

Healthy Eating

Objectives:

Students will:

- understand what a conversation group is.
- feel comfortable practicing English speaking, listening, reading, and writing skills.
- learn about healthy food choices.
- become familiar with vocabulary on food labels.
- discuss their favorite foods.
- practice reading food labels.
- be able to ask and answer questions about food labels.
- plan a healthy meal and share with the group.

Materials and Preparation:

- Whiteboard/blackboard or flip chart and markers
- Name tags or tent cards
- Copies of handouts
- Highlighters for each student
- *Staying Healthy: An English Learner's Guide to Health Care and Healthy Living*
- *Oxford Picture Dictionary*
- Optional: Paper plates/ tape or glue sticks/ scissors, grocery store circulars
- Optional: Students bring in favorite packaged food with food labels

Essential Vocabulary:

You can write these on chart paper before the session begins, or as they come up in the lesson.

nutrition	fiber	sodium
nutritious	vitamins	fruit
carbohydrates	calcium	grains
proteins	iron	vegetables
fats	sugar	dairy

WELCOME

“Welcome to our conversation class. I’m so glad that you’re here.”

“What are some of the reasons you have come to this class?”

Possible responses:

To learn to speak better English

To learn more English words

To meet other people

To practice speaking English with other people

To help people who speak English understand me

“These are great reasons. I am here as your guide, but you will be doing most of the talking. The goal is to help all of you improve your conversational English skills.”

“What can we do as a group to help us reach our goal?”

Possible responses:

Make sure that everyone participates

Only speak English

Listen to each other

Don’t be afraid to speak—nobody’s perfect

Have fun

It is very important that the tutor involves the class early on. Let them help answer questions and define words. If you set the precedent early that you expect the students to speak, it will take the focus off of you as the tutor and establish you as the facilitator. The goal is for the discussion to flow from the group, not just the tutor.





Introductions

If the group is new or there are new students in the group you can do an activity to help everyone get to know each other.

“A good way to have a conversation with other people is to know some things about them.

What are some questions you can ask another person when you meet them for the first time?”

Possible responses:

What is your name?

What country are you from?

Where do you live?

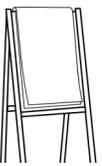
What kind of work do you do?

How are you today?

Is this your first English class?

What languages do you speak?

On a chart, list some of the ideas given by the group such as name, country of origin, work, languages, etc.



Pair Activity

In pairs, have the students ask their partner for the information on the chart. Have each student introduce their partner to the group. Record the information on the flip chart. This chart can be displayed at every class.

“This has been a great start to our conversation class!”

Warm-Up

“Today we are going to be talking about healthy eating. Food is important in all of our lives. Let’s talk about our favorite foods.” Model the question and answer format: What is your favorite food? My favorite food is...Then have the students take turns asking and answering the question.

“Now how about your favorite vegetable? Your favorite fruit?”

Students share answers to each question.

“You have named some great choices.”

Pair Activity: Be a Healthy Eater



“Now let’s use some of these choices and add some more ideas about being a healthy eater.”

Have the students work in pairs. Ask each pair to share what foods they eat to stay healthy. Tell students that they will share their ideas with the group. Allow about five to ten minutes of conversation and bring the group back together. Students will share their ideas with the group. List their responses on the flip chart.

Optional Activity– Find Someone Who



Handout 1

Find Someone Who

“Although we may have different likes and dislikes, food is important in all of our lives. Let’s spend a few minutes finding out a little more about our classmates’ preferences.”

Read the directions and categories to students and ask if they have any questions. Discuss vocabulary they might not know (e.g. kale, diner, spicy). Tell students they have 10 minutes for the activity. Students will walk around the room, interviewing their classmates and completing the “Find Someone Who” handout. After students have completed interviewing their classmates, come together as a whole group for a quick recap, offering students the opportunity to share any interesting or fun information.

NUTRIENTS

Group Discussion: Food Has Nutrients



Handout 2 Nutrients Chart

Review Handout 2 with students.

“Who likes bread? What nutrient do you get when you eat bread products? How does this nutrient help you?”

Continue similar questioning for each nutrient.

“What foods are missing from this chart that you really enjoy eating? That’s right, desserts! Desserts contain sugar. Sugar is a nutrient. Too much sugar is not good for anyone. Do you know why?”

Possible responses:

poor teeth

overweight

diabetes

too much energy

FOOD LABELS

Group Discussion: Reading Food Labels



Handout 3 Nutrition Facts

“Does anyone know what this is? Where can you find it?”

Possible responses:

food label

found on cans and boxes of food

not found on fresh fruits or vegetables

“Look at your handout called Nutrition Facts.” Review unfamiliar vocabulary.

Tutor should point out the words “serving size” and “calories” listed first on the label.

“How much is one serving? How many calories in one serving?”

Calories are the fuel you need to work and play. You even need calories to rest and sleep. Calories are a measure of the energy a food or beverage gives you. Calories come from the carbohydrates, proteins, and fats in foods.



Pair Activity: Finding Nutrients on the Label



“With a partner, look at Handout 3 and see how many nutrients you can find.”

As students respond, record answers on the flip chart. Students may use highlighters to mark responses.

Group Activity: Answering Written Questions about the Food Label



Handout 4 & 5

Food Label Worksheet

Depending on level of students, select one to read the first question and then have that student select another student for the answer. Or, you may read each question and assist students to locate the correct answers.

Complete both pages of questions using the food label chart or Handout 3 to locate the answers.

Group/Small Group Activity: Reading Food Labels



Handouts 6-12 Food Labels

Pass out highlighters.

Compare and contrast information on each handout. Each handout will show labels from similar food products. Discuss serving size, calories, nutrients, and determine which of the two is a healthy choice. Students may use highlighters to mark whatever word you are asking them to locate on the specific label.

“Look at Handout 6. It shows two labels from cans of peaches. The serving size on both peach labels is the same. But what do you see that is different?”

Have the students work in small groups to continue to compare labels of peaches, corn, soup, rice and pasta, juice and milk, snacks, and cereal.

For the second session, students may like to bring in some packaged foods that they have at home to continue this activity.

Bring the group back together to discuss what they noticed when they compared the labels.

MEAL PLANNING



Handout 13 MyPlate

Optional: paper plates, grocery store circulars, scissors, glue sticks/tape.

“Look at the My Plate handout. How much of your plate should be fruits and vegetables? How much should be protein? And how much should be grains? “

**“What is an example of a grain...
a protein...
a fruit...
a vegetable...
and dairy?”**

Have students work together to plan a healthy meal. Depending on your group, you could have students cut out pictures from circulars and glue food to a plate, write down a list of foods they would include in their meal, or just discuss a healthy meal with their partner.

Have the students come back together to share their meal ideas with the whole group.

ADDITIONAL ACTIVITIES:

Group Discussion: More Food Labels

Students share the packaged foods that they have brought in. Be prepared with a variety of packaged foods in case not many foods are brought in by students. Assist students to find different nutrients on their food labels. This could be a pair or group activity.

Group Discussion: Food in Native Countries

Have students work in pairs. Ask students to tell their partners about food in their native countries, including common breakfast, lunch, and dinner food. Which do they think is more healthy, food in the U.S. or food in their native countries? Why?

Bring the group back together. Each person tells the group about food in her/his native country. Encourage students to ask questions of each other.

Food Dialogues



Handout 14 Food Dialogue

Review the dialogue at the top of Handout 14. Have the students work in pairs to practice the dialogue and then to try the dialogue at the bottom of the handout. Ask if any pairs will volunteer to perform the dialogue in front of the whole group.

Using the Oxford Picture Dictionary

Choose a set of pages and have either whole group or small group discussion, exploring the vocabulary and answering the questions at the bottom of pages.

Grocery Store Shopping (pages 72-73)

Back from the Market (pages 66-67)

Fruits and Vegetables (pages 68-69)

Meat, Poultry, Seafood, Deli (pages 70-71)

Food Idioms

Discuss idioms about food and health, for example:

a balanced meal

overeat

junk food

SUMMING UP

“So, what did we talk about that might help you make healthy food choices for yourself and your families?”

Possible responses:

how to read the food labels

look for the nutrients in foods

how to combine foods to make a healthy meal

how to decide how much of a food to eat