

EL/Civics Lesson Plan

Program Name: C-TEC

Staff Responsible for Lesson: Robin Galbari

Lesson: Nutrition

Dates used:	April 23 rd and 25 th , 2012
Civics category:	II. Civics participation
Civics objective:	28. Nutrition Access resources for nutrition education and information related to the purchase and preparation of healthy foods.
Time frame to complete the lesson:	4 hours (2 classes) Needs to be 2 classes because there is homework.
EFLs	High Intermediate ESOL
Standards:	Listening, Reading, Speaking, Writing
Benchmarks:	L4.1; L4.3; L4.4; L4.5; R4.1; R4.2; R4.4; R4.6 S 4.1; S4.2; S4.3; S4.4; S4.5 W4.2; W4.4; W4.5; W4.6
Materials:	SmartBoard or computer with projector Chart paper and markers Nutrition labels from cans, boxes, etc Copies of questions
Activities:	<p>Day one</p> <p>Using the SmartBoard or a computer with a projector, teach the USDA website's "Food Guide Pyramid" http://www.nal.usda.gov/fnic/Fpyr/pmap.html</p> <p>Have students work in groups to plan meals and snacks for a day. Use chart paper and markers.</p> <p>Upon completion, students present their meal plans to the class. They should include how the plan fits the food pyramid guidelines.</p> <p>Homework: bring in nutrition labels from cans or boxes.</p> <p>Day Two</p> <p>Begin by reviewing the meal plan posters from the last class.</p> <ul style="list-style-type: none"> How is this plan similar/different from meal plans in your country? Are there dishes/food on the posters that you are not familiar with? Is there food in your country that is not available here? What are some of your favorite foods/dishes? Are there foods here that you think are weird

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	<p>Have students show the labels they brought. (Be sure you have some in case no one brings any.)</p> <p>The American Heart Association’s webpage has a good explanation of how to read labels. Open it on the SmartBoard or computer with projector. http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HeartSmartShopping/Reading-Food-Nutrition-Labels_UCM_300132_Article.jsp</p> <p>Teach the vocabulary on the “Nutrition Facts” Have students review the labels they brought in groups.</p> <p>Teach the vocabulary on the chart “If a food claims to be...It means that one serving of the product contains...”</p> <p>Have groups decide which food labels they brought would be from “healthy foods.” They should be prepared to explain why or why not and report out.</p> <p>Working individually, students choose 4 food labels (they may have to share). Students write the answers to the following questions about each label. After students complete the handouts, have a general discussion about each label and the questions.</p> <p>Answer the following questions about each label.</p> <ol style="list-style-type: none"> 1. If you are interested in a low fat diet, would this food be OK to eat? 2. The doctor says you need to cut down on sodium in your diet, should you eat this? 3. You need to eat foods that are low in carbohydrates. Can you eat this? 4. You haven’t eaten much protein today. Would this be a good thing to eat now?
<p>Assessment/Evidence:</p>	<p>Participation in discussions Posters Written answers to questions</p>
<p>Reflection:</p>	<p>I learned that my students are eating the foods/dishes that they had in their home countries. They had a hard time bringing labels because they don’t buy much canned or packaged food.</p> <p>The lesson was interesting to them and they enjoyed it. The hardest part was understanding the meaning of the nutrition vocabulary and what it really meant in relation to their nutritional needs.</p>