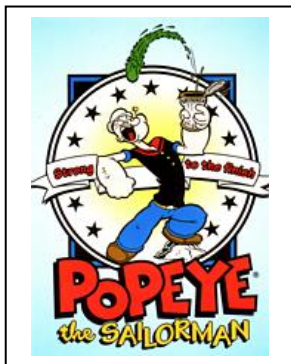


Lesson 1

You Are What You Eat!

This lesson teaches about good nutrition. Students will learn what's good to eat and why.



CASAS Competencies:

1.3.8 Identify common food items

3.5.2 Select a balanced diet

Learning Objectives:

1. Learn what's good to eat and why.

Materials needed:

- A deck of cards to demonstrate a meat serving size, measuring cups and measuring spoons to demonstrate other serving sizes
- Examples of food products (*optional*)
- Fruits/vegetables to make a salad (*optional*)
- Oxford Picture Dictionary "Fruits", "Vegetables", "Meat and Poultry", "Deli and Seafood" (*black and red cover*), "Dairy Products and Other Foods" (*red cover only*) *optional*

I. **Warm-up**

Note on board: *We will talk about food today. Talking about food makes me hungry! What do you like to eat?*

- Ask students to talk about what they like to eat in small groups or as a class. What is their favorite food? What is their least favorite food?



II. "I Love Gardening!" and "Rhyme Soup"

These two exercises allow students to practice food vocabulary. Read aloud.

Questions that you may want to ask with the "I Love Gardening" dialogue: *Do you garden? What do you grow? Why is it difficult to grow corn in a garden?* The "Rhyme Soup" activity can be done chorally for pronunciation.



III. The Food Pyramid and Serving Sizes

Introduce this part of the lesson by asking, "Have you seen the food pyramid?" "Is it familiar?"

Use the worksheets to explain the food pyramid and information about nutrition and food choices. Ask students to name some of the foods that you find in each category, and to complete their own food pyramid based on their eating habits. (*Instructor Note: The USDA released a revised food pyramid in 2005 that is individually tailored according to age, gender, and activity level. This personalized information is available at: <http://mypyramid.gov>. For group teaching such as in an ESL classroom setting, nutritionists recommend using the standard food pyramid.*)



Teaching Suggestions

- Emphasize that we should eat a variety of foods, with the largest proportion of our diet coming from grain groups, and the smallest from the sweets/oils group. Explain why we have a "pyramid" instead of a square or other shape.
- Explain that carbohydrates give us energy. Dairy products give us calcium for strong bones. Meats/Proteins help us have strong muscles. Vegetables and fruits give us lots of vitamins and minerals. Sugar, fat, and oil have lots of calories, and little nutrition. No more than 30% of calories should come from fat.

- Explain the size of a serving using measuring cups, measuring spoons, and the deck of cards. Let students know we don't need to measure our food everyday, but we should be aware of portions. You may choose to include the serving size page as part of the lesson, or use it for student reference only.
- Ask students about the size of meal portions in their culture, vs. in the US.

The cultural food pyramid sheet can be included as part of the lesson, or for reference only.

IV. Practice/Game

Food groups worksheet.

- This worksheet can be done orally or in writing, individually or in pairs/groups.
- This can also be done as a game. **Game idea:** split class into 2 teams. Each team lines up single file at the blackboard and works as a relay. Give students 2 minutes (or as appropriate) to write as many food words as they can. Categorize foods according to their food group.
- Another idea is to divide the class into two or more groups. Using poster paper and markers, ask students to draw as many foods as they can within a predetermined time period. Ask students to name the foods. Categorize foods according to their food group.



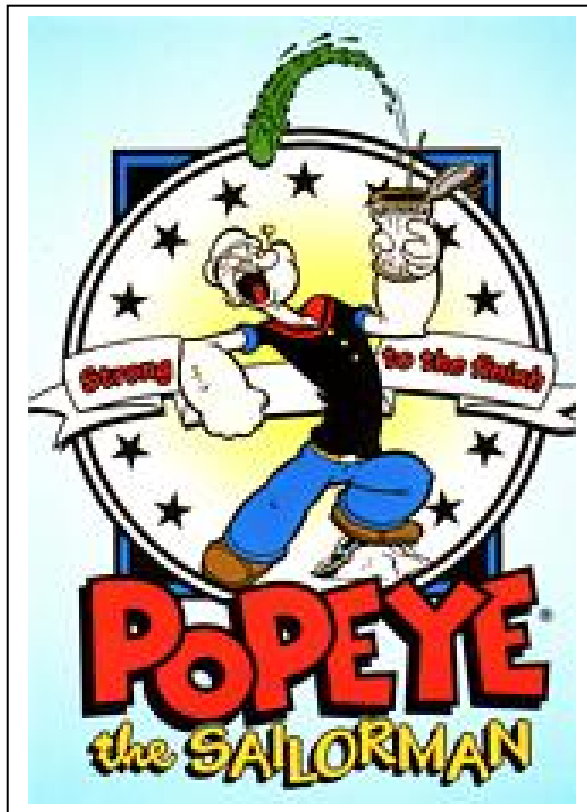
Other/Extension Activities

- Bring fruits and/or vegetables to class and use to teach vocabulary. Make a salad with them and enjoy! Teach related concepts like hand washing before food preparation.
- Discuss food illnesses that are common in students' native countries.
- Go 'away for a day' and plan meals based on the food pyramid.
- Discuss malnutrition. Is it common in your native country? What are the symptoms?
- Divide into groups. "You are the leaders of a poor country that suffers from hunger and malnutrition. How would you solve that problem?"
- Ask students to visit the food pyramid website and learn their own, tailored nutrition recommendations <http://mypyramid.gov>.

Lesson 1

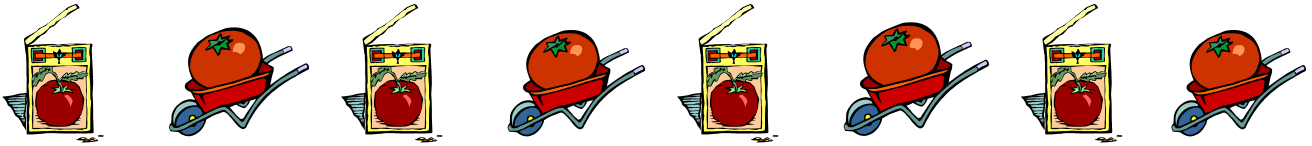
You Are What You Eat!

This lesson teaches about good nutrition. You will learn what's good to eat and why.



Warm-up

Please copy the note on the board.



I Love Gardening!

Jana: I want to start a garden. Do you know how to grow a garden?

Felix: I love gardening! I have a garden every year. It's small. I grow the vegetables I like best - tomatoes and peppers.

Jana: Hmmm. I like corn a lot.

Felix: Corn?! I don't know.....maybe something else is better.

Jana: Ok, how about string beans?

Felix: Sounds great! Let's get started. I will show you how!

Rhyme Soup



Carrots, celery, corn and peas
Put them in a pot as fast as you please

Stir them with tomatoes
Add some potatoes

And heat, heat, heat
Until it's good enough to eat!



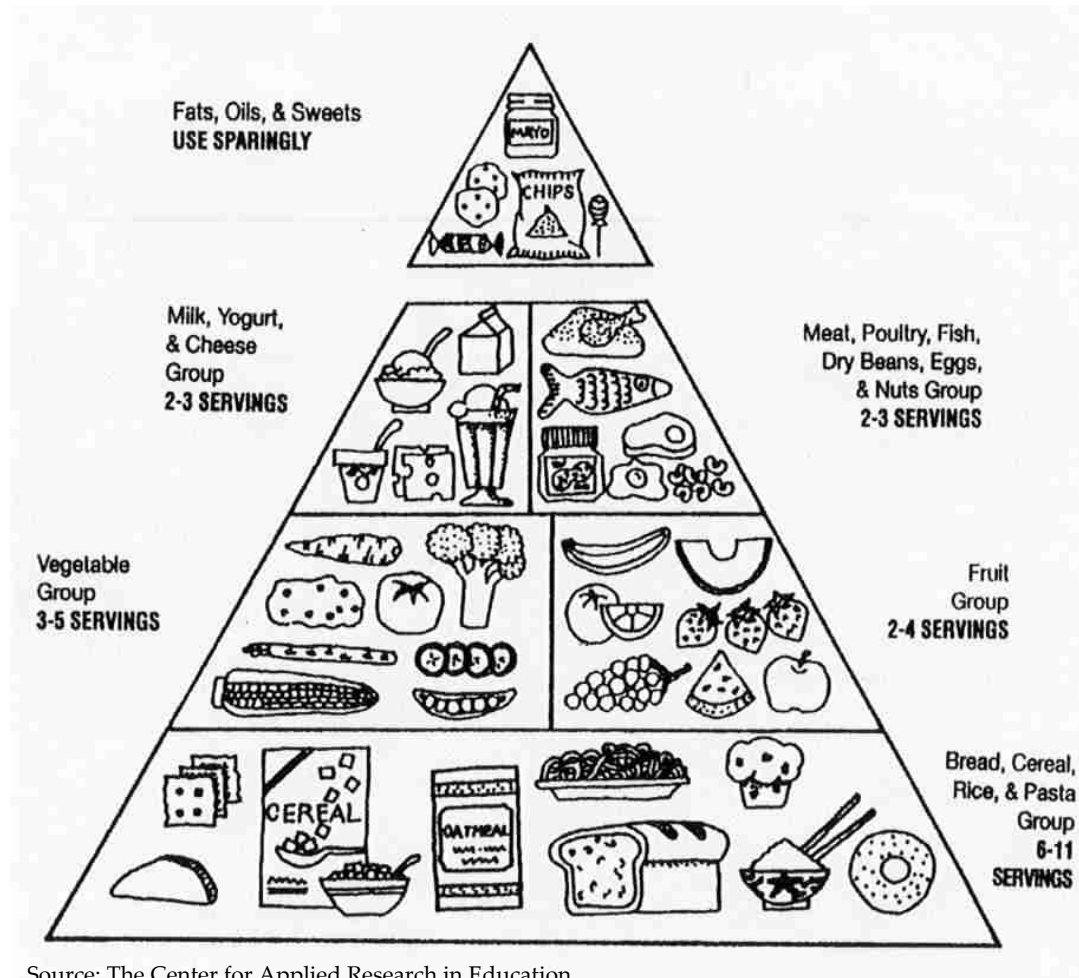
The Food Pyramid



The food pyramid helps us choose what foods to eat. It tells us how to get the nutrients we need, without eating too many calories. The pyramid tells us to eat a variety of foods.

There are 5 major food groups – grains, fruits, vegetables, dairy, and protein. Each of these foods provide some, but not all, of the nutrients we need. No one food group is more important than another – for good health, you need them all.

Eat a lot of grains, vegetables and fruits. Eat some dairy, meat, and/or other protein. Eat very little fat, oil, and sugar.



Source: The Center for Applied Research in Education

What is a Serving?

It's easy to eat the recommended number of servings. For example, two slices of bread are two servings. You don't need to measure servings.



Grains

- 1 slice of bread
- 1 medium muffin
- 1 tortilla
- 1/2 cup of cooked rice or pasta
- 1/2 cup of cooked cereal
- 1 cup of ready to eat cereal
- 4 crackers



Fruits

- 1 piece of fruit or melon wedge
 - 3/4 cup of fruit juice
 - 1/2 cup of chopped, cooked or canned fruit
 - 1/4 cup of dried fruit
-
-



Vegetables

- 1/2 cup of chopped raw or cooked vegetables
- 1 cup of raw leafy vegetables
- 3/4 cup of vegetable juice



Dairy (Milk)

- 1 cup of milk or yogurt
- 2 slices of process cheese (2 ounces)
- 2 slices of natural cheese (1.5 ounces)
- 2 cups of cottage cheese
- 1.5 cups of ice cream, ice milk or frozen yogurt



Protein (Meat)

- 2-3 ounces of cooked lean meat, poultry, or fish (the size of a deck of cards)
- 1 cup of cooked dry beans
- 7 ounces of tofu
- 2 eggs
- 4 tablespoons of peanut butter
- 1/2 cup of nuts or seeds





Fill in the blanks:

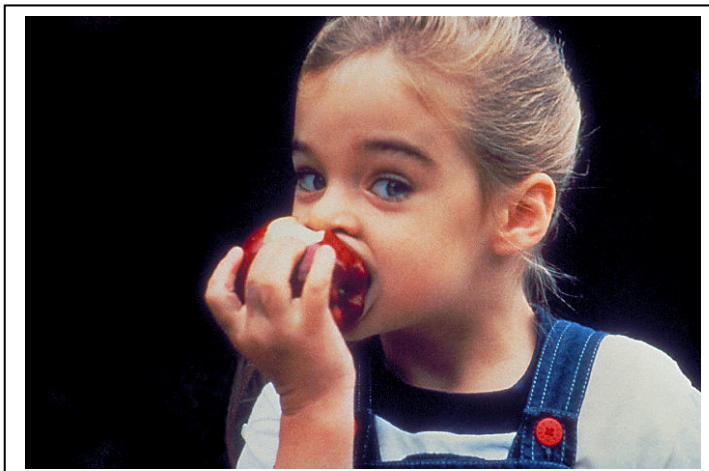
1. _____ and _____ are two foods that are high in fat. (*examples are: potato chips, mayonnaise, French fries, ice cream*)

2. _____ and _____ are two foods that are high in sugar. (*examples are: candy, soda, cookies, cake*)

3. Eat a lot of _____, _____, and _____ . (*fruits, vegetables, and grains*)

4. Eat some _____, _____, and/or _____ . (*dairy, meat, other protein*)

5. Eat very little _____, _____, and _____ . (*oil, fat, and sugar*)





Make your Own Food Pyramid!

Write down everything you ate yesterday.
Include meals, snacks, and drinks.

Morning:



Afternoon:



Evening:



**Put the food you ate yesterday
into food pyramid categories.**



Fats, Oils, and Sweets (*a little*)



Milk, Yogurt, and Cheese Group (*2-3 servings*)



Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group
(*2-3 servings*)



Vegetable Group (*3-5 servings*)



Fruit Group (*2-4 servings*)



Bread, Cereal, Rice, and Pasta Group (*6-11 servings*)

Practice



Name the **5** food groups. List at least 3 examples of foods from each group.

1 - Group: *Grains* _____

Examples: Bread, tortillas, rice

2 - Group: ____ (*Fruit*) _____

Examples:

3 - Group: ____ (*Protein*) _____

Examples:






4 - Group: ____ (*Dairy/Milk*) _____

Examples:

5- Group: ____ (*Vegetable*) _____

Examples:

Examples of Food Pyramid Choices for Various Cultures

	African-American	Asian	Native American	Hispanic
Bread, cereal, rice, pasta 	Biscuits Corn bread Grits Rice	Barley Bing Dumplings Rice Hau jaun (Chinese)	Blue corn products Flour tortillas Fry bread Wheat sprouts White bread	Bolillo Tortilla (Mexican) Bread Rice Taco Shell (Mexican)
Vegetables 	Cabbage Corn Greens Okra Potatoes Squash Sweet potatoes Tomatoes	Bamboo shoots Bok choy Cabbage Celery Green beans Peas Scallions Spinach Water chestnuts	Carrots Corn Potatoes Squash (including blossoms) Wild celery Wild onion Zucchini	Agave Cabbage Carrots Cassava Jimaca Onion Potatoes Squash Sweet potatoes
Fruits 	Apples Bananas Berries Peaches Watermelon	Chinese beans Guava Jiyube Kumquats Litchi Oranges Papaya Persimmons Watermelon	Catabopy Casabas Berries Oranges Watermelon Yucca fruit	Apples Bananas Guava Mango Oranges Papaya Pineapple Platano Zapate
Protein 	Legumes Fish Chicken Turkey Beef	Bean paste Beef Chicken Duck Lamb Shellfish Eggs	Beef Blood sausage Chicken Deer, elk Legumes Processed meat	Beef Legumes Chicken Eggs Fish Lamb Nuts Pork Tripe
Milk and Dairy Products 	Buttermilk Cheese Ice cream Milk Pudding	Buffalo's milk Cow's milk Soybean milk Yogurt	Cheese Goat's milk Cow's milk	Custard Cheese Ice cream

Adapted from Penn State Nutrition Center 1996. Used with permission from *Cultural Competence in the Care of Childbearing Families*, March of Dimes Nursing Module 2002