

Community ESL

In a textbook unit on food, I decided to add a lesson on healthy eating. Other than the words *healthy* and *unhealthy*, however, I wanted the students to have control over what vocabulary they would learn. Then, the discussion below led into a second discussion about the [healthy eating plate](#).

1. Did you go shopping last week? What did you buy? (They choose foods from our previous lesson which included vocabulary in the categories: fruits, vegetables, dairy, meat, and grains.)
2. Was the food (you bought) healthy? Was it unhealthy?
 - a. What does *healthy* mean?
 - b. What does *unhealthy* mean?
3. What is this? Is/Are _____ healthy? Why? (Using samples of food from different categories and also of junk food, ask the questions for each sample. As students answer, slowly form the healthy eating plate in the center of the table with junk food off to the side. Also, keep track of words they use to explain *healthy* and *unhealthy* in a t-chart on the board.)
 - a. Does it have a lot of _____ (using words they come up with, for example, *sugar*)?
 - b. Is/Are _____ healthy (following up on a., for example, *sugar*)?
 - c. Why?
4. Was the food (you bought) healthy?
 - a. What was healthy? Why?
 - b. What was unhealthy? Why?

