

Lesson Plan: Nutrition

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Activating schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Breakfast</i>, white board, Post-it notes</p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Breakfast</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ Are any of the foods familiar? Can you name them? ○ What did you eat for breakfast in their home country? ○ What do you eat here? Is it the same? Why or why not? ○ Do people generally eat healthy food for breakfast in your country? • Have students share what they had for breakfast that morning. • List these foods on a white board or poster. • Students choose three foods to copy onto Post-it notes and illustrate. Save these for the following activity.
<p>Activity: Healthy or Unhealthy? Time: 10 min Focus points: Determining whether foods are healthy or unhealthy, nutrition vocabulary Materials: Post-it notes from the warm-up activity Optional: hula hoops or string, grocery store ads, magazines</p>	<ul style="list-style-type: none"> • Introduce vocabulary: <i>healthy, unhealthy, junk food, and good for you.</i> • Make a large Venn diagram labeled healthy and unhealthy for the outside circles. The center is for foods that are somewhere in between. Either draw this on the whiteboard, or use hula-hoops or string and place on a table or floor. • Students will choose where the foods listed on their Post-it's from the warm-up activity go. • Have students try to explain why they made their choice, i.e, too much sugar, etc. • Option: Cut out pictures from grocery ads or magazines to add to the diagram. Grocery ad pictures will also be used in a later activity (MyPlate sorting). To save time, consider having students cut a large number of pictures now.
<p>Activity: Reading food labels Time: 15 min Focus Points: Identifying key information on food labels Materials: PowerPoint, nutrition labels (from wksht), highlighters, salt, sugar, and fat (butter or oil)</p>	<ul style="list-style-type: none"> • Write Calories, Fat, Sugar, Sodium (salt), on the board (The RDA for these is dependent on sex, age, etc. but this information is readily available if it would be useful). • Explain calories as energy (jog in place), and show/taste salt, sugar, and fat as examples of these categories. • Using PowerPoint as a guide, teach students where to find nutrition information on a label. • Give each student a nutrition label and highlighter. • Together, find and highlight nutrition information. • Do this with several different nutrition labels.
<p>Activity: MyPlate sorting Time: 30 min Focus points: The five food groups, a healthy diet Materials: MyPlate placemats, food pics, grocery store ads, scissors</p>	<p style="font-size: small; margin-bottom: 0;">Labels from http://www.nourishinteractive.com/nutrition</p> <ul style="list-style-type: none"> • Students will be given a MyPlate placement. • Using the PowerPoint, the five food groups will be introduced and guidelines for the recommended number of servings. • Students will brainstorm ideas of what foods go in each group. • The students will then choose pre-cut food pictures and put them in the appropriate place. • Teachers help with food names and reinforce food groups. Intermediate level students may also be asked to name the foods, and the highest level

	<p>students can be asked to name the food groups and examples of food that go in each.</p> <ul style="list-style-type: none"> • Students may then search grocery store food ads for more food to add to their placemat. • Students will then share at least one item from each group with the class. • Game: Put students in teams of 2-4. Each team will have a blank My Plate placemat. The teams will each be given 10-15 food pictures to put in the correct place on the mat. Winners will have all their food placed correctly first. <p><i>MyPlate</i> is a program of the federal government. More information is available at https://www.choosemyplate.gov/</p>
<p>Activity: Likes and dislikes Time: 15 minutes Focus Points: Asking and answering preference questions, <i>Do you like ___?</i>, and making offers, <i>Would you like ___?</i> with appropriate polite response, i.e. <i>Yes, please</i>, and <i>No, thank you</i> Materials: 4-5 food choices, paper plates, sentence strips or white board</p>	<ul style="list-style-type: none"> • Place 5 small bowls of food on table – maybe one from each food group (i.e., grapes, cheese, carrots, nuts, crackers). • Write the sentence frame, <i>Do you like _____?</i> with the answer, <i>Yes, I do</i>, or, <i>No, I don't</i>. • Ask students whether they like each of the foods. If they answer, <i>No, I don't</i>, have them say what they do like instead. • Have them ask each other. • Teach <i>I/you do/don't</i> and <i>he/she does/doesn't</i>. Write examples on the whiteboard. • Ask students what other students like, i.e., <i>Does Po Cho like crackers? No, he doesn't. He likes grapes</i>, etc. • Explain difference between preferences, <i>Do you like _____?</i>, and an offer, <i>Would you like _____?</i> • Write the sentence frames on the whiteboard or sentence strips with appropriate response choices, i.e. <i>Yes, I would, thank you</i>, or, <i>Yes, please</i>, or <i>No, thank you</i>, or <i>Not right now, thank you</i>. Stress the importance of polite forms, such as <i>please</i> and <i>thank you</i>. • Give each student a plate. Have them practice offering food to other members of the class. • Enjoy sharing and eating food together!
<p>Wrap-up: Categories! game Time: 10 minutes Focus Points: Naming food Materials: None</p>	<ul style="list-style-type: none"> • Given a category, students take turns naming foods that go in that category. For example, if the category is <i>vegetables</i>, students would name <i>carrots, beans</i>, etc., until no more words can be thought of. Then another category is chosen.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Field trip to a Farmers' Market.