



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:

- “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 and place them 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

- Have all participants (including yourself) wash their hands.
- 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 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.
- 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:

National Dairy Council. *Dairy Council Food Models: For General Audiences*. 0012N. Life-size cardboard photographs of 185 commonly eaten foods, in portion sizes. The backs of the cards contain nutrient information presented in label format. To order, contact the National Dairy Council at 1-800-426-8271 or browse the Nutrition Explorations: Materials Catalog Index at <http://www.nutritionexplorations.org/catalog/catindex.asp>

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/> (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:

PCI Photo Bingo Fresh Produce and Prepared Foods: PCI Education. *PCI Photo Bingo Fresh Produce and Prepared Foods*. PCI1165. Sets of bingo cards featuring photos of 40 fresh fruits and vegetables and 40 common prepared foods. To order, contact PCI Education at 1-800-594-4263, or access order information online at <http://www.pcicatalog.com/Store/Detail/PCI1165.aspx> or <http://www.pcicatalog.com>

Youth Curriculum Sourcebook: A Guide for Developing Nutrition Education Programs for EFNEP/4-H Youth Ages 6-11: The *Youth Curriculum Sourcebook* from University of Wisconsin-Extension includes a bingo game. See University of Wisconsin-Extension. *Youth Curriculum Sourcebook: A Guide for Developing Nutrition Education Programs for EFNEP/4-H Youth Ages 6-11*. B7YCSB. To order, contact University of Wisconsin-Extension’s Learning Store at 1-877-947-7827, or access order information online at http://learningstore.uwex.edu/product1.aspx?Product_ID=257&

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>

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

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 1*. Item MI-06641. Revised 2000. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 06641), or call toll free at 1-800-876-8636.

University of Minnesota Extension. *Simply Good Eating Recipe Cards, Volume 2*. Item MI-07391. Created 1999. Available from The Extension Store online at <http://shop.extension.umn.edu/> (and search for 07391), or call toll free at 1-800-876-8636.

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...

11. Likes pizza _____



16. Likes tofu _____



12. Likes mushrooms _____



17. Likes soy sauce _____



13. Likes tacos _____



18. Has eaten camel meat _____



14. Likes spicy food _____



19. Likes lemons _____



15. Eats a banana 3 times a week _____



20. Drinks coffee _____



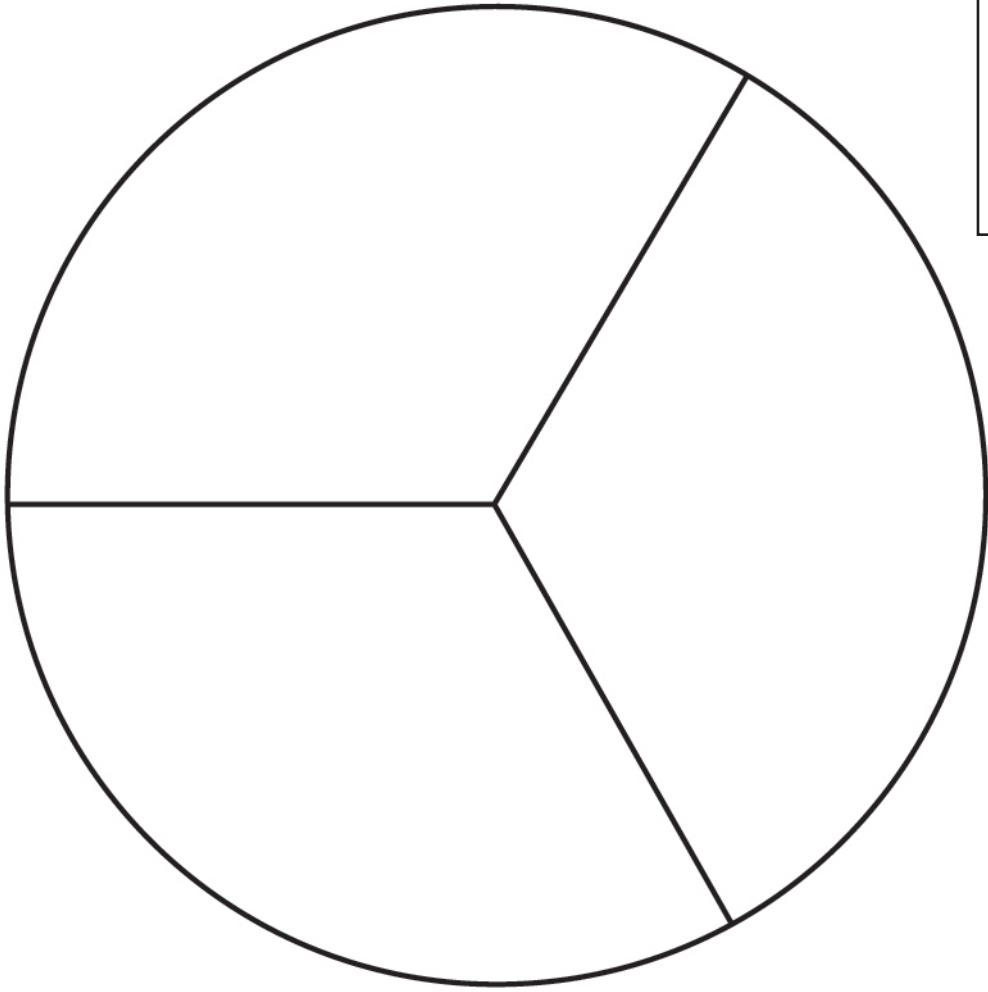
EAT A VARIETY OF FOODS EVERY DAY!



Energy Foods



Body Building Foods



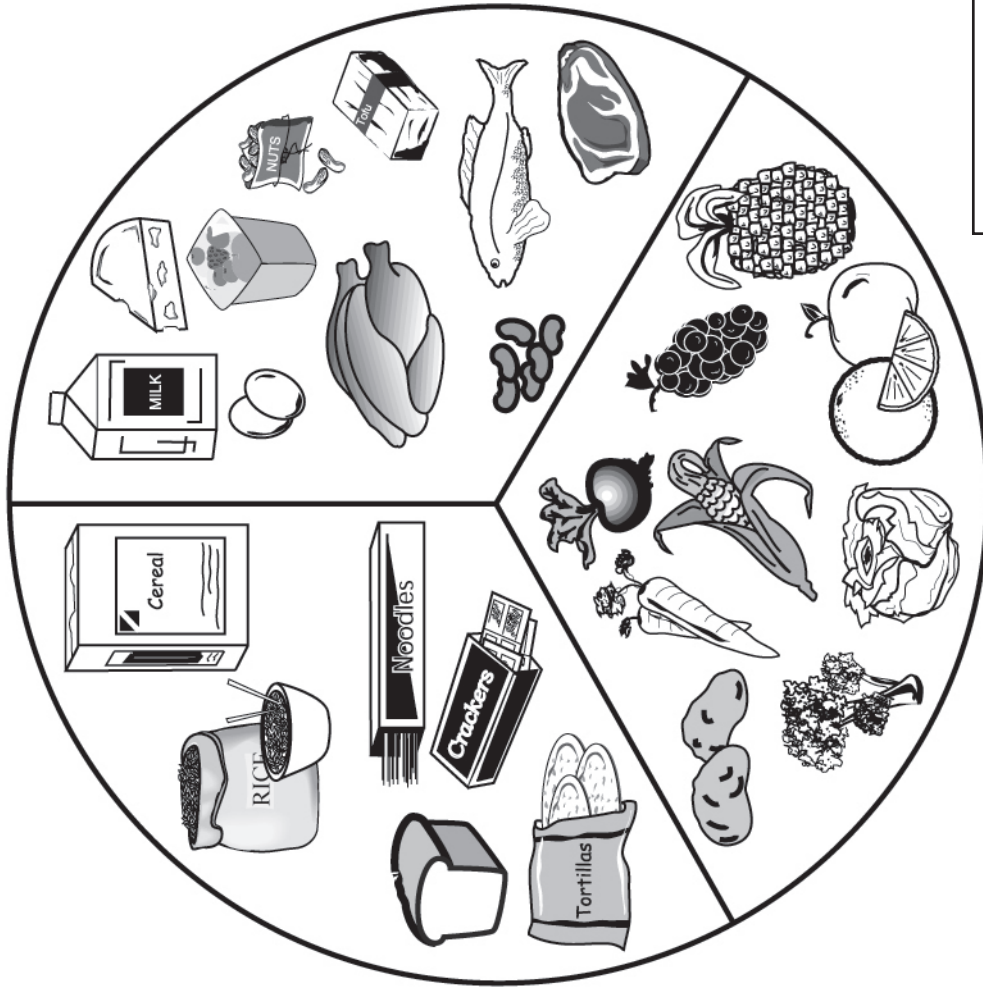
Protective Foods

Choose foods from all three groups at each meal.

EAT A VARIETY OF FOODS EVERY DAY!



Energy Foods



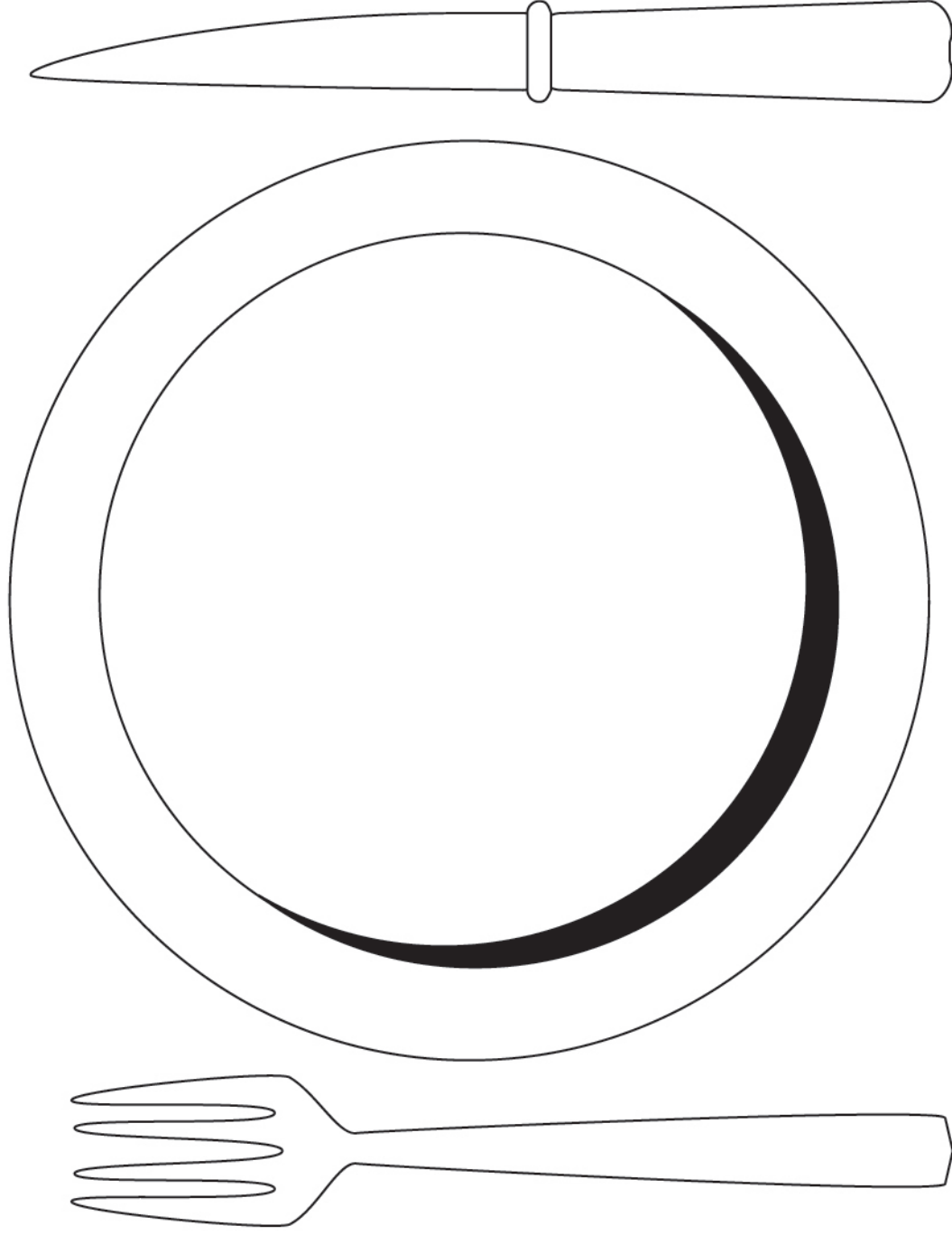
Body Building Foods

Choose foods from all three groups at each meal.



Protective Foods

PLAN A MEAL WITH VARIETY



VARIETY: REVIEW AND WRITING PRACTICE

For ELL teacher's use

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.

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