

Teacher Resources

Objective 046

Handwashing & Food Choices

Introduce the Objective

Ask students:

- Why do we wash our hands?
- What are some reasons to wash your *food*?
- What makes a diet balanced and healthy? Is your diet balanced and healthy?

*Briefly discuss the topic of this Objective: the steps of handwashing, when a person should wash their hands and the importance of a healthy diet.

Task 1, Part 1: Demonstrate or Describe Handwashing

Teach the Objective

Use Vocabulary list below to expand your students' vocabulary depending on their levels.

Ideas: Vocab quizzes, flash cards, notebook of new words, charades, draw and guess, etc.

Task 1 Suggested Key Words

1. Hands	9. Before/After	18. Cross-Contamination
2. Garbage	10. To Wash	19. To Contaminate
3. Bathroom	11. To Wet	20. Hygiene
4. Raw Meat	12. To apply / to soap	21. Rotten
5. Coughing	13. To Scrub / Rub	22. Bacteria
6. Eating	14. To Rinse	23. To Spoil (spoiled)
7. Cooking	15. To Dry	24. To Separate
8. In order (chronological)	16. To Prevent	25. Food poisoning
	17. Cleanliness	

*** Class Activity Resource for Task 1 ***

Use the "Classroom Activities PowerPoint" (PPT) found on the Adult Education Faculty Resources

webpage → EL Civics 2019-2020 to show images and videos similar to those used in the exam task.

You will want to use this! It is exactly like the Tasks the students need to do!

Warm up:

- Ask students, "When should you wash your hands?"
- Have students write down activities that require handwashing both before and after.
- Have students write a list of situations, following the slide on the powerpoint

When should you wash your hands?	
Situations Before:	Situations After:
1. Chopping vegetables	1. Using the restroom
2. Touching Food	2. Coughing or sneezing
3. Cooking	3. Cleaning
4. Touching a sick person	4. Taking out the trash

Learn the Skill:

- Using the "Classroom Activities Powerpoint," students watch the video that is linked to the Classroom Activities PPT. You can also play it independently at <https://www.youtube.com/watch?v=riApbjnhLfc>
- Have students describe the main handwashing steps
 - Very specific details are great (like how to scrub your fingernails) but are unnecessary for the exam
 - Make sure to ask students, "What are the most important handwashing steps?" This is the skill of "main ideas"
 - ***The box below shows the required answers for the exam!***

What are the 5 main handwashing steps?
1. Wet
2. Soap
3. Scrub
4. Rinse
5. Dry

Extend the Concept:

Preventing Cross-Contamination

- Students figure out the meaning of “cross-contamination”
- Ask students, “How could cross-contamination happen?” Students share prior knowledge.
- Using the “Classroom Activities Powerpoint,” students watch the Cross-Contamination video. You can also play it independently at <https://www.youtube.com/watch?v=riApbjnhLfc>
- Discuss what Terrance (in the video) does right or wrong
 - When shopping
 - In his refrigerator
 - With a cutting board
 - With washing his hands
 - Using the food thermometer
- Use the visual in the Powerpoint to show students the correct temperatures for cooking each meat type. Alternatively, bring a cookbook to class with temperature charts in it
You will want to point this out! This part of the exam has 1 picture that shows a low temperature.

Recognizing Cross-Contamination

- Use the “Classroom Activities Powerpoint” to show pictures of cross-contamination
- For each image ask the students, “What’s wrong?” and “How could it be prevented?”
- For example,
 - What’s Wrong? Same cutting board, raw meat and veggies on same plate, dirty hands, etc.
 - How could someone prevent it? Use separate cutting boards, use different plates, wash hands, wear gloves, use a thermometer, etc.

You will want to show the visuals! This part of the exam is based on responding to pictures.

Additional Online Resources:

Preparing Food for a Party Video: https://www.youtube.com/watch?v=TS_s_NEq9-k

Preventing Cross-Contamination (Reading & Activities good for Intermediate - Advanced):
<https://www.servsafe.com/downloads/demos/fh/fh-sample-chapter>

Task 2: Analyzing Eating Habits

Beginning 3-Advanced

Teach the Objective

Task 2 Suggested Key Words

1. Healthy/Unhealthy	9. Fried Foods
2. Replacement	10. Breakfast, lunch, dinner
3. Diet	11. Carbohydrates / carbs
4. Eating habits	12. Sugar
5. To Recommend	13. Calories
6. Portion control	14. Sodium
7. Balance	15. Fiber
8. Whole grain foods	16. Protein

*** Class Activity Resource for Task 2 ***

Use the SAME “Classroom Activities PowerPoint” (PPT) found on the Adult Education Faculty Resources webpage → EL Civics 2019-2020 for Task 2! *You will want to use this! It is exactly like the Tasks the students need to do!*

Warm up:

- Ask students,
 - What is difficult about eating in a healthy way?
 - How does your diet in the U.S. compare to your diet in another country?
 - Whose advice do you follow about your eating habits?
- Have students discuss healthy eating habits they have
- Have students write down a list of the foods they eat the most. In pairs or groups, have the students compare their lists.
- Prompt the students to discuss:
 - What is healthy, unhealthy and why?
 - How could your diet be healthier?

Learn the Skill:

- Optional: Use the vocabulary words *sugar, calories, sodium, fiber, protein, carbohydrates* as research topics done in small groups. What can they learn are the health risks of each?
- Use the *videos* below or *images* from “Classroom Activities PPT” to show both healthy and unhealthy foods. Allow students time to compare the healthy and unhealthy factors of each food shown in the videos or in the images you choose.

Extend the concept:

Have students suggest/recommend alternatives for unhealthy habits or foods. Make a list on the board like the chart below. *You will want to do this! It is exactly like the Task the students need to do!*

<u>Unhealthy Habit/Food</u>	<u>Healthy Replacement</u>
Donuts/A lot of sugar	Fresh fruit
Fried foods	Grilled foods
Processed snack foods	Fresh vegetables
Large portions/huge plate of food	Balanced portions/smaller plate
Candy/too much sugar	Dried fruit

Additional Activity (IF TIME PERMITS!!!!!!):

Have students create a balanced and healthy family meal plan.

- Break students up into groups of 3-4
- Tell them that they must plan 5+ meals for the week
- They must make a "menu" of the meals including
 - Vegetables, fruit, meat and grains
 - At least 1 breakfast, 1 lunch, and 1 dinner
 - Appetizers/desserts and drinks (for example: salad, veggies/fruit, water, soda)
- Inform students that they must think "economically." *The next task (Task 3) will require them to make a shopping list and compare prices from various stores! This activity makes a smooth transition into Task 3.*

Websites/Videos

- Healthy/Unhealthy:
 - <https://www.youtube.com/watch?v=GnfTHsdTodA>
 - <https://www.youtube.com/watch?v=JzVtc-ckpel>
 - https://www.youtube.com/watch?v=ZeJ37Rtj_uo
- Recipes, dietary needs, calorie intake, etc.
 - <https://www.choosemyplate.gov/> from United States Department of Agriculture. -- *Students really like this one!*
 - Use <https://www.webmd.com/> for student research or as a source for articles to read in class.
 - From the Office of Disease Prevention and Health Promotion, a federal government agency, the Dietary Guidelines for our country for the years 2015 - 2020. Choose from a selection of infographics and paragraphs.
<https://health.gov/dietaryguidelines/2015/guidelines/>

Task 3: Comparing Shopping List

Beginning 2-Beginning 3

Teach the Objective

Task 3 Suggested Key Words

1. Price
2. Cheapest / Most economical
3. Location
4. Buy
5. Produce

Learn the Skill:

You will want to do this! It is exactly like the Task the students need to do!

1. Have students **bring in ads** from the stores they shop at the most.
2. In pairs or groups, have students read the ads (3-4 per group)
3. Have students compare the prices of their favorite produce items
 - a. For example, have students make a list of 6-8 produce items they like to buy
 - b. Tell students to look for these items in the ads
 - c. Have the students write down the prices and compare them to find the cheapest store for their favorite produce
4. Write the below example on the board to fill out by students **first** and then complete as a class.

Vegetable/Fruit	Price at _____	Price at _____
1		
2		
3		
4		
5		

5. Remind students to write the name of the stores for the ads they brought to class and to fill out the chart completely.
6. Have a discussion with the class about which stores are the most economical.

**If necessary, find online ads and alter activity to complete as a class.*

***There will also be ads available through the offices. Request through Instructional Aide.*

****Example Ads are provided in the "Classroom Activity PowerPoint"*

Task 4: Write about Food Product Choices & Dietary Needs

Intermediate 1 - Advanced

Introduce the Objective

IMPORTANT **For the final task, it is important to discuss with and make clear to your students that the form of writing they will see in this task is genre-based. The “article” genre is NOT how academic paragraphs or essays should be written. Often (as seen in the example articles), entire paragraphs are a single sentence. This genre is used for persuasion and the sharing of information. If students are made aware of these details, they are less likely to be confused about paragraph writing in the future.**

Task 4 Suggested Key Words

- | |
|--|
| <ol style="list-style-type: none">1. Dietary Needs2. Health issues3. Disease4. Reasoning5. Restricted6. Resources |
|--|

Teach the Objective

1. Use the articles “Dietary Needs for Healthy Eyes” and/or “Maintaining A Healthy Diet Can Help Protect Vision from Age-related Macular Degeneration” as a class. Options:
 - a. Find the longer article at <https://www.preventblindness.org/healthy-diet-can-help-protect-vision>
 - b. Use the “Classroom Activities Powerpoint” to display article
 - c. Copy handout in this packet.
2. Ask students
 - What is the dietary need?
 - What is healthy for people with this issue? Why is it good?
 - What is unhealthy/bad for them? Why is it bad?
 - How does the author persuade/convince the reader of their reasoning?
3. If desired: More Websites/Videos for the Practice Activity, if time permits.
 - <https://www.afb.org/blindness-and-low-vision/eye-conditions/diabetes-and-vision-loss-guide-caring-yourself-when-you-0>
 - <https://www.preventblindness.org/healthy-diet-can-help-protect-vision>
 - <https://www.afb.org/blindness-and-low-vision/eye-conditions/diabetes-and-vision-loss-guide-caring-yourself-when-you-0>
 - Slideshow of healthy foods for your eyes:
<https://www.webmd.com/eye-health/ss/slideshow-eyes-sight-foods>

Extend the concept:

Do the Task!

Higher Levels:

“Maintaining A Healthy Diet Can Help Protect Vision from Age-related Macular Degeneration”

CHICAGO(Jan. 24, 2012)—We’ve all heard the expression “eating with your eyes,” but many people may not be aware of the benefits of eating *for* your eyes. In addition to promoting overall health, a diet rich with sight-saving beta carotene, lutein, zeaxanthin, zinc, omega-3 fatty acids and certain vitamins can also help guard against vision loss from eye disease, such as age-related macular degeneration (AMD).

AMD diminishes central vision and currently affects the vision of more than 2 million Americans, ages 50 and older and is a leading cause of blindness. AMD is a progressive disease that if left untreated, can result in severe vision loss and even blindness. The exact cause of AMD is unknown, but risk factors for the disease include age, race, smoking, family history as well as those with cardiovascular disease and hypertension.

A wide variety of foods including lentils, grapes, carrots, bell peppers, broccoli, spinach, sweet potatoes, kale, certain kinds of fish, turkey and some kinds of nuts, have been shown to aid eye health. Although there are a variety of available over-the-counter supplements designed for vision and eye health, a doctor should always be consulted before use.

Foods that contain refined starches and are high in sugar can be damaging to vision. A study by Tufts University showed that high-glycemic foods cause a dramatic rise in blood sugar, which over time, may damage the retina and capillaries in the eye by promoting oxidative stress and inflammation. Soda and sugary drinks, candy, baked goods, some cereals, white rice, foods made with white flour, such as white bread and pasta, should be avoided.

According to the University of Illinois Eye and Ear Infirmary, more than one serving per week of beef, pork, or lamb as a main dish is associated with a 35 percent increased risk of macular degeneration as compared with less than three servings per month. Additionally, one serving per day of high-fat dairy food, such as whole milk, ice cream, hard cheese, or butter, also increases the risk of macular degeneration progression.

"We all know that watching what we eat can lead to overall health benefits such as lower cholesterol and a reduction of calories, but maintaining a healthy diet, day after day, can be very challenging," said Hugh R. Parry, president and CEO of Prevent Blindness America. "Prevent Blindness America hopes to encourage the public to remember that everything we put in our mouths can affect our eyes!"

Other healthy habits can lead to healthy vision. The risk of eye disease and vision loss can be lowered by:

- Avoiding trans fats
- Quitting smoking
- Controlling blood pressure and cholesterol
- Exercising regularly
- Visiting an eye care professional on a regular basis

For more information on AMD and other eye disease, please contact Prevent Blindness America at (800) 331-2020 or visit preventblindness.org/AMD.

Lower Levels:

Title: Dietary Needs for Healthy Eyes

In order to have healthy eyesight, people need to have a diet that helps protect their vision. Foods like carrots, bell peppers and sweet potatoes have been proven to support healthy vision. These foods are rich in fiber and vitamins that are good for your eyes. Drinking lots of sugary drinks or eating too much meat is known to put people at risk of Macular Degeneration. It would be better to eat three servings a month instead of eating meats on a weekly basis. It is important to eat healthy for our eyes now so that our vision is protected in old age.

Resources: Prevent Blindness America

<https://www.preventblindness.org/healthy-diet-can-help-protect-vision>

Objective 046 Resources

Textbooks

- *Oxford Picture Dictionary Vocabulary Pages*
 - Food pgs. 66-75, 79-81
 - Food Preparation & Safety pgs. 76-78
 - Farmer's Market pgs. 84-85
 - Daily Routines p. 38-39
 - The Kitchen pgs.54
 - Housework & Cleaning Supplies pgs. 60-61
 - The Body & Personal Hygiene pgs.104-109
- *Stand Out 2 Chapter 3*
- *Stand Out 3 Chapter 5 Lesson 4 p 90-92*
- *Stand Out 4 Chapter 5 Lesson 4 p. 90-92*
- *Step Forward Intro Unit 7 p. 80 and Workbook*
- *Step Forward 1 Unit 8 p. 88*
- *Step Forward 2 Unit 7 p. 76*
- *Step Forward 3 Unit 6 Lesson 5 Food Safety p. 84-85*
- *Step Forward 3 Workbook p. 42*
- *Project Success 3 p. 6, 8-9*

Adult Education Library resources

- *Longman Academic Reading Series 3 Chapter 3: Nutrition Studies and Food Rules (I2-A Levels)*
- *Vocabulary for Life Skills Chapter 9: Shopping for Healthy Food (B3-I2)*
- *Word by Word (Beginning Lifeskills Workbook) Chapter 7 Food - (multilevel)*
- *Groundwork for College Reading "The Shocking State of the American Diet" p. 452 (I1-A)*
- *Future 2 "What's in Your Food" p. 192-194 - (Intermediate)*
- *North Star 2: Reading and Writing Unit 5 "We Are What We Eat" p. 106 - (I1-A)*
- *Top Notch 1 Unit 4, Lesson 4 "Discuss Food & Health" p. 46 - (B3-I2)*
- *Leap 3 Listening & Speaking (with CD) Chapter 8 p. 140 - (I2-A)*