from the person and into the food.</td>
<td>Cover mouth and face away from food when coughing or sneezing. Then wash hands with warm, soapy water.</td>
</tr>
<tr>
<td>9. There is a cup of spilled milk on the floor. This could cause a fall.</td>
<td>Clean it up.</td>
</tr>
<tr>
<td>10. The child is eating while touching the cat. There is likely to be a variety of bacteria on the pet.</td>
<td>Wash hands with warm, soapy water after handling a pet and before eating.</td>
</tr>
</tbody>
</table>
Below is a list of hazards in the handout “Food Safety at Home” with explanations and corrective guidelines.

<table>
<thead>
<tr>
<th>Explanation of Hazard</th>
<th>Corrective Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The woman is tasting the food.</td>
<td>Food should be tasted only with a spoon that will not be used again for stirring, etc.</td>
</tr>
<tr>
<td>2. The spoon in the pan is facing outward.</td>
<td>Turn the spoon inward to avoid spilling the food or tipping over the pan.</td>
</tr>
<tr>
<td>3. There is leftover food in the pan. It is common in some cultures to prepare cooked food in the morning and keep it on the counter or stove unheated to be eaten during the day.</td>
<td>Food should be stored in the refrigerator or freezer within two hours of cooking.</td>
</tr>
<tr>
<td>4. Flies are circling the garbage.</td>
<td>Throw away garbage regularly to avoid attracting pests.</td>
</tr>
<tr>
<td>5. The foods in the cupboard are opened but are not sealed. Bugs can easily get inside. Roaches and other insects that live in sink drains or feed on garbage cans carry bacteria with them and contaminate foods.</td>
<td>Keep foods in airtight containers in a cool place. Some foods like flour may be frozen to keep bugs out. Throw away food that contains roaches. In some cultures, it is acceptable to sift a few small bug parts out of foods like flour. For example, the flour may be frozen, then sifted. However, when roaches have been found in food, it should never be eaten.</td>
</tr>
<tr>
<td>6. Food is stored under the sink where it may get wet. Also, many people keep cleaning supplies under the sink. Someone, especially young children, might mistake a cleaning product as a food or drink.</td>
<td>Move food to another place.</td>
</tr>
<tr>
<td>7. Milk is left out on the counter.</td>
<td>Put milk in the refrigerator.</td>
</tr>
<tr>
<td>8. The chicken is thawing on the counter.</td>
<td>Thaw the chicken in the refrigerator.</td>
</tr>
<tr>
<td>9. The chicken is on the same cutting board as the vegetables. This can cause cross-contamination when bacteria from the meat come in contact with the vegetables.</td>
<td>Use separate cutting boards for meats and vegetables.</td>
</tr>
<tr>
<td><strong>Explanation of Hazard</strong></td>
<td><strong>Corrective Guidelines</strong></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>10. The child eating the snack has dirty hands (seen on the refrigerator).</td>
<td>Wash hands before eating.</td>
</tr>
<tr>
<td>11. The refrigerator door has dirty fingerprints. When people open the refrigerator, they can easily pick up the dirt and bacteria on their hands.</td>
<td>Clean the refrigerator door with a sanitizing solution.</td>
</tr>
<tr>
<td>12. The eggs are left out on the counter.</td>
<td>Put eggs in the refrigerator.</td>
</tr>
<tr>
<td>[Picture of Latino family only.]</td>
<td></td>
</tr>
<tr>
<td>13. Dirty dishes are piled high in the sink. They might fall from the sink or bacteria from the dishes could spread to food on the counter.</td>
<td>Wash the dishes in hot, soapy water and air-dry them.</td>
</tr>
<tr>
<td>14. The salad is left out on the counter.</td>
<td>Put salad in the refrigerator after it is prepared.</td>
</tr>
<tr>
<td>15. The cat is in the window near the food.</td>
<td>Pets should be kept away from food.</td>
</tr>
<tr>
<td>[Picture of White family only.]</td>
<td></td>
</tr>
</tbody>
</table>
Materials

**Glo Germ™ Powder and Glo Germ™ Liquid (Activities 1 and 3)**

Note that Glo Germ™ Liquid comes in gel or oil form, and it is applied like hand lotion. To order Glo Germ™ products, go to the company website at [http://www.glogerm.com](http://www.glogerm.com) or call 1-800-842-6622. Glo Germ™ also sells UV (black) lights.

**Rubber Chicken (Activities 1 and 3)**

You can find rubber chickens in toy and novelty stores or online at Gag Works, [http://www.gagworks.com](http://www.gagworks.com) (search for “rubber chicken”).

**“Food Safety at Home” Handout (Activity 3)**


OR


**20-Minute Chicken Creole Recipe (Activity 5)**

You may find this recipe in National Cancer Institute. *Down Home Healthy Cookin’*. Reprinted 2000. Available free online at [http://www.modep.buffalo.edu/assets/docs/healthy_down_home_cookin.pdf](http://www.modep.buffalo.edu/assets/docs/healthy_down_home_cookin.pdf) or call the National Cancer Institute at 1-800-4-CANCER.

**Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 5)**


Handout 1: “Preparing Safe Food Vocabulary List”

Handout 2: “What Is Wrong with This Picture?”

Handout 3: “Making a Sanitizing Solution”

Handout 4: “Preparing Dinner”

Handout 5: “Preparing Safe Food: Review and Writing Practice”
  (for ELL teacher)
**bacteria** – very small living things that sometimes cause disease
  Example: Some **bacteria** cause harmful diseases.

**bleach solution** – a mixture of water with bleach
  Example: Using a **bleach solution** is a good way to clean counters.

**contaminate** – to make dirty; to spread germs
  Example: The raw meat can **contaminate** the cutting board.

**cross-contamination** – to pass harmful bacteria from one food or surface to another
  Example: Washing a cutting board with hot, soapy water helps prevent **cross-contamination**.

**foodborne illness/food poisoning** – to get sick from food
  Example: Sandra got a **foodborne illness** from eating spoiled meat.

**germs** – very small living things that cause disease
  Example: Maria spreads **germs** by coughing without covering her mouth.

**harmful** – not good; can hurt someone
  Example: Leaving chicken in the sink all day can be **harmful**.

**prepare** – to make something ready
  Example: This recipe is hard to **prepare**.
raw – not cooked; fresh
   Example: Keep raw meat in the refrigerator or freezer.

sanitize – to clean something very well
   Example: I use bleach to sanitize the counter.

spoiled – food that is not safe to eat
   Example: The potato salad spoiled at the picnic because it was not kept cold.

thaw – to change from frozen to not frozen
   Example: We thaw meat in the refrigerator.

thermometer – a tool used to measure temperature
   Example: The thermometer shows that the turkey is almost cooked.
WHAT IS WRONG WITH THIS PICTURE?

> Circle the mistakes.

Next week I’m going to _______________________________________.

Illustration by Hawley Wright

The participant handout, instructions for making a sanitizing solution, is found on the following page. There are two copies of the instructions on the page, so you will need to cut the handout along the dotted line before passing it out.
A sanitizing solution is a special liquid with bleach that kills germs or bacteria in kitchens. You can use it to clean surfaces such as counters, baby high chairs, cutting boards, and other places where bacteria like to grow.

INSTRUCTIONS:

1. Mix 1 teaspoon of household bleach in 1 quart of warm water to make the solution
   OR mix 1 tablespoon of household bleach in 1 gallon of warm water to make the solution.

2. Wash surfaces with the bleach solution.

3. Make only what you need for one day because the solution does not work well if you keep it longer.

4. Do not spill the solution on clothing, and KEEP IT AWAY FROM CHILDREN.

This handout is used as a sequence activity. Give each participant a full set of strips from the handout. Each strip describes one step in preparing dinner. Participants will put the strips in order, based on what they learned about preparing safe food.

To prepare for the activity, cut copies of the following page into strips. Mix up each set of strips so they are out of order.
PREPARING DINNER

Jane is planning to cook chicken tomorrow.

She takes the chicken out of the freezer the day before.

She thaws the chicken in the refrigerator the day before.

She cuts the vegetables on the cutting board.

She cuts the chicken on the cutting board.

She serves small portions to her children.

She puts the leftover chicken and vegetables into a small container.

She puts the container in the refrigerator within 2 hours after cooking it.
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Always wash your hands before eating or preparing food.

2. When you use a cutting board to cut uncooked chicken, wash it well before you use it for other foods.

3. Thaw frozen meat in the refrigerator the day before you want to cook it.

4. Use bleach and water to sanitize kitchen counters.

5. Put leftover food in a covered container in the refrigerator within two hours after cooking.
1. Always wash your hands before eating or preparing food.

2. When you use a cutting board to cut uncooked chicken, wash it well before you use it for other foods.

3. Thaw frozen meat in the refrigerator the day before you want to cook it.

4. Use bleach and water to sanitize kitchen counters.

5. Put leftover food in a covered container in the refrigerator within two hours after cooking.
Simply Good Eating
for English Language Learners

Microwave Safety
**MICROWAVE SAFETY**

**Behavioral Goal:** Participants will use their microwave ovens safely.

---

**Teaching Vocabulary**

- List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.
- Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.
- Pass out copies of the Vocabulary List at the end of the lesson.
- Encourage the ELL teacher to review the Vocabulary List later.

---

**Objectives**

Participants will be able to:

- Describe at least two safety precautions when using a microwave
- List at least two products or containers that are safe to use in the microwave and two that are not safe

---

**Vocabulary List**

- burn
- container
- foil
- leftover
- microwave
- plastic wrap
- Styrofoam
- wax paper
Before You Start: Review the concepts from your last lesson.

Activity 1: How Does a Microwave Oven Work?
Purpose: To assess participants’ familiarity with microwave technology
Needed from kit: Nothing
Estimated time: 5 minutes

Activity 2: What Can I Put in the Microwave?
Purpose: To have participants understand the basic safety precautions and usage guidelines for the microwave
Needed from kit: Educator Reference: “Which Things Can I Use in the Microwave?”
Materials: Overhead transparency of the handout “Container Identification” from the Safe Food Storage lesson; color-coded headers: “Not safe to use” (red), “Use carefully” (yellow), “Safe to use” (green); felt board or display board (optional); microwave containers placed in a grocery bag or box
Estimated time: 20 minutes

Activity 3: Cooking
Purpose: To provide participants the opportunity to use a microwave oven and apply concepts from the lesson
Needed from kit: Simply Good Eating Recipe Cards
Suggested foods and recipes: Cabbage and Hamburger Casserole, Hot Chocolate Mix, microwave-steamed vegetables (fresh or pre-packaged frozen selection of your choice)
## Microwave Safety Kit Contents

### Educator Reference
- “Which Things Can I Use in the Microwave?” (see Handouts below)

### Handouts
- “Which Things Can I Use in the Microwave?” (for educator and ELL teacher only)
- “Microwave Safety Vocabulary List” (distribute at end of lesson)
- “Microwave Safety: Review and Writing Practice” (for ELL teacher)

### Materials to Gather (see Materials section)
- Overhead transparency of the handout “Container Identification” from the Safe Food Storage lesson
- Color-coded headers: “Not safe to use” (red), “Use carefully” (yellow), “Safe to use” (green)
- Felt board or display board (optional)
- Microwave containers placed in a grocery bag or box
- Simply Good Eating Recipe Cards, Volumes 1 and 2
The microwave oven prepares food quickly and safely, if used properly. We have found however, that many immigrants have had accidents or bad experiences when using the microwave, including fires and burns. Many had never used one before moving to the United States. This suggests that education about microwave safety and the proper use of microwave ovens is necessary.

Microwave cooking is different from cooking with gas or electric ovens. Electromagnetic waves cause water inside foods to move. This movement makes heat to cook the food. The following is a list of safety tips that we suggest you cover sometime during this lesson:

- Supervise children when they use the microwave.
- Be careful of steam from hot, covered foods. It can cause serious burns to hands and face.
- Use hot pads or pot holders when taking food out of the microwave oven.
- Reheat leftovers until they are very hot (165°F), all the way through, not just warm enough to eat.
- Do not heat baby foods and bottles of formula or milk in a microwave oven. They can easily burn the baby’s mouth. Table foods being cooked for babies, such as vegetables, can be heated in the microwave, but stir the food well to prevent hot spots. Always test the food by placing it on your wrist to be sure it is not too hot.
- Do not use plastic wrap on high-fat foods. The higher-fat foods microwave faster and can break down the wrap. This can put harmful chemicals into the food.
- Do not cook eggs in their shells. They may explode. Tightly closed containers may also explode.
- Do not use the microwave to heat jars bought in the grocery store that have food in them.
- Paper plates or dishes should be used only to reheat foods that need less than four minutes of cooking.
- Use only plain or white paper products in the microwave, not paper with printed designs.
- Don’t reheat take-out food in its original container, unless the container is labeled as microwave safe.
- When you heat frozen or packaged foods in their microwave trays, use them only one time and only for the food they came with.
- Heat foods in the microwave for the minimum amount of time. Products heated too long in the microwave can start a fire.
- Superheated liquids in the microwave are very dangerous. Superheating happens when the liquid reaches the boiling temperature but does not bubble. Then when the water is disturbed (by adding instant coffee or putting in a spoon, for example), the liquid will boil violently, often spraying out of the cup. To avoid this, do not heat liquids too long and handle liquids in the microwave carefully.
Activity 1
How Does a Microwave Oven Work?

Needed from Kit
Nothing

1. Introduction
   To help participants understand how a microwave works, say, “Rub your hands together fast and hard. How do your hands feel? Are they getting warmer? Microwave ovens work the same way. They make very small parts inside the food rub together and warm up.”

2. Discussion
   Ask participants, “Did you ever use a microwave oven before coming to the United States? Do you use a microwave now? Why or why not? Have you ever had any problems using a microwave?” Participant’s responses will allow you to focus your teaching for the rest of the lesson.

3. Conclusion
   Explain, “Microwave cooking is different from all other kinds of cooking. It is very convenient because it’s fast and we don’t have to wash a lot of pans. But we need to know how to use a microwave oven safely. We want to avoid starting fires, burning ourselves or our children, eating harmful chemicals, and damaging the microwave oven.”

Activity 2
What Can I Put in the Microwave?

Note: If participants have low-level English, we recommend that you teach “Activity 1: Container Identification” from the Safe Food Storage lesson before teaching this activity.

Needed from Kit
Educator Reference:
   o “Which Things Can I Use in the Microwave?” (see Handouts section)

Materials:
   o Overhead transparency of the handout “Container Identification” from the Safe Food Storage lesson
   o Color-coded headers: “Not safe to use” (red), “Use carefully” (yellow), “Safe to use” (green)
   o Felt board or display board (optional)
   o Microwave containers placed in a grocery bag or box
Preparation
Arrange the headers “Not safe to use (red),” “Use carefully (yellow),” and “Safe to use (green),” on a display board, felt board, or table so everyone can see them.

1. Introduction
   a. Explain to participants, “We see microwave ovens in a lot of kitchens and school and employee lunchrooms. Many people don’t really know what is safe to put into a microwave and what is not safe. Today we are going to learn more about microwave safety. First, we are going to check our memory about containers.”

   b. As a review, use an overhead transparency of the handout “Container Identification” from the Safe Food Storage lesson. Ask participants to name the various containers.

2. Participant Activity
   a. Explain what the colors of the headers mean. Pass the box/bag around the classroom, asking each participant to take out one item. Ask participants to decide whether each item can be safely used in the microwave. Have them place each item next to the header for the correct category.

   b. After everyone has had a chance to place their containers or products next to the headers, ask if anyone would make any changes. Encourage discussion. Explain the correct microwave use of each item, and add related suggestions or information as needed.

3. Summary
   Remind participants, “You need to know what kinds of items you can put into the microwave. This will keep you and your family safe and prevent accidents.”

Activity 3
Cooking

Needed from Kit
Materials:
   o Microwave-steamed vegetables (fresh or pre-packaged frozen selection of your choice)
   o Suggested recipes from Simply Good Eating Recipe Cards: Cabbage and Hamburger Casserole, Hot Chocolate Mix

1. Introduction
   Tell participants, “Today we are going to make a recipe using the microwave. Let’s review some of the safety precautions before we get started.” Some items you may wish to emphasize are:
• Using hot pads
• Heating the ingredients the minimum amount of time
• Using the correct dishes and covering materials

2. **Food Preparation**
   a. Have all participants (including yourself) wash their hands.
   b. Lay out the recipe ingredients. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods.
   c. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to chop meat and/or brown meat, one to open cans and cartons, one to arrange tables and paper products, and one to clean up.
   d. While participants are cooking, assist as needed.

3. **Summary**
   Ask, “Did anyone learn something new today? Will you use your microwave differently next time?” Allow time for discussion. Encourage participants to use their microwave ovens safely.

---

**Suggestions for Follow-up and Review**

1. Leave “Microwave Safety: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use within the next few days.

2. Ask, “Did you use a microwave oven in the past week? What did you heat? What kind of container did you use? Did you do anything differently than you usually do?”

3. Leave “Which Things Can I Use in the Microwave?” with the ELL teacher to review with participants. Emphasize that the handout is for the teacher’s reference and is not to be passed out to participants.
Headers (Activity 2)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. Color-code the headers, as listed below. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers, with color-coding in parentheses, are:

- Not safe to use (red)
- Use carefully (yellow)
- Safe to use (green)

Microwave Containers (Activity 2)

Select a variety of containers and products commonly used in the microwave, with examples from each of the three categories used in the educator reference “Microwave Safety Chart.” Place the sample containers and products in a grocery-style brown paper bag(s) or a large box.

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 3)


Handout 1: “Microwave Safety Vocabulary List”

Handout 2: “Which Things Can I Use in the Microwave?”
   (for educator and ELL teacher reference only)

Handout 3: “Microwave Safety: Review and Writing Practice”
   (for ELL teacher)
burn – an injury caused by heat or fire
   Example: Baby food heated in a microwave can burn a baby’s tongue.

container – a cup, glass, plate, tray, or bowl that holds food or drink
   Example: It isn’t safe to use a metal container in the microwave.

foil – a very thin, light sheet of metal, usually aluminum, used to wrap food
   Example: I wrapped the cheese in foil and put it in the refrigerator.

leftover – the food that is not eaten during a meal and that is saved for later
   Example: We had leftover chicken and potatoes for dinner last night.

microwave – an oven or way of cooking that heats food faster than a normal oven
   Example: We warmed up the leftover rice in the microwave. I will also microwave the frozen dinner for 8 minutes.

plastic wrap – a very thin sheet of clear plastic used to cover food
   Example: We covered the cold pasta with plastic wrap before putting it in the refrigerator.

Styrofoam – a light, thick plastic used to make disposable cups, plates, and trays.
   Example: Do not use Styrofoam in the microwave.

wax paper – special paper that can be used to wrap food because it keeps water out
   Example: It is safe to cover food in the microwave with wax paper.
# Which Things Can I Use in the Microwave?

*(For educator and ELL teacher reference only)*

<table>
<thead>
<tr>
<th>STOP! Not safe to use</th>
<th>SLOW! Use carefully</th>
<th>GO! Safe to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Styrofoam and foil plates or trays</td>
<td>Napkins and paper towels without printed designs</td>
<td>Glass cookware</td>
</tr>
<tr>
<td>Baby food and bottles of formula and milk</td>
<td>Table foods cooked to serve to babies</td>
<td>Waxed paper</td>
</tr>
<tr>
<td>Reusing microwave trays from frozen dinners</td>
<td>Plastic wrap</td>
<td>“Microwave-safe” containers</td>
</tr>
<tr>
<td>Paper bags</td>
<td></td>
<td>Paper plates that say “microwave safe” on the package</td>
</tr>
<tr>
<td>Deli containers</td>
<td></td>
<td>Dishware that says it is “microwave safe”</td>
</tr>
<tr>
<td>Margarine tub</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Containers with metallic edges or glaze</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glass food containers, such as baby food jars, canning jars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Napkins and paper towels with printed designs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Do not heat baby bottles in a microwave oven because the milk can get very hot and burn the baby’s mouth.

2. Dishes with the words “microwave safe” on the back are safe to use in the microwave oven.

3. If you put metal or foil in a microwave, it can damage the oven.

4. Do not use deli or margarine containers in a microwave.

5. Be careful when handling food from the microwave because it can be very hot.
1. Do not heat baby bottles in a microwave oven because the milk can get very hot and burn the baby’s mouth.

2. Dishes with the words “microwave safe” on the back are safe to use in the microwave oven.

3. If you put metal or foil in a microwave, it can damage the oven.

4. Do not use deli or margarine containers in a microwave.

5. Be careful when handling food from the microwave because it can be very hot.
Simply Good Eating
for English Language Learners

Calcium
Behavioral Goal: Participants will consume adequate amounts of calcium in their diets on a daily basis.

Vocabulary List
- calcium
- deplete
- fortified
- lactose
- osteoporosis
- store
- supplement

Teaching Vocabulary

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives
Participants will be able to:
- Define “calcium”
- Identify one reason they need calcium in their diets
- Identify sources of calcium in their own diets
- Identify the amount of calcium needed in their diets or the diets of children in their families
- Identify ways to meet their minimum calcium requirements in their diets
Overview

**Before You Start:** Review the concepts from your last lesson.

**Activity 1: Bones, Bones…**

**Purpose:** To have participants recognize that calcium is important for bone development and prevention of osteoporosis

**Needed from kit:** Materials: Example of bones, such as a skeleton or a model of a bone; picture of a broken bone; picture of an adult with osteoporosis; five plastic storage bags of flour containing the amounts of calcium in bones across the lifespan

**Estimated time:** 10 minutes

---

**Activity 2: Where Is the Calcium?**

**Purpose:** To enable participants to recognize available sources of calcium

**Needed from kit:** Handout: “Where Is the Calcium?”

Materials: Eight % Daily Value headers ranging from 5% to 40%, display board or flannel board (optional), an enlarged food label with calcium highlighted, food labels showing different amounts of calcium with the % Daily Value of calcium highlighted (including at least two calcium supplements)

**Estimated time:** 25 minutes

---

**Activity 3: Does Your Calcium Measure Up?**

**Purpose:** To have participants practice choosing adequate calcium intake for a day

**Needed from kit:** Handouts: “Does Your Calcium Measure Up?” and “How to Get the Calcium You Need”

Materials: Overhead transparency of the handout “Does Your Calcium Measure Up?” (optional), non-permanent transparency marker (optional), Dairy Council food cards, food models of child and adult milk servings, % Daily Value strips of colored paper corresponding to percentages on the bar chart in the handout “Does Your Calcium Measure Up?” cut to fit the bar chart

**Estimated time:** 20 minutes
Activity 4: Cooking

Purpose: To give participants a chance to try high-calcium foods

Materials needed: *Simply Good Eating Recipe Cards*, Grilled Cheese Sandwich recipe

Suggested foods and recipes: A wide variety of ready-made foods that contain calcium (including non-dairy) for participants to taste, Orange Smoothie, Hot Chocolate Mix, Broccoli-Rice Casserole, Grilled Cheese Sandwich

---

**Calcium Kit Contents**

*Handouts*
- “Where Is the Calcium?”
- “Does Your Calcium Measure Up?”
- “How to Get the Calcium You Need”
- “Calcium Vocabulary List” (distribute at end of lesson)
- “Calcium: Review and Writing Practice” (for ELL teacher)

*Materials to Gather (see Materials section)*
- Example of bones, such as a skeleton or a model of a bone
- Picture of a broken bone
- Picture of an adult with osteoporosis
- Five plastic storage bags of flour containing the amounts of calcium in bones across the lifespan
- Eight % Daily Value headers ranging from 5% to 40% and using 5% increments, with a different color for each % Daily Value
- Enlarged food label with calcium highlighted
- Food labels showing different amounts of calcium with the % Daily Value of calcium highlighted (including at least two calcium supplements)—for participants with lower-level English, use labels with colored sticker dots corresponding to the same colors on the % Daily Value headers
- Overhead transparency of the handout “Does Your Calcium Measure Up?” (optional)
- Non-permanent transparency marker (optional)
- Dairy Council food cards
- Food models of child and adult milk servings
- % Daily Value colored strips of paper corresponding to percentages on the bar chart in the handout “Does Your Calcium Measure Up?” and cut to fit the bar chart
- Grilled Cheese Sandwich recipe
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
Background

Calcium is a mineral required for bone development in children and to prevent osteoporosis in adults. Calcium is being heavily researched for other health benefits, too. For example, it appears that adequate consumption may be helpful in reducing high blood pressure and is recommended in the DASH (Dietary Approaches to Stop Hypertension) diet. For many adult immigrants, osteoporosis was not an issue in their home country. However, adequate growth for young children may have been an issue due to limited access to calcium-rich foods and adequate nutrition in general.

Calcium (along with vitamin A, vitamin C, and iron) is a key indicator nutrient to help assess the overall quality of the diet. Participants’ traditional, non-Western diets often contain adequate calcium through non-dairy sources such as corn tortillas, fish sauce, dried fish, pounding of bones in soups, high intake of greens, etc. The health effects of rapid changes in diets from traditional foods to a Western diet can leave some nutrients lacking. Assisting participants with making healthy choices in this change is critical. Moreover, dietary preferences may make it impossible for some participants to get the necessary calcium in their diet. These individuals would benefit from a supplement. Calcium carbonate is generally the least expensive calcium supplement. Make sure participants understand that it is best absorbed when taken with a meal.

The Nutrition Facts label uses 1000 mg as the 100% Daily Value (DV) calcium requirement for a healthy adult. 1000 milligrams is considered the Adequate Intake level for an adult. This is an especially useful target amount mathematically, and we use 100% as a teaching tool in this lesson. Before you start, you need to understand that “10% = 100 mg” in the equation in Activity 3, so you do not find yourself confused in the middle of the lesson. Because most Nutrition Facts labels show only the percentage of calcium contained in the food, we limit our discussion of milligrams of calcium. Instead, we emphasize percentages, and we recommend you use the label and its percentages in this lesson. Percentages will be easier for participants to understand.

Note: For the purposes of this lesson, we have rounded the % DV of calcium shown on the handouts to the nearest 5%.

Reference:

Activity 1

Bones, Bones...

Needed from Kit

Materials:
- Example of bones, such as a skeleton or a model of a bone
- Picture of a broken bone
- Picture of an adult with osteoporosis
- Five plastic storage bags of flour containing the amounts of calcium in bones across the lifespan

Preparation

Decide in advance whether you are going to prepare the bags of flour before class or ask participants to help make them.

1. Introduction

Show an example of a skeleton or a bone. Ask, “What is this? What is it made up of?” After participants have responded that there is calcium in bones, ask, “Why do children need calcium? Why do adults need calcium?” Supplement participants’ answers with necessary information. Explain that bones and teeth all contain calcium which help them become hard and strong. Children need calcium for growth, and adults need calcium to keep bones from weakening. Many adults believe calcium is only needed by children and do not realize that they need it, too. Show a picture of an adult with osteoporosis to illustrate the weakening of bones, and then show a picture of a broken bone to illustrate a fracture that may occur due to osteoporosis or weakening of the bone.

2. Demonstration

Demonstrate that bones are made up of calcium. Explain, “There are other things in bones besides calcium, but today we are only discussing calcium.” Use plastic storage bags of flour to demonstrate the amount of calcium in bones across a person’s lifetime. Prepare the bags in advance, or ask participants to help measure the correct amounts.

<table>
<thead>
<tr>
<th>Age</th>
<th>Amount of Calcium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn</td>
<td>¼ cup calcium</td>
</tr>
<tr>
<td>10 year old</td>
<td>3½ cups calcium</td>
</tr>
<tr>
<td>17 year old</td>
<td>8½ cups calcium</td>
</tr>
<tr>
<td>35 year old</td>
<td>9½ cups calcium</td>
</tr>
<tr>
<td>Woman with osteoporosis</td>
<td>6½ cups calcium</td>
</tr>
</tbody>
</table>

Note: This demonstrates the critical importance of adequate calcium intake during childhood, in order to build up the amount of calcium in the bones. However, maintaining calcium levels is important for adults. Bones stop storing calcium at around 25 years of age. In order to prevent calcium bone loss, it is important to have adequate dietary calcium daily.

3. **Summary**

Tell participants, “All of us need calcium in our diets every day for our bones and teeth, whether we are growing or not. Calcium is also helpful for other things in our body, such as our heart. Next we will learn where we can get calcium in foods.”

**Activity 2**

*Where Is the Calcium?*

**Needed from Kit**

Handout:
- “Where Is the Calcium?”

**Materials:**
- Eight % Daily Value headers ranging from 5% to 40% and using 5% increments, with a different color for each % Daily Value
- Enlarged food label with calcium highlighted
- Food labels showing different amounts of calcium with the % Daily Value of calcium highlighted (including at least two calcium supplements)

**Preparation**

If participants have a lower English language level, mark each food label in advance with a colored sticker dot representing the % DV of calcium. Use the same colors as you used for the laminated % DV headers.

Place the % Daily Value headers on a display board, flannel board, table, or wall so everyone can see them.

1. **Introduction and Demonstration**

Show participants the colored headers with 5%-40% Daily Value (in 5% increments) on them. Explain that these numbers tell shoppers how much calcium is in the food they buy. The larger the percentage, the greater the amount in one serving of the food. Using an enlarged food label, show participants where you found the % DV information. Ten percent is considered a good source of calcium, 20% is better, and 30% is better than 20%.

Note: Ten percent is considered a good source, and 30% is considered equivalent to a glass of milk.
2. **Participant Activity**
   a. Pass out a variety of food product labels or pictures. Include at least two calcium supplements.

   b. Ask participants to choose one or more products and check the % Daily Value by looking at the label or using the dots as a guide. Whenever possible, challenge them to find the % DV on the food label. Ask each participant to bring their food up and classify it under the % DV for that product. Ask questions such as, “Have you ever eaten this food? How would you use this food? Which group provides the most calcium? Are there any foods there that you like?”

3. **Participant Review Activity**
   Have participants review the material by giving them the handout “Where Is the Calcium?” Ask them to find the foods they selected previously and circle them on the handout. Next, ask them to circle good sources that you haven’t categorized but that are included on the handout.

   **Note:** If you are short on time and unable to do the next activity, or if the group has low-level English, you could modify this review activity: Have them circle foods they would eat that have calcium. Ask them to try to include more of these foods every day in their meals or snacks.

**Activity 3**
**Does Your Calcium Measure Up?**

**Note:** This activity requires higher-level English and math abilities. It is a difficult activity for participants with lower-level English. If your group has a lower English language level, or if you do not have time for this activity, see the note at the end of Activity 2 (above) for an alternative.

**Needed from Kit**
**Handouts:**
- “Does Your Calcium Measure Up?”
- “How to Get the Calcium You Need”

**Materials:**
- Overhead transparency of the handout “Does Your Calcium Measure Up?” (optional)
- Non-permanent transparency marker (optional)
- Dairy Council food cards
- Food models of child and adult milk servings
- % Daily Value colored strips of paper corresponding to percentages on the bar chart in the handout “Does Your Calcium Measure Up?” and cut to fit the bar chart
Preparation
Decide in advance whether you will use an overhead transparency to display the enlarged bar chart from the handout “Does Your Calcium Measure Up?” or draw the bar chart on a white board or chalk board. Also decide in advance whether you will have participants 1) use the % Daily Value colored strips of paper or 2) color in their bar charts. Note that if you have participants color in their bar charts, some participants may become confused as the amounts add up. Using the colored strips of paper limits this problem.

1. Introduction
Distribute the handout “Does Your Calcium Measure Up?” Ask participants to circle their age group on the bar chart. Next, display an enlargement of the bar chart from the handout on an overhead transparency, or draw the bar chart on a white board or chalk board. Ask each participant, “What percentage of calcium do YOU need?” Point to the corresponding percentage mark on the bar chart after each person responds. Explain that depending on their age, people require different amounts of calcium.

2. Demonstration
Demonstrate how you would like participants to use the handout. This modeling is very important if you expect participants to understand your instructions.

   a. Tell participants, “I’m 45 years old. On the chart, I need 100% calcium.” (Circle the percentage on the bar chart.)

   b. “What should I eat tomorrow to fill this up? I’m going to look through the food pictures and choose foods that I would eat.” (Choose corn tortillas and yogurt as examples.)

   c. “Now I need to look at the labels of the foods I chose and find the colored strips of paper that are the same as the calcium amount of each of my foods.” (Show the colored strips labeled 10%-40%. Point out that all the 10% strips are the same color, etc.)

   d. “Now I’m going to put the cards on my bar chart, one after another, starting at the 0% line and going to the right.” (Demonstrate on the bar chart enlargement.) Ask, “Is that enough calcium for me?” Give participants a chance to respond, and then continue, “No, I do not have enough calcium for me. I need more. Getting my calcium needs met means filling up to 100%” (or more for those with greater calcium needs).

Note: If you drew an enlarged bar chart on the board, you could fill in amounts using chalk or dry erase markers.

3. Participant Activity
Ask participants to do the same activity you just demonstrated with their own handouts. They should choose calcium sources they would eat using the Dairy Council food cards and fill in their bar charts using the % Daily Value colored strips of paper. Move around
the class and offer assistance as needed. When participants have finished, ask, “Did you get enough calcium for tomorrow?” If not, help select additional foods to meet their calcium requirements.

4. **Call to Action**
   a. Call participants’ attention to the question on the handout, “What will you eat to get your calcium tomorrow?” Give participants a chance to respond. After they have given their suggestions, demonstrate what you want them to do by using yourself as an example. Tell participants, “I’m going to drink 2 cups of milk. One cup gives me 30% of the Daily Value for calcium, so 2 cups gives me 60%. Is that enough for me? I need more. What else should I eat? When I finish, I’m going to write down on my handout the names of all those foods I plan to eat and how much of each food (serving size) I’m going to eat.”

   b. Before participants begin writing their own answers on the handout “Does Your Calcium Measure Up?” distribute the handout “How to Get the Calcium You Need” as a reference. Encourage them to choose high-calcium foods that they enjoy. When they are done, ask for volunteers to share what they wrote. Encourage participants to take the handouts home to help remind them to choose high-calcium foods every day.

---

**Activity 4**

**Cooking**

**Needed from Kit**

**Materials:**
- A wide variety of ready-made foods that contain calcium (including non-dairy foods and a variety of cheeses) for participants to taste
- Suggested recipes from *Simply Good Eating Recipe Cards*: Orange Smoothie, Hot Chocolate Mix, Broccoli-Rice Casserole
- Additional recipe (see Materials section): Grilled Cheese Sandwich

**Preparation**

If your budget will allow it, gather examples of foods that contain calcium for participants to taste. Include a variety of cheeses as well as non-dairy foods, such as kale, collard greens, and calcium-fortified orange juice and soy products (tofu, soymilk). You may also want to prepare a dish that contains calcium.

1. **Introduction**

   Explain, “Some of the foods that are high in calcium may be new to you and your family. Today we are going to prepare a simple recipe that contains an excellent source of calcium.”
2. **Food Preparation**
   a. Have all participants (including yourself) wash their hands.
   
   b. Lay out the recipe ingredients and/or the foods that contain calcium. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. Ask participants to identify the foods that are high in calcium.
   
   c. If this recipe requires preparing more than one of the same thing, such as a smoothie, have participants take turns preparing different steps in the process and/or prepare their own individual recipe.
   
   d. While participants are cooking and tasting ready-made calcium foods, assist as needed.

3. **Summary**
   Ask, “Did you like this calcium-rich food? If you have children, would they enjoy it? What are some other recipes you have tasted that are high in calcium and good to eat?” Encourage participants to include calcium-rich foods in their diet every day, using foods they know and trying new ones.

---

### Suggestions for Follow-up and Review

1. Leave “Calcium: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Ask, “How many servings of calcium should you eat every day? How did you get your calcium this past week?”

3. If time did not allow you to complete all the activities, leave the handout and its instructions with the ELL teacher.
Example of bones (Activity 1)

NASCO, for example, carries miniature and full-size skeleton models. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

Bags of Flour Demonstrating the Amount of Calcium in Bones (Activity 1)

Decide in advance whether you are going to prepare the bags of flour before class or ask participants to help make them. You will need five clear plastic storage bags and flour. Measure the flour as follows to demonstrate the amount of calcium in bones at five ages across the life cycle:

- Newborn = $\frac{1}{4}$ cup calcium
- 10 year old = $3\frac{1}{2}$ cups calcium
- 17 year old = $8\frac{1}{2}$ cups calcium
- 35 year old = $9\frac{1}{2}$ cups calcium
- Woman with osteoporosis = $6\frac{1}{2}$ cups calcium


Percent Daily Value Headers (Activity 2)

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. You will need eight headers, with one % Daily Value on each, ranging from 5% to 40% and using 5% increments. Use a different color for each % Daily Value. For example, blue represents 10%, yellow represents 20%, etc. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®.

Food Labels Showing % Daily Value of Calcium (Activity 2)

Choose food labels with different amounts of calcium. Include at least two calcium supplements with their labels.

For participants with lower-level English, mark each label in advance with a colored sticker dot (i.e., round color-coding label) representing the % DV for calcium. Be sure the colors of the dots you use correspond to the colors of the % Daily Value headers.
Percent Daily Value Strips of Colored Paper (Activity 3)

Prepare strips of colored paper that cover the bar chart in the handout “Does Your Calcium Measure Up?” from the beginning of the chart to the corresponding % Daily Value line. Use the same color coding that you developed for the % Daily Value headers in Activity 2. For example, blue strips are cut to cover the bar chart from the beginning to the 10% line, yellow strips are cut to cover the bar chart from the beginning to the 20% line, etc. Each participant will need several strips for each % Daily Value.

Food Models of Child and Adult Size Servings of Milk (Activity 3)

NASCO. Life/form® Food Replicas and Models. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

Dairy Council Food Cards (Activity 3)


Grilled Cheese Sandwich Recipe (Activity 4)

Use any recipe for a healthy grilled cheese sandwich that you would like. Make sure to use whole grain bread, low-fat cheese, and low-fat cooking methods (such as using a trans-fat free margarine and/or a non-stick pan sprayed with a low-fat cooking spray).

Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)


Handout 1: “Calcium Vocabulary List”

Handout 2: “Where Is the Calcium?”

Handout 3: “Does Your Calcium Measure Up?”

Handout 4: “How to Get the Calcium You Need”

Handout 5: “Calcium: Review and Writing Practice”
   (for ELL teacher)
**CALCIUM VOCABULARY LIST**

**calcium** – a nutrient that is very important for strong teeth and bones
   Example: Three glasses of milk daily give most people the calcium they need.

**deplete** – to use all or most of something
   Example: If you deplete your calcium supply, your bones will become weak.

**fortified** – contains added vitamins and minerals
   Example: When calcium is added to orange juice, it is calcium fortified.

**lactose** – the natural sugar in milk
   Example: I can only drink small amounts of milk at a time because my body can’t digest lactose.

**osteoporosis** – a disease that causes brittle (weak) bones, in part because the body did not get enough calcium
   Example: Osteoporosis caused her hip to break.

**store** – to keep for later use
   Example: The body will store calcium in the bones.

**supplement** – something extra
   Example: If you don’t get enough calcium in your diet, you should take a supplement.
WHERE IS THE CALCIUM?

Circle the foods that have calcium.

- milk: 30%
- dry milk: 30%
- banana: 0%
- cottage cheese: 10%
- greens: 10%
- okra: 10%
- orange juice (fortified): 30%
- broccoli: 5%
- plain yogurt: 45%
- pinto beans: 10%
- perch (fresh fish): 10%
- sardines (canned): 30%
- chicken: 0%
- tea: 0%
- coffee: 0%
- tofu (enriched): 25%
- sugar: 0%
- candy bar: 0%
- soda: 0%
- Swiss cheese: 25%
- American cheese: 15%
- corn tortilla: 5%
- cookies: 0%

** DOES YOUR CALCIUM MEASURE UP? **

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0%</th>
<th>30%</th>
<th>50%</th>
<th>80%</th>
<th>100%</th>
<th>120%</th>
<th>130%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Group</td>
<td>1-3 years</td>
<td>4-8 years</td>
<td>19-50 years</td>
<td>50+ years</td>
<td>9-18 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) Circle your age on the bar chart above.

b) Then, using your age, circle the calcium percentage (%) that you need on the bar chart.

c) What will you eat to get your calcium tomorrow?

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>1 cup (236ml)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Container</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>80</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 5mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>120mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>11g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>11g</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
</tr>
<tr>
<td>Calcium (30%)</td>
<td>Iron</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
## HOW TO GET THE CALCIUM YOU NEED

<table>
<thead>
<tr>
<th>FOOD</th>
<th>calcium percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonfat dry milk powder, instant (1/3 cup)</td>
<td>30</td>
</tr>
<tr>
<td>Yogurt, low fat (1 cup)</td>
<td>45</td>
</tr>
<tr>
<td>Milk, skim (1 cup)</td>
<td>30</td>
</tr>
<tr>
<td>Milk, 2% low fat (1 cup)</td>
<td>30</td>
</tr>
<tr>
<td>Milk, whole (1 cup)</td>
<td>30</td>
</tr>
<tr>
<td>Milk, 2% low fat chocolate (1 cup)</td>
<td>30</td>
</tr>
<tr>
<td>Orange juice, fortified (1 cup)</td>
<td>30</td>
</tr>
<tr>
<td>Swiss cheese (1 ounce)</td>
<td>25</td>
</tr>
<tr>
<td>American cheese (1 ounce)</td>
<td>15</td>
</tr>
<tr>
<td>Cottage cheese, 2% low fat (1/2 cup)</td>
<td>10</td>
</tr>
<tr>
<td>Tofu, with calcium sulfate (1/2 cup)</td>
<td>25</td>
</tr>
<tr>
<td>Sardines, canned with bones (3 ounces)</td>
<td>30</td>
</tr>
<tr>
<td>Salmon, canned with bones (3 ounces)</td>
<td>20</td>
</tr>
<tr>
<td>Perch, baked (3 ounces)</td>
<td>10</td>
</tr>
<tr>
<td>Collards, fresh, cooked (1/2 cup)</td>
<td>15</td>
</tr>
<tr>
<td>Turnip greens, fresh, cooked (1/2 cup)</td>
<td>10</td>
</tr>
<tr>
<td>Broccoli, fresh, cooked (1/2 cup)</td>
<td>5</td>
</tr>
<tr>
<td>Okra, frozen, cooked (1/2 cup)</td>
<td>10</td>
</tr>
<tr>
<td>Dry beans, pinto, cooked (1 cup)</td>
<td>10</td>
</tr>
<tr>
<td>Corn tortilla (6 inch)</td>
<td>5</td>
</tr>
</tbody>
</table>

Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Calcium is important for strong bones.

2. Offer young children dairy foods, such as yogurt, cheese, and milk, at least three times a day.

3. You can eat canned fish, such as sardines and salmon, to get calcium.

4. Everyone needs to get calcium in their diet every day.

5. Orange juice is sometimes fortified with calcium.
1. Calcium is important for strong bones.

2. Offer young children dairy foods, such as yogurt, cheese, and milk, at least three times a day.

3. You can eat canned fish, such as sardines and salmon, to get calcium.

4. Everyone needs to get calcium in their diet every day.

5. Orange juice is sometimes fortified with calcium.
Simply Good Eating
for English Language Learners

Iron
Behavioral Goal: Participants will increase the amount of iron in their diet, as needed.

Vocabulary List
absorb
anemia
deficiency
enriched
fortified
iron
mineral
rich/high

Teaching Vocabulary

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives
Participants will be able to:
- Define “iron”
- Identify the importance of iron in the diets of adults and children
- Identify people who are at risk for iron-deficiency
- Identify foods high in iron
- Identify foods that increase iron absorption
- Identify foods that decrease iron absorption
Before You Start: Review the concepts from your last lesson.

Activity 1: Iron Quiz

Purpose: To introduce the basic principles of iron absorption

Needed from kit: Handout: “Iron and You”

Materials: Food can or package with “iron” on the Nutrition Facts label, Dairy Council food cards, cast iron pan

Estimated time: 15 minutes

Activity 2: Where Is the Iron?

Purpose: To enable participants to identify foods high in iron and vitamin C

Needed from kit: Educator Reference: “Sources of Iron and Vitamin C”
Handout: “Choose Foods for Iron”

Materials: Food cards, models, labels, and/or packages; prenatal vitamins; headers: “High in Vitamin C,” “Some Iron,” “High in Iron”; felt board or display board (optional)

Estimated time: 20 minutes

Activity 3: Why Iron?

Purpose: To help participants visualize the need for iron, especially during pregnancy

Needed from kit: Materials: Gallon container half filled with red water, red food coloring, half-gallon pitcher of water

Estimated time: 10 minutes
Activity 4: Cooking

Purpose: To provide participants a chance to practice preparing and/or tasting a dish that has iron

Needed from kit: *Simply Good Eating Recipe Cards*

Suggested foods and recipes: A variety of iron-fortified breakfast cereals and juices high in vitamin C to taste, Skillet Lasagna made using a cast iron pan, Bean Dip, Quick Chili

---

**Iron Kit Contents**

**Educator Reference**
- “Sources of Iron and Vitamin C”

**Handouts**
- “Iron and You”
- “Choose Foods for Iron”
- “Iron Vocabulary List” (distribute at end of lesson)
- “Iron: Review and Writing Practice” (for ELL teacher)

**Materials to Gather (see Materials section)**
- Food can or package with “iron” on the Nutrition Facts label
- Dairy Council food cards
- Cast iron pan
- Food cards, models, labels and/or packages of foods containing vitamin C and iron, as well as some foods thought to contain iron or vitamin C but that do not contain much iron or vitamin C
- Prenatal vitamins
- Felt board or display board (optional)
- Gallon container half filled with red water
- Red food coloring
- Half-gallon pitcher of water
- *Simply Good Eating Recipe Cards, Volumes 1 and 2*
Iron is important to health because it is used to form red blood cells. When people are growing (infants, children, and pregnant women) or losing blood on a regular basis (menstruating women), their iron needs are usually greater. The following is a condensed reference of the 2002 Dietary Reference Intakes (DRIs) for iron, given as RDAs (Recommended Dietary Allowances):

<table>
<thead>
<tr>
<th>Group</th>
<th>RDA (mg/day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants:</td>
<td>11</td>
</tr>
<tr>
<td>Children:</td>
<td></td>
</tr>
<tr>
<td>1-3 years old</td>
<td>7</td>
</tr>
<tr>
<td>4-8 years old</td>
<td>10</td>
</tr>
<tr>
<td>Adult males:</td>
<td>8</td>
</tr>
<tr>
<td>Adult females:</td>
<td>18</td>
</tr>
<tr>
<td>Women 51 years +</td>
<td>8</td>
</tr>
</tbody>
</table>

When people do not get enough iron, they may develop anemia. This can sometimes lead to serious problems. Symptoms of anemia include headaches, difficulty maintaining body temperature, and a lack of energy. In addition, if children are anemic, they are at higher risk for lead poisoning if exposed to lead. But excess iron intake is not desirable either because it can lead to iron toxicity. For example, a child who accidentally eats adult iron supplements can overdose. Iron supplements should be treated like medicine and kept safely away from children.

Many factors affect the way iron is absorbed into the body. First, more iron is absorbed when your iron stores are low, less when your stores are high. Second, heme iron (mostly from animal sources) is better absorbed by the body than non-heme iron (from plant sources and egg yolks). For this reason, vegetarians actually need to consume slightly higher levels of iron. Third, some food substances can limit iron absorption. These include oxalic acid in spinach and chocolate, tannins in tea, polyphenols in coffee and red wine, phytic acid in grains and legumes, and calcium in calcium-rich foods. On the other hand, when foods high in vitamin C or meat proteins are eaten at the same time as foods high in iron, iron absorption will be increased.

We encourage you to become familiar with the sources of iron and vitamin C in your participants’ diets. Do they eat lamb? Are bean thread noodles often used in soups? Are lentils or tofu part of the diet? If these foods are unfamiliar to you, visit an ethnic grocery store in preparation for this lesson.

Reference:

Activity 1
Iron Quiz

Needed from Kit
Handout:
- “Iron and You”

Materials:
- Food can or package with “iron” on the Nutrition Facts label
- Dairy Council food cards
- Cast iron pan

1. Introduction
   a. Hold up a can or package and say, “The Nutrition Facts label on this food says that it contains ‘iron.’ What is iron?” Participants’ responses may vary from “It’s a vitamin” to “It’s something I use to make clothes smooth.” Explain, “The word ‘iron’ I am using in today’s lesson is a mineral that is important for health. Our body uses it to carry oxygen to all parts of our body.”

   b. Pass out the handout “Iron and You.” Read the questions aloud together. Have each participant circle yes or no.

2. Discussion
   Discuss the answers together. Include the following information to guide the discussion, using visual examples (food cards and cast iron pan) if you have them:

   - Red meats are the best source of iron (heme). Animal protein also improves the absorption of iron from plants and egg yolks (non-heme).
   - Foods high in vitamin C, such as dark green vegetables and citrus fruits and juices, can increase the absorption of iron if eaten at the same time as the iron-rich food.
   - Many products, such as iron-fortified or iron-enriched cereals, have extra iron.
   - Iron is one of the key nutrients on the Nutrition Facts label. 5% Daily Value (DV) or less is low and 20% DV or more is high.
   - When consumed with a meal, coffee and tea can significantly decrease iron absorption. Other food substances that decrease iron absorption include wine, spinach, chocolate, and phytic acid in grains and legumes.
   - When you cook acidic foods (such as tomato sauce) in iron pans, some of the iron from the pan transfers into the food, providing an additional source of iron in your diet. (Show participants a cast iron pan.)
3. **Summary**  
Say to participants, “Tell me something new that you have learned about iron so far. [Wait for response.] Now we are going to find out what kinds of foods contain iron.”

**Activity 2**  
*Where Is the Iron?*

**Needed from Kit**  
**Educator Reference:**  
- “Sources of Iron and Vitamin C”

**Handout:**  
- “Choose Foods for Iron”

**Materials:**  
- Food cards, models, labels, and/or packages of foods containing vitamin C and iron, as well as some foods thought to contain iron or vitamin C but that do not contain much iron or vitamin C
- Prenatal vitamins
- Felt board or display board (optional)

**Preparation**  
If you are not familiar with foods that are high in iron and vitamin C, refer to the educator reference “Sources of Iron and Vitamin C.”

Arrange the headers “High in Vitamin C,” “Some Iron,” and “High in Iron” on a display board, felt board, or table so everyone can see them.

**1. Participant Activity**  
a. Place the food cards, models, packages, or labels on a table. Alternatively, you may give each participant one or two items. Remind participants, “Foods high in vitamin C can help the body absorb iron. So we are going to do two things now: look at what foods contain iron and remind ourselves about foods with vitamin C, too.”

b. Explain that a food with a Daily Value of 10-20% contains some vitamin C or iron. If a food has 20% or more Daily Value of the nutrient, it is considered high. Ask participants to refer to the Nutrition Facts labels, if possible, and place the items in the correct category, using the headers. Be sure to include the prenatal vitamins for participants to categorize. If participants decide that certain items do not contain iron or vitamin C, tell them to set them aside or hold on to them. Allow participants time to look at the foods.
c. Review the food placements with the entire group. Make corrections if necessary. Point out that some items have been set aside or that participants are still holding on to some items. These foods are not good sources of vitamin C or iron. If participants are holding on to the foods, have them show their items to the group. Ask, “Are you surprised to find out which foods are rich in iron and which were not? Do you see any foods that you like?” Answer any questions participants might have.

2. **Summary**

Say, “Iron is found in many foods that we eat often. It is important to know what these foods are, plan to use them, and eat them. This is especially important for young children and women who are pregnant.” Pass out the handout “Choose Foods for Iron” for participants to take home as a reminder. To help participants understand the handout, say, “Look at the children on the slide. What does it say at the top of the slide? [Answer: More iron.] What does it say at the bottom of the slide? [Answer: Less iron.] Which food has more iron: liver or spinach? Cereal or spinach?”

### Activity 3

**Why Iron?**

**Note:** *This activity is aimed primarily at participants concerned with pregnancy now or in the future, either for themselves or family members.*

**Needed from Kit**

**Materials:**
- Gallon container half filled with red water
- Red food coloring
- Half-gallon pitcher of water

1. **Introduction**

Explain to participants, “Pregnant women need extra iron because they are producing enough blood for two people. Blood carries many of the important nutrients for your baby.”

2. **Participant Activity**

Point to the gallon container half filled with bright red water. Ask, “What is this?” Explain that this red liquid is like the blood in a woman’s body. Next, fill the same container to the top with water, without adding any more food coloring. Ask, “What happened? Why is the color so light now?” After some discussion, add food coloring to make the water the same color as before.
3. **Summary**
Explain, “At first we filled the container half full of ‘blood’ like the blood in a woman who is not pregnant. Then we filled the container up because when a woman becomes pregnant, she has twice as much blood in her body. But we saw that without iron, the blood became very light colored. The woman needed more iron to keep the blood healthy for her and her baby. By getting enough iron, she can avoid anemia for her and her baby. The baby depends on the mother to get enough iron for its development, especially in the first few months of life. This is why taking iron supplements is so important during pregnancy.”

**Activity 4**
**Cooking**

**Needed from Kit**
- A variety of iron-fortified breakfast cereals and juices high in vitamin C for participants to taste
- Suggested recipes from *Simply Good Eating Recipe Cards*: Skillet Lasagna made using a cast iron pan, Bean Dip, Quick Chili

1. **Introduction**
Explain, “Eating foods high in iron doesn’t need to be hard. Today we are going to prepare a simple recipe that contains one or more good sources of iron.”

2. **Food Preparation**
   a. Have all participants (including yourself) wash their hands.
   
   b. Lay out the recipe ingredients and/or the samples of breakfast cereals and juices. Go over the recipe with participants, being sure to explain the steps and introduce unfamiliar foods. Have participants identify the food(s) high in iron. If the food is a non-heme source of iron, ask them to suggest another food to eat along with it that will help their bodies absorb the iron.
   
   c. If this recipe requires several steps, organize participants into teams and assign one step to each team. For example, ask one team to chop vegetables, one to chop meat and/or brown meat, one to grate cheese, one to open cans and cartons, one to arrange table and paper products, and one to clean up.
   
   d. While participants are cooking, assist as needed.

3. **Summary**
Ask, “Did anyone learn a new way to use a food that is high in iron? What are some other recipes you have tasted that are high in iron and good to eat? Remember, getting enough iron is very important for growing children and pregnant women. Sometimes we may have to be a little creative, but we can usually find foods high in iron that everyone will enjoy.”
Suggestions for Follow-up and Review

1. Leave “Iron: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Ask, “What foods did you eat last week that were high in iron? Did you eat foods rich in vitamin C with the iron-rich foods? Which ones?”

3. Ask, “Did you cook any foods in a cast-iron pan?”
Sources of Iron and Vitamin C
For educator’s reference only

Food Sources of Iron
(per standard amount)

<table>
<thead>
<tr>
<th>Some Iron (1-2 mg)</th>
<th>High in Iron (2+ mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cactus (pad/leaf)</td>
<td>Prenatal Vitamins (with iron)</td>
</tr>
<tr>
<td>Eggs</td>
<td>Iron-fortified Cereal</td>
</tr>
<tr>
<td>Chicken and Turkey</td>
<td>Cooked Oysters, Clams, Sardines, Shrimp</td>
</tr>
<tr>
<td>Fish</td>
<td>Organ Meats (liver, giblets)</td>
</tr>
<tr>
<td>Tofu</td>
<td>Meat (beef, pork, lamb, duck)</td>
</tr>
<tr>
<td>Enriched Breads, Rice, Pasta</td>
<td>Cooked Lentils and Beans</td>
</tr>
<tr>
<td>Corn or Flour Tortillas</td>
<td>Bean Thread Noodles</td>
</tr>
<tr>
<td>Spinach &amp; Leafy Greens, Bean Sprouts, Plantain</td>
<td>Prune Juice</td>
</tr>
</tbody>
</table>


Some excellent sources of vitamin C that can aid in iron absorption include:

- oranges
- tomatoes
- papaya
- dark leafy greens
- jícama
- tomatillos
- boy choy
- cantaloupe
- chili peppers
- lychees
- mangos
**Dairy Council Food Cards (Activity 1)**

Choose examples of the foods used in the Discussion, using the food cards:


**Headers (Activity 2)**

Use heavy paper or card stock to make headers that participants can read from anywhere in the room. We suggest laminating the headers. You may wish to bring your own display board or felt board and attach the headers using Velcro®. The titles for the headers are:

- High in Vitamin C
- Some Iron
- High in Iron

**Food Cards, Models, Labels, and/or Packages of Foods Containing Iron and Vitamin C (Activity 2)**

Choose examples of foods that contain heme iron, non-heme iron, and vitamin C. See the educator resource “Sources of Iron and Vitamin C” for examples of foods that are high in iron and vitamin C. Also include a few examples of foods thought to contain iron or vitamin C but that actually do not contain much iron or vitamin C. Examples of foods without much iron are hot dogs, peanut butter, and cheese sticks. Some examples of foods without much vitamin C include fruit snacks, some fruit punches, and milk. Be sure to include prenatal vitamins as an important source of iron for pregnant women.

If you use food cards or food models, we recommend the following:


California Department of Education. *Fresh Fruit and Vegetable Photo Cards*. 001650. Set of 140 photo cards that include names in English and in Spanish on the front and
nutrient analysis and other information on the reverse side. To order, contact the California Department of Education at 1-800-995-4099 or access their Educational Resources Catalog at http://www.cde.ca.gov/re/pn/rc/.

NASCO. NASCO Life/form® Food Replicas and Models. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at http://www.enasco.com

**Gallon Container Half Filled with Red Water (Activity 3)**

Make a half gallon of “blood” in a one-gallon container before coming to class or in the classroom before participants arrive. Use a glass or clear plastic container. Pour a half gallon of water into the container and add red food coloring so the water looks bright red, like blood.

**Simply Good Eating Recipe Cards, Volumes 1 and 2 (Activity 4)**


Handout 1: “Iron Vocabulary List”
Handout 2: “Iron and You”
Handout 3: “Choose Foods for Iron”
Handout 4: “Iron: Review and Writing Practice”
(for ELL teacher)
absorb – to take in and use
   Example: Vitamin C helps the body absorb iron.

anemia – a condition caused by not enough iron in the blood
   Example: Anemia makes you feel weak.

deficiency – not enough
   Example: An iron deficiency can make you feel tired.

enriched – to put back vitamins and minerals
   Example: By using enriched flour when you make bread, you get more vitamins and minerals.

fortified – contains added vitamins and minerals
   Example: Fortified breakfast cereal is rich in iron.

iron – an important mineral for health
   Example: The chili Anne ate for dinner had a lot of iron in it.

mineral – a healthy thing that is found in food
   Example: Iron is a mineral that we all need in our diets.

rich/high – has a lot of something
   Example: Liver is rich in iron, and oranges are high in vitamin C.
The participant handout, a yes/no activity, is found on the following page. There are two copies of the yes/no activity on the page, so you will need to cut the handout along the dotted line before passing it out.
## IRON AND YOU

Circle **Yes** or **No** for each question.

1. Do you eat meat, beans, or lentils every day?  
   - Yes  
   - No

2. Are fruits and vegetables in your diet every day?  
   - Yes  
   - No

3. Do you look at the Nutrition Facts label on food packages for “iron”?  
   - Yes  
   - No

4. Do you drink coffee or tea with meals?  
   - Yes  
   - No

5. Do you cook with cast iron pans?  
   - Yes  
   - No
Iron Handout 3

CHOOSE FOODS FOR IRON

Eat iron-rich foods every day to build red blood cells.

Get vitamin C from:
- dark green leafy vegetables (such as bok choy, collard greens)
- oranges, lemons, grapefruits
- tomatoes
- mangos
- lychees
- Asian pears
- cantaloupe
- chili peppers
- jicama
- strawberries

MORE IRON

SOME IRON

red meats
liver
chili with meat and beans
prenatal vitamins

molasses
enriched cereals
whole grains and enriched breads

eggs
peas
lentils
garbanzos

Get iron from:
- red meats
- liver
- chili with meat and beans
- enriched cereals
- whole grains and enriched breads
- prenatal vitamins

Copyright © 2009 by the Regents of the University of Minnesota. All rights reserved. The University of Minnesota is an equal opportunity provider and employer.
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. Young women need more iron than men.

2. Pregnant women need more iron than women who are not pregnant.

3. It is helpful to eat foods rich in vitamin C at the same time as you eat foods rich in iron.

4. Cooked beans, lentils, and red meat are high in iron.

5. Eggs and tofu contain some iron.
1. Young women need more iron than men.

2. Pregnant women need more iron than women who are not pregnant.

3. It is helpful to eat foods rich in vitamin C at the same time as you eat foods rich in iron.

4. Cooked beans, lentils, and red meat are high in iron.

5. Eggs and tofu contain some iron.
Simply Good Eating
for English Language Learners

The Smart Shopper
The Smart Shopper

Behavioral Goal: Participants will make informed decisions and save money at the grocery store.

Vocabulary List
- aisles
- best buy
- brand
  - name brand
  - store brand
- compare
- expensive
- ingredients
- lower price
- special
- unit price

Teaching Vocabulary

a. List the vocabulary words on the board or on an overhead transparency at the beginning of the lesson.

b. Explain each vocabulary word when it is used in the lesson activities. Have participants say each word and read aloud the definition and the example. Repeat if necessary. Do not go through the vocabulary words all at once. You may want to check off the words one by one as you move through the lesson activities, or cover all the words and then uncover each one as you teach it.

c. Pass out copies of the Vocabulary List at the end of the lesson.

d. Encourage the ELL teacher to review the Vocabulary List later.

Objectives
Participants will be able to:
- Find products at the grocery store
- Use unit measurements to compare product prices and identify the “best buy”
- Recognize the purpose of advertising
- Use product labels to compare ingredients and nutrition
Before You Start: Review the concepts from your last lesson.

Activity 1: Where Do I Shop?
Purpose: To enable participants to identify various shopping options available to them
Needed from kit: Handouts: “Product Comparison” (completed by educator before making copies for participants), *Minnesota Grown Directory* or other directories of local farmers’ markets and, if needed, information on direct meat distributors, discount grocers, and food assistance programs
Estimated time: 20-30 minutes

Activity 2: Where Do I Find It?
Purpose: To encourage participants to use aisle signs to find foods more easily in grocery stores
Needed from kit: Materials: Aisle signs with the main grocery store category headings (to look like a grocery store in the classroom), Dairy Council food cards or empty product packages, index cards labeled to match the food cards or packages
Estimated time: 15 minutes

Activity 3: Unit Pricing
Purpose: To enable participants to compare prices of products on a per unit basis
Materials: Picture of pasta with tomato sauce and cheese, overhead transparencies of handouts, blank overhead transparency (optional), non-permanent transparency marker, different size containers of pasta, pasta sauce, and cheese
Estimated time: 25 minutes
Activity 4: Product Comparison (includes cooking activity)

Purpose: To give participants practice using food labels to compare name brand and store brand products and compare the taste of various branded products

Needed from kit: Handout: “Reading Labels”

Materials: Three sets of foods, each containing two or more brands of the same type of product, A Healthy Habit: Read Food Labels poster, food ads and specials from newspapers and magazines, bowls and spoons/forks for serving and tasting foods

Foods: Foods for taste testing

Estimated time: 30 minutes

The Smart Shopper Kit Contents

Handouts
- “At the Grocery Store” (for ELL teacher to use before or after the lesson)
- “Product Comparison” (completed by educator)
- Minnesota Grown Directory or other directories of local farmers’ markets and, if needed, information on direct meat distributors, discount grocers, and food assistance programs (see Materials section)
- “Unit Pricing: Pasta”
- “Unit Pricing: Pasta Sauce”
- “Unit Pricing: Cheese”
- “Reading Labels”
- “The Smart Shopper Vocabulary List” (distribute at end of lesson)
- “The Smart Shopper: Review and Writing Practice” (for ELL teacher)

Materials to Gather (see Materials section)
- Aisle signs (to look like a grocery store)
- Dairy Council food cards or empty product packages
- Index cards labeled to match food cards and packages
- Picture of pasta with tomato sauce and cheese
- Overhead transparencies of the three “Unit Pricing” handouts
- Blank overhead transparency (optional)
- Non-permanent transparency marker
- Different size containers of pasta, pasta sauce, and cheese
- Three sets of foods, each containing two or more brands of the same type of product, with full product labels, price, and unit price
- A Healthy Habit: Read Food Labels poster
- Food ads from newspapers and magazines
- Bowls and spoons/forks for serving and tasting foods
Many people new to the United States are used to shopping in outside markets and small stores, not large supermarkets. Finding a “good buy” in a U.S. grocery store is very different than bargaining with a seller, and foods are marketed very differently in the U.S. system. An understanding of unit pricing and the power of advertising is important for new shoppers.

This lesson helps participants learn the skills they need to save money and time while grocery shopping. In addition, participants will benefit from practice reading the nutritional and ingredient information on product labels. This skill is especially important for those who are on special diets, have food allergies, or avoid particular ingredients, such as pork, for religious reasons (see Note below). We suggest you become familiar with the concerns of your participants so that you select appropriate products for tasting. For example, some yogurts contain ingredients that are not allowed for participants following Muslim diets.

Participants will be more successful with “Activity 2: Unit Pricing” if they have already completed “Activity 1: Container Identification” from the Food Safety and Storage lesson. The unit pricing activity assumes previous knowledge of container types. In addition, when you do the unit pricing activity, it would still be helpful to bring containers to introduce the units of measure (ounces and pounds) used in the United States.

Note: If you are unfamiliar with the kinds of products allowed in a Muslim diet (halal) or prohibited (haram), check the website: www.ifanca.org.
Activities

Note: Leave the handout “At the Grocery Store” for the ELL teacher. Encourage the teacher to use it before you teach this lesson. It contains packaging language that will be helpful for participants to know in advance. Alternatively, the ELL teacher could use the handout as review after the lesson (see Suggestions for Follow-up and Review).

Activity 1
Where Do I Shop?

Needed from Kit
Handouts:
- “Product Comparison” (completed by educator)
- Minnesota Grown Directory or other directories of local farmers’ markets and, if needed, information on direct meat distributors, discount grocers, and food assistance programs

Preparation
Before teaching this lesson, visit three different grocery stores in the area, including an ethnic store if possible. Gather price information about the same three items (e.g., rice, milk, and bananas) in each store. Complete the “Product Comparison” handout using that information. Write the three store names at the top, the products being compared on the left side, and the prices for each product in the correct column.

See the Materials section for additional preparation you will need to do to provide handouts on places participants can shop in the area.

1. Introduction
Ask participants, “Where did you shop when you lived in another country? What was it like? Did the seller’s price stay the same for every shopper? Did you know the people selling the food? How often did you shop for food?”

2. Discussion
   a. Tell participants, “Shopping for food in the United States can sometimes be confusing, difficult, and even scary for people new to this country. What problems have you had shopping here? Where do you shop now? How do you decide where to shop?” Participants’ responses will stimulate discussion and alert you to the experiences they have had in the United States.

   b. Explain that you visited three local stores to compare prices. Pass out the completed handout “Product Comparison.” Give participants time to look at it. Then ask, “Which three stores did I visit? Which products did I compare? Are you surprised by the prices? If price were the most important thing, where would you shop for these products? Is price the only thing you think about when you decide where to shop? What else is important to you?” You may wish to point
out that small, ethnic stores may feel more comfortable to shop at but are often more expensive.

c. After the discussion, provide participants with information about other places they can shop in the area:

- Location of local farmers’ markets
- Location of direct meat distributors
- Information about discount grocers
- Information about programs such as Fare for All (a Minnesota program), Food Stamps, and WIC

3. **Summary**

Explain, “When deciding where to shop, we think about a lot of things: the price of the food, how easy it is to find what you need, how far away the store is, and if you enjoy shopping there. It is helpful to know more about the stores you can choose from. This way you can make good decisions about where to shop.”

**Activity 2**

**Where Do I Find It?**

**Needed from Kit**

Materials:

- Aisle signs with the main grocery store category headings
- Dairy Council food cards or empty product packages
- Index cards labeled to match the food cards or packages

**Preparation**

Set up the room to look like a grocery store, using the aisle signs and chairs or tables to create aisles.

1. **Introduction**

Explain to participants, “Grocery stores in the United States are usually organized into departments such as produce (fruits and vegetables), meats, dairy, canned foods, and baking. Can you name any more? There are big signs at the ends of each aisle showing what is in that aisle. If you can match the food you are looking for to the right aisle, it is easier to find things.”

2. **Participant Activity**

   a. Pass out to each participant one or more food cards or food packages. Tell them, “Put your food where you think you would find it in a grocery store.” You can also assign one or two participants the role of store clerk, so the “shoppers”/“customers” can ask for help if needed.
b. After participants stock the shelves, have them reverse the process. Give each participant an index card with the name of a food on it. Explain, “I am giving you part of my shopping list. Please find the food in the store. You can ask someone for help if you need it.” This repetition is especially helpful for participants with a lower English language level.

c. Before concluding, ask, “Are there any foods that you still think you would have trouble finding at the grocery store?” Ask the other participants to identify the correct aisle, if possible. Point out that, in some grocery stores, numbers are used to identify aisles. For example, if a shopper asks for flour, the store clerk might say, “14,” meaning that flour is found in aisle number 14.

3. Summary

Explain, “We all feel safer and more comfortable when we can find the foods we are looking for. If you ever have a problem, find an employee and say, ‘Excuse me, can you please show me where to find the (honey)?’ Most employees are happy to help.”

**Activity 3**

**Unit Pricing**

**Needed from Kit**

Handout:
- “Unit Pricing: Pasta”
- “Unit Pricing: Pasta Sauce”
- “Unit Pricing: Cheese”

Materials:
- Picture of pasta with tomato sauce and cheese
- Overhead transparencies of the three “Unit Pricing” handouts
- Blank overhead transparency (optional)
- Different size containers of pasta, pasta sauce, and cheese (to demonstrate units of measurement)

1. **Introduction**

Ask participants, “Has anyone eaten pasta or spaghetti? At the store is there only one kind of pasta to buy?” Show the picture of pasta with sauce and explain, “Today we are going to look at the price of pasta, pasta sauce, and cheese. We are going to learn how to decide which one is the best buy.”

2. **Participant Activity**

a. Write the words “Unit Pricing:” on a white board, chalk board, or blank overhead transparency. Explain, “Unit pricing is a special way to compare the cost of products to find the best buy.”
b. Display the overhead transparency of the handout “Unit Pricing: Pasta.” Ask, “How many pasta labels are there? [Reply: 2] What is the brand name of label A? I’ll write the brand name here. What is the brand name of Label B? Now let’s find the prices. What is the price of Pasta A? I’ll write the price here. What is the price of Pasta B? Which one has the lower price?”

c. Continue, “To really find out which brand of pasta has the lower price, we should check the unit price. The unit price is the small label you usually see on the shelf under the food at large grocery stores. You can find examples on your handout. What is the unit price for pasta A? Pasta B? So, were you right? Does Pasta A really have the lower price for the amount of pasta you get? [Reply: Yes.] The last question says, ‘Which pasta is the best buy?’ What should I write?”

d. Bring out various packages of pasta, sauce, and cheese. Say, “The units of measurement used in the United States may be different than the ones you used in other countries. Here are some examples of what different ounce and pound containers look like. When we compare the unit price, we compare the price of equal amounts. For example, we compare the price of one ounce of product A to one ounce of product B. It doesn’t matter how big or small the container is. When you compare this way, it shows you which one is really the best buy.”

e. Pass out the handout “Unit Pricing: Pasta Sauce.” Ask participants to work in pairs or groups to complete it. When they finish, give them the handout “Unit Pricing: Cheese” to complete. This will allow them practice working through two sets of unit prices on their own so they become comfortable with the process.

f. Ask participants to report their findings. When they are done, ask, “Is the product with the lowest total price really the best buy?” If participants are confused or making a lot of mistakes, using the overhead transparencies of the pasta sauce and cheese handouts to guide participants may be useful at step (e) or (f).

3. **Summary**

   Explain, “By comparing the real price per ounce or per unit, we can buy things at the best price. This means we need to take a little more time and look more carefully at the shelf labels. It is also a good idea to buy only as much as your family will eat before the expiration date on the package. You don’t want to buy too much and have to throw it away because it is not safe to eat anymore.”
Activity 4
Product Comparison

Needed from Kit
Handout:
  o “Reading Labels”

Materials:
  o Three sets of foods, each containing two or more brands of the same type of product, with full product labels, price, and unit price
  o A Healthy Habit: Read Food Labels poster
  o Food ads from newspapers and magazines
  o Bowls and spoons/forks for serving and tasting foods

Foods:
  o Foods for taste testing, with more than one brand for each type of food (see Materials section)

1. Introduction
Lay out on the table the three sets of foods you have collected. Explain to the class, “There are three sets of foods here. In each set, there are two different brands.” Invite participants to come and look. Ask if anyone has ever bought any of the products.

2. Participant Activity: Comparing Products
a. Divide the class into groups and give each group a different set of foods to study. Ask each group to compare its products by looking at the picture, name, and lettering on the package and the size and price. When all the groups have finished, invite them to share their observations with the class.

b. Ask participants to stay in their groups. Display the poster A Healthy Habit: Read Food Labels, and pass out copies of the handout “Reading Labels.” Participants will be using the same products that they used in step (a) to complete this handout. Explain, “Everything on the handout has been left blank. Use the label information on your two products to fill in the missing information. Then you will compare the two products and report what you found to the group.” Let participants know that they need to fill in the percent amounts on each blank Nutrition Facts label. Answer questions if participants are not sure what to do. Refer to the poster, if needed, while pointing out, “When an ingredient is listed first on the label, it means that there is more of this ingredient in the food than any other ingredient.”

c. When participants have finished, invite them to discuss their findings. Finally, ask each small group to decide which product they would buy, based on everything they have looked at today.
3. **Participant Activity: The Power of Advertising**
   
a. Display food advertisements and specials from newspapers and magazines. Ask participants, “What are these? Do you or your children ever see advertisements like these? How about on television? What kinds of things do they advertise?”

b. Ask participants, “How do companies get people to buy their products? [Possible replies: Advertise with famous people, cartoon characters, flashing lights, bright colors, popular music.] Do you think the advertisers are telling the truth? [Reply: Maybe.]” Allow time for participants share their observations, ideas and experiences.

c. Point out, “When famous people do advertisements, they get paid a lot of money and don’t always think the product is better. It costs a lot of money to make an ad. Most brand name foods are advertised a lot. Did you notice any difference in the way the packages of the products you just compared look? Are they advertised differently? When you buy foods with brand names, you are paying for advertising, not just the cost of the food. Store brand foods are often much cheaper because they don’t advertise as much. In addition, they will often taste the same as the brand name foods. Let’s see if that is true.”

4. **Participant Activity: Taste Testing**
   
*Note:* Use at least one set of products from Participant Activity: Comparing Products. You can remove the labels or put the foods in unmarked dishes to have a “blind” sampling. Alternatively, have participants taste each food with full knowledge of its brand.

a. Invite participants to taste the products after they have completed the activities above and decided which product they would buy. If possible, allow them to taste all the products, not just the two they studied in their group.

b. Ask, “Did you change your mind about which product you would buy? Which one do you think your family would like? Were you surprised in any way?”

5. **Summary**

Ask participants, “What did you learn in this activity?” Allow time for discussion. Conclude with, “There are many reasons why we buy what we buy. It is important to know that companies try to get us to buy their products. It is our job to make the best decisions we can, using information we can look at – not just advertising information. It is our job to be careful when buying things so we get the best buy for our family.”
Suggestions for Follow-up and Review

1. Leave “The Smart Shopper: Review and Writing Practice” with the ELL teacher. Encourage the teacher to use it within the next few days.

2. Ask, “The last time you went shopping at the grocery store, did you look more carefully at the weight of the product and the unit pricing? Were the store brand products and the name brand products the same price? Which was usually a better buy?”

3. If the ELL teacher did not use the handout “At the Grocery Store” before you taught the lesson, leave it with the teacher after completing the lesson. Encourage the teacher to use the handout as review.
Directories of Local Farmers’ Markets and Other Information on Places to Shop (Activity 1)

If there are a variety of places to shop and food assistance programs available in your area, we recommend handing out brochures, lists you have put together, or other information for participants. The following are particularly helpful for participants to know about:

- Local farmers’ markets: A resource for Minnesota farmers’ markets is the *Minnesota Grown Directory*:


- Direct meat distributors
- Discount grocers
- Food assistance programs (food shelves, Minnesota’s Fare for All program, Food Stamps, WIC, etc.)

Aisle Signs (Activity 2)

Use poster board, heavy paper, or card stock to make signs that look like the aisle signs found in grocery stores. Include category headings, such as “Canned Foods,” “Baking,” “Produce,” etc. Make sure the signs are easy to read by participants as they stock shelves and practice shopping during the activity. We recommend laminating the signs.

Dairy Council Food Cards or Empty Product Packages (Activity 2)

Use Dairy Council food cards or empty packages of common food items, such as oil, flour, orange juice, rice, and carrots.

Three Sets of Products (Activity 4)

Gather three sets of products such as cereal, canned fruit, tuna, pasta sauce, or yogurt. Choose at least two brands of the same type of product per set. All products should have their product labels, price, and unit price listed or shown. Also, prepare at least one set of these products for participants to taste. Whenever possible, include a more expensive popular name brand item and a less expensive store brand product for participants to compare. Use advertisements from newspapers and magazines for these same brands, if possible.

A Healthy Habit: Read Food Labels Poster (Activity 4)

NASCO. *A Healthy Habit: Read Food Labels Poster*. To obtain a catalog with prices and ordering information, contact NASCO by phone at 1-800-558-9595, or order online at [http://www.enasco.com](http://www.enasco.com)
Handout 1: “The Smart Shopper Vocabulary List”

Handout 2: “At the Grocery Store”

Handout 3: “Product Comparison” (to be completed by instructor before copying for participants)

Handout 4: “Unit Pricing: Pasta”

Handout 5: “Unit Pricing: Pasta Sauce”

Handout 6: “Unit Pricing: Cheese”

Handout 7: “Reading Labels”

Handout 8: “The Smart Shopper: Review and Writing Practice” (for ELL teacher)
aisles – long halls in a grocery store where shoppers walk
   Example: The produce aisles are usually on the left side when you come into a supermarket.

best buy – best price for the amount you get
   Example: When I compared the size of the cans and the prices, the store brand was the best buy.

brand – the logo or trademark of a product
   Example: Coke is a brand of cola.

   o name brand – the name of a product that everyone knows
     Example: Kleenex is a name brand of facial tissue.

   o store brand – the name of a product sold by a particular store
     Example: The store brand is often cheaper than the name brand product.

compare – to show how things are the same and different
   Example: I like to compare the prices of different cans of soup.

expensive – at a high price; costs a lot
   Example: The mangos are very expensive at the store.

ingredients – something that is part of a mixture
   Example: The ingredients in the cake include sugar, flour, eggs and milk.
lower price – cheaper, not expensive

Example: Fifty-nine cents a pound ($0.59/lb) is a lower price than seventy cents a pound ($0.70/lb).

special – a special price at one store only for a short time

Example: The special today is two packages of ground meat for the price of one.

unit price – a way to compare a certain amount of a food

Example: The cost per pound is the unit price of the chicken.
Write the answers to each question using the pictures and the information above.

1. Is the lettuce sold by the pound or “each”? __________________
2. Are the chicken and beef sold by the pound or “each”? __________
3. Are the tomatoes sold by the pound or “each”? ________________
4. What kind of food is sold by the dozen (12 together)? __________
5. What kinds of food are “produce”? __________________________
6. What kind of food is “poultry”? ____________________________
7. How much does the container of ice cream hold? _____________
8. How much does the package of peas hold? ___________________
## PRODUCT COMPARISON

<table>
<thead>
<tr>
<th>Product</th>
<th>Store Name and Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$___________________</td>
</tr>
<tr>
<td></td>
<td>$___________________</td>
</tr>
<tr>
<td></td>
<td>$___________________</td>
</tr>
<tr>
<td></td>
<td>$___________________</td>
</tr>
</tbody>
</table>
UNIT PRICING: PASTA

What is the brand name of box A? ______________

What is the brand name of box B? ______________

What is the total price of box A? ______________

What is the total price of box B? ______________

What is the unit price of box A? ______________

What is the unit price of box B? ______________

Which pasta is the best buy? ______________
### UNIT PRICING: PASTA SAUCE

<table>
<thead>
<tr>
<th>Jar</th>
<th>Brand Name</th>
<th>Price</th>
<th>Unit Price per OZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>KENT'S TRADITIONAL SPAGHETTI SAUCE</td>
<td>$1.99</td>
<td>7.7¢ per oz</td>
</tr>
<tr>
<td>B</td>
<td>ROYAL PASTA SAUCE SUN DRI TO M/ SWT BASIL</td>
<td>$2.49</td>
<td>11.1¢ per oz</td>
</tr>
<tr>
<td>C</td>
<td>MASSIMO FLORENTINE SPINACH PASTA SAUCE</td>
<td>$1.55</td>
<td>11.1¢ per oz</td>
</tr>
</tbody>
</table>

**Question:**

Which pasta sauce is the best buy? **(Select one)**

- A
- B
- C

**Answers:**

- What is the brand name of jar A? ______________
- What is the brand name of jar B? ______________
- What is the brand name of jar C? ______________
- What is the total price of jar A? ________________
- What is the total price of jar B? ________________
- What is the total price of jar C? ________________
- What is the unit price of jar A? ________________
- What is the unit price of jar B? ________________
- What is the unit price of jar C? ________________
UNIT PRICING: CHEESE

What is the brand name of cheese A? ____________
What is the brand name of cheese B? ____________
What is the brand name of cheese C? ____________

What is the total price of cheese A? ____________
What is the total price of cheese B? ____________
What is the total price of cheese C? ____________

What is the unit price of cheese A? ______________
What is the unit price of cheese B? ______________
What is the unit price of cheese C? ______________

Which cheese is the best buy? _________________
Using the information on the food packages on your table, fill in the blanks on this sheet.

Brand and Name of Food #1 __________________________

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
</tr>
<tr>
<td>Servings Per Container</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories Calories from Fat</td>
</tr>
<tr>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat g %</td>
</tr>
<tr>
<td>Saturated Fat g %</td>
</tr>
<tr>
<td>Trans Fat g %</td>
</tr>
<tr>
<td>Cholesterol mg %</td>
</tr>
<tr>
<td>Sodium mg %</td>
</tr>
<tr>
<td>Total Carbohydrate g %</td>
</tr>
<tr>
<td>Dietary Fiber g %</td>
</tr>
<tr>
<td>Sugars g</td>
</tr>
<tr>
<td>Protein g</td>
</tr>
<tr>
<td>Vitamin A % Vitamin C %</td>
</tr>
<tr>
<td>Calcium % Iron %</td>
</tr>
</tbody>
</table>

First 3 ingredients
1. ____________________
2. ____________________
3. ____________________

Price ______________
Unit Price ______________

Brand and Name of Food #2 __________________________

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
</tr>
<tr>
<td>Servings Per Container</td>
</tr>
<tr>
<td>Amount Per Serving</td>
</tr>
<tr>
<td>Calories Calories from Fat</td>
</tr>
<tr>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat g %</td>
</tr>
<tr>
<td>Saturated Fat g %</td>
</tr>
<tr>
<td>Trans Fat g %</td>
</tr>
<tr>
<td>Cholesterol mg %</td>
</tr>
<tr>
<td>Sodium mg %</td>
</tr>
<tr>
<td>Total Carbohydrate g %</td>
</tr>
<tr>
<td>Dietary Fiber g %</td>
</tr>
<tr>
<td>Sugars g</td>
</tr>
<tr>
<td>Protein g</td>
</tr>
<tr>
<td>Vitamin A % Vitamin C %</td>
</tr>
<tr>
<td>Calcium % Iron %</td>
</tr>
</tbody>
</table>

First 3 ingredients
1. ____________________
2. ____________________
3. ____________________

Price ______________
Unit Price ______________
Tell participants to write EVERY WORD in each sentence they hear. Read a sentence through completely. Then break it into smaller chunks, repeating as many times as needed. Finish by re-reading the full sentence.

If you wish to give students a printed copy to take home, cut copies of the handout on the next page along the dotted line.

1. When you compare unit prices and not just package prices, you can see which product is really the best buy.

2. When sugar is the first ingredient listed on the package label, it means that there is more sugar in that food than any other ingredient.

3. When companies advertise their foods, they are trying to get you to buy their product.

4. You will usually pay more for food brands that are advertised a lot on television.

5. Buy large packages of food only if your family can finish them before the expiration date on the package.
1. When you compare unit prices and not just package prices, you can see which product is really the best buy.

2. When sugar is the first ingredient listed on the package label, it means that there is more sugar in that food than any other ingredient.

3. When companies advertise their foods, they are trying to get you to buy their product.

4. You will usually pay more for food brands that are advertised a lot on television.

5. Buy large packages of food only if your family can finish them before the expiration date on the package.
Evaluating English Language Learner audiences involves using creative approaches because pencil and paper surveys are sometimes inappropriate. Therefore, finding other ways to assess knowledge gain and behavioral intention is often necessary. The aim is to gather the best information from participants in order to inform your teaching.

One model to consider when developing tools to evaluate learning outcomes in ELL audiences is Kolb’s (1984) cycle of learning, which explains different learning preferences: concrete experiences (feeling), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing). When evaluation is conducted in a manner that uses a majority of learning preferences, there is a greater chance that participants will provide valid answers.

Another learning factor to consider when designing evaluation tools is the type of knowledge you would like to measure (Conte, Randell, & Basch, 2002). Motivational knowledge facilitates action by addressing what people expect will happen if they take a certain action (expected outcomes). Instrumental knowledge is the skills that people possess in order for them to take action. Include both types of knowledge in any measure.

Many ELL audiences learn more through oral or visual modes. If the written word is used, keep sentences short and concise to a third grade reading level (see sample evaluation at the end of this chapter). Couple the written evaluation with a non-written one. Bullets and white space on the page offer important visual enhancers.

Here are some general questions to ask orally at the end of class:

1. What did you learn today that was new to you? Name one or two things.
2. What was of value to you (or your family or friends)? Name one or two things.
3. Is there something new you will try or do differently after today?
4. What did you learn today that is useful?
5. What would you like to know more about (related to this particular nutrition topic similar ones or any others)?

Try to get each person to respond to the questions. Keep a written record of participant responses. Oral questions can serve as one form of evaluation. Combining different evaluation methods that incorporate a variety of learning styles as described by Kolb (feeling, watching, thinking, and doing), will contribute to a broader picture of participant reactions. Alternate evaluation methods include:

1. Pictographic Evaluation Tools – Create a pictographic evaluation tool. Photographs tend to be more compelling than cartoons and drawings. (Kolb’s Cycle = watching, feeling)
2. Focused List Activity – In order to assess knowledge gain (instrumental), consider conducting a focused list activity both before and after a lesson. Select a topic or concept that you have yet to discuss and ask the participants to tell you everything they know about this topic. After discussing/teaching the topic in class, conduct the same focused list activity to see what new or different things they can add to the list. Also, focused listing is a simple technique that helps you gather information on what participants already know and can therefore serve as a starting point for your lesson. (Kolb’s Cycle = thinking, feeling)

3. One Sentence Summaries – One sentence summaries require participants to condense information into more easily processed and recalled bits. Select an important topic (make sure you choose a manageable part of the information), have the participants answer the questions who/what/when/where/how/why? Ask participants to work in pairs to answer the questions and then share their sentence with the whole group. Write their sentences as they are spoken so you have a record for evaluation purposes. (Kolb’s Cycle = thinking, feeling, doing)

4. Curriculum Activities – Use the activities in each chapter as a form of evaluation. Make checklists from selected activities to pinpoint key messages embedded in the activity. Did the participants adequately meet the challenges set forth in the activity? For example, in the “Variety” lesson of this ELL curriculum, how often did the participants correctly identify the food groups in the “Food Group Activity” described on page 34 of the curriculum? (Kolb’s Cycle = doing)

With any form of evaluation you choose, the most critical part is systematically and consistently documenting your data. Documentation allows you to aggregate and analyze data to determine the impact of your program. Therefore, similar evaluation techniques should be used with all of your classes. When using the activities and/or talk-back methods to evaluate, you will need to multitask by simultaneously conducting the lessons, evaluation, and recording of data. At first this will be challenging. Multitasking for data collection will take practice. But remember, documenting your success is the key to program sustainability.

References:
