NUTRITION
BACKGROUND INFORMATION
FOR
ESL TEACHERS
INTRODUCTION

In 2002, Prehm and Associates were commissioned by the California Nutrition Network to do roundtables throughout the state of California with adult Latino ESL students and adult education instructors to determine the interest in incorporating nutrition education into the English as a Second Language curriculum. In addition to the roundtables, other research included: review of the research on dietary changes of immigrating Latinos, and an evaluation of food and nutrition in common and new ESL textbooks. The following results were reported in “Promoting Healthy Eating in Adult English As A Second Language Programs in California”:

- The longer a Latino immigrant is in the United States, especially one from a rural area, the worse their diet becomes. In all the studies cited, the diets of immigrants were healthier than acculturated Latinos, U.S. born Latinos, or Caucasian Americans.

- Latino parents suspect that their traditional foods may be good for them, but they are not sure. Their nearly unanimous interest was for “knowing what is best to eat from available choices” and “how to have a balanced diet.”

- Parents’ solutions need to be the essence of food topics taught. They need easy ideas to be able to have healthy foods with limited time, money and energy. In any of the groups of parents questioned about simple ideas, there were excellent ideas that resonated with their fellow students.

- Latino parents are unsure about how to get their children to eat healthier traditional foods instead of “what is served at school – hamburgers, hot dogs and pizza.”

- The majority of ESL households are likely to qualify for food assistance programs such as WIC and Food Stamps, but few apply.

- Common ESL textbooks are promoting “American” foods that are commonly discouraged by nutritionists. High fat, high sugar foods, fast foods and “junk foods” are frequently shown in texts while nutritionist say that they should be eaten infrequently. Ethnic foods are not shown much. One common text had foods from the “Extras” category 47% of the time.

- New textbooks have more nutrition information but not enough to teach students how to make informed food choices.

- Teachers want new materials on basic nutrition (knowledge), while students primarily want practical solutions to eating more healthily and having a balanced diet (skills).

- Teachers want their own copies of teaching materials, and teaching aids that are real items or realistic models (realia) or visuals.
This research led to the identification of six nutrition education content standards to be incorporated into the English as a Second Language curriculum for California. These standards are:

1. Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, at school and in the home.

2. Students will continue to eat, or add, fruits and vegetables to their diets to equal USDA recommendations.

3. Students will influence children to eat healthy meals and snacks.

4. Students will eat a balanced diet as defined by the USDA.

5. Students will access resources for low-cost, healthy food.

6. Students will demonstrate safe food handling practices at home, at school and on the job.

The “Eating Well, Living Well” project is funded by the United States Department of Agriculture Food Stamp Program (USDA) through the California Department of Health Services, Cancer Prevention and Nutrition Section, California Nutrition Network for Healthy Active Families (Network). Therefore the standards are referenced to the USDA’s standards, recommendations and definitions as published in the Dietary Guidelines for Americans (2000, 2005) and the 1989 Recommended Dietary Allowances (RDA).

In 1980 the United States Department of Health and Human Services issued the first edition of the Dietary Guidelines for Americans. They were published to give professionals in the field an authoritative, consistent guide on diet and health. The United States Department of Agriculture (USDA) was charged with interpreting the Dietary Guidelines for consumers as a food guidance system. The recommendations of the 2005 edition of the Dietary Guidelines for Americans have been made available to the public online as “My Pyramid” (www.MyPyramid.gov). People are given recommendations for caloric intake based on their age, gender, weight and amount of physical activity. Every five years the Dietary Guidelines are reviewed and revised to reflect the latest trends and research. When the standards refer to the USDA, the authoritative source is the current edition of the Dietary Guidelines for Americans.

Background information is provided to ESL instructors on the six nutrition education standards derived from the research. In addition, each lesson contains background information on the specific nutrition content objective of the lesson as well as needed background on the ESL instructional approach or tips on managing the lesson. Sources used were “Curriculum Resources for Promoting Healthy Eating in Adult English as a Second Language Programs,” Prehm & Associates, 2002 and the USDA.
STANDARD 1: Students will identify solutions for healthy eating (as defined by the USDA) with limited time to cook and eat in order to function optimally at work, at school and in the home.

Each lesson makes a health connection with the content objective. The health connection of this standard is that going to school or work having eaten something healthy, or taking food to eat during the day provides students with energy to be alert and perform well. The solutions proposed in these lessons should be easy and relevant so that students will actually be able to make changes in their eating habits.

Lack of time, energy, cooking skills, and cooking facilities can keep students from having something healthy to eat or having anything to eat at all before school or work. Some ESL roundtables showed that it is more challenging to have something to eat in the morning, in the evening or on the run, than at midday. Those meals should be the focus of the lesson rather than the midday meal. The terms morning, evening meals are used purposefully rather than breakfast, lunch and dinner to be sensitive to cultural differences in mealtimes. Eating something with protein (e.g., fish, meat, eggs, beans, nuts, tofu) as well as carbohydrates and some fat (e.g., whole grain bread and butter) helps to promote alertness and the ability to focus.

It is also important to encourage students to limit the number of sodas, juice drinks, sports drinks and other sweetened beverages they drink in place of having something to eat OR drinking plain water when thirsty.

Teaching Tips

• Have students share ideas for easy and healthy morning or evening foods.
• Have students survey more acculturated community members for their solutions on what foods are easy to fix or have on hand at home; for easy foods on the go; and for easy foods to buy. Have students compile a list of solutions that the class likes best.
• Have students think of other cooking and eating arrangements for having healthy foods more easily available, especially for students who do not cook.
• Have students share ideas for healthy, affordable, ready-to-eat foods they can buy when they are out, (e.g., at supermarkets, ethnic markets, fast food restaurants, vending machines or mobile vendors).
• Brainstorm with students different foods to keep on hand for last minute meals or snacks. “Easy to fix” foods may be more expensive than cooking from scratch but often less expensive and healthier than fast foods.
• Group students by ethnicity to brainstorm creative solutions to save time, use different cooking methods, or use different ingredients to make traditional, healthy foods easier to prepare and to eat more often.
Examples of Tips for Quick and Easy Traditional Latino Meal

Save Time

- Cook a chicken, roast, or other meat or fish and use in different dishes for several nights. Be sure it’s refrigerated immediately after cooking for later use.
- Cook a large pot of beans or rice to use for several nights and refrigerate it, using several small containers. Reheat only what you need for each meal.
- In the evening or on the weekend, cook enough hot cereal or oatmeal to last a few days. Add raisins and nuts if you like. Keep the cooked cereal refrigerated for a quick, healthy meal that can easily be reheated.
- Make more complicated dishes, like menudo or stew-type dishes, on the weekend and make extra for the week.

Cook It In A New Way

- Have hard cooked eggs rather than fried eggs in the morning. They can be cooked ahead of time and kept in the refrigerator.
- Poach meat, fish, or poultry in broth or water flavored with spices and herbs. This method does not add fat.
- Boil rice or pasta rather than frying in oil. Just before the rice or pasta is done, add fresh or frozen vegetables and left over cooked meat and finish cooking. Drain and serve for a quick, healthy meal.
- Cut up enough vegetables to use for a few days. Use a food processor (bought at a yard sale), a hand chopper, or a very sharp knife to make the cutting job easier.

Try New Ingredients

- If nopales (cactus) are hard to find, try zucchini and salsa instead with scrambled eggs.
- Try other fruits or vegetables when you can’t find the ones used in your native country. For example, use another vegetable instead of squash flowers—don’t just leave them out.
- Fry rice in as little oil as possible or do not fry it at all. Add water and spices. Add tomato sauce if you prefer and let simmer. Add frozen chopped vegetables just before the rice finishes cooking.

Websites for more information (2005) or search for key words: quick and easy healthy meals; quick and easy healthy snacks
American Heart Association Delicious Meals: http://www.deliciousdecisions.org/
USDA Nutrition Information (offers a wide range of information, resources and material): http://www.nutrition.gov/
STANDARD 2: Students will add, or continue to eat, fruits and vegetables to their diets to equal USDA recommendations.

Increasing fruit and vegetable consumption is a major goal of nutrition education in the United States. Immigrants tend to eat less fruits and vegetables the longer they reside in the United States. The main reason people say they have trouble eating more fruits and vegetables is because they perceive them to be expensive, take a long time to prepare and do not have an appealing flavor that their family members enjoy, especially children. Focus on sharing easy, tasty and economical ways to prepare fruits and vegetables – adding them to dishes their families already enjoy, and make substitutions of fruits and vegetables for traditional ones that are difficult to get in the United States.

The 2005 Dietary Guidelines for Americans and the USDA MyPyramid food guidance system are based on consumers needing varying amounts of food based on their age, gender and activity level. In contrast to the previous food guide pyramid, MyPyramid uses “cups”, not “servings” for fruit and vegetable recommendations. To find out exactly how many cups of fruit and vegetables an individual needs every day for good health, go to www.mypyramid.gov. The recommended average is five (5) cups, which is an average for ages 19-30 years old, both sexes, and all activity levels. People are encouraged to select from all the five vegetable ‘subgroups’ (dark green, orange, dried beans and peas, starchy and other) several times a week.

Fruit and vegetable juices are also in this category. Juices are not recommended as much as whole or cut-up fruits and vegetables because they do not contain the same amount of fiber. Young children’s juice consumption should be limited to 6-8 ounces a day so that they do not “fill up” on liquids and not be hungry for regular solid food. Students need help in distinguishing 100% juice from juice drinks that contain little or no real juice. Teaching students to scan labels for the percentage of juice will help them determine if the drink is healthy.

The results of the Network research indicated that students did not respond to an academic approach to nutrition education. It is more effective to teach practical ways to change behavior and make it easy to attain. The concepts of servings or cups in a beginning ESL class can be overwhelming (e.g., a small banana is ½ cup, a large banana is one cup; 32 seedless grapes is one cup). Instead of focusing on measuring, estimating and counting cups, the message of this lesson is simple: maintain recommended consumption or add more fruits or vegetables if needed. Refer students to www.mypyramid.gov website for their individual recommendations.
**Teaching Tips**

- Most students come from countries with higher consumption of fruits and vegetables than the U.S. Talk about how to maintain the habit of eating at least 9-12 servings of fruits and vegetables a day.
- Give students the opportunity to brainstorm sources for hard to find fruits and vegetables they are accustomed to eating and also ideas for substituting foods found in the U.S. in their traditional dishes.
- Encourage students to evaluate the cost of fruits and vegetables in relation to fast food or snack foods they purchase. Buying fruits and vegetables to have on hand can help to avoid higher cost snack foods and going to fast food restaurants.
- Encourage students to bring fruit and vegetable dishes to classroom potlucks. They can share what the ingredients are and how the dish was prepared. (Many cultures do not have “recipes” per se. Cooking is taught in the home by showing or telling how dishes are made)
- Bring unfamiliar food to class and demonstrate how to prepare them and allow students to taste unfamiliar foods. If school policy does not allow for food in the classroom, arrange for a cooking demonstration through community-based nutrition education projects such as University of California Cooperative Extension. They often have fully equipped cooking carts and their educators have Food Handlers Certificates for safety issues.

<table>
<thead>
<tr>
<th>VEGETABLES</th>
<th>FRUITS</th>
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<tbody>
<tr>
<td>• Eat more dark-green veggies like broccoli, spinach and other dark leafy greens.</td>
<td>• Eat a variety of fruit</td>
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<tr>
<td>• Eat more orange vegetables like carrots and sweet potatoes.</td>
<td>• Choose fresh, frozen, canned, or dried fruit</td>
</tr>
<tr>
<td>• Eat more dry beans and peas like pinto beans, kidney beans and lentils</td>
<td>• Go easy on fruit juices (1/2 cup every day)</td>
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<tr>
<td><strong>Eat 2 1/2 cups every day</strong></td>
<td><strong>Eat 2 cups every day</strong></td>
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</table>


**Tips for Eating More Fruits and Vegetables**

- Use the food processor to more easily prepare chopped, creamed, or shredded vegetables for the kids. *
- Find other choices for the ones you don’t like. *
- Show children you like vegetables by eating them yourself. *
- Swap vegetables with a neighbor. *
- Make the dish colorful. The more colors the more nutrients. *
- Add vegetables to foods children will eat. They may not eat the salad by itself but they will eat lettuce and tomato on their (low-fat) hamburger. *
- Serve a cup of vegetables on each plate. *
- At a meal, have more vegetable dishes than other dishes and eat vegetables first. * Watch portion sizes on meat and poultry.
- Look at newspaper grocery store ads for fruits and vegetables that are on sale.
- Try a new fruit or vegetable each week.
- Plant a fruit and vegetable garden.
- Find low-cost places to buy fruits and vegetables: farmers’ market, farm stands, farms, orchards, membership stores, discount stores, ethnic markets, buying in bulk with friends, etc.
- Make a list of fruits and vegetables you need before going to the market.
- Remember, juice counts! Drink 100% fruit juice or vegetable juice. (Limit to 4 ounces per day for young children, and 8 ounces or less for everyone else in the family.)
- At the market, shop the produce section twice, and walk quickly through the snack aisle before going to pay!
- Get Food Stamps or WIC for your children and use the School Meals Programs (Free and Reduced School Breakfast and Lunch Program).
- Wash and cut fruits and vegetables immediately after bringing them home, so they’re ready when the cook is in a hurry. *
- Keep fruits or vegetables ready—in little baggies in the refrigerator, in a fruit bowl, or dried fruit in packets for snacks.
- Keep fruit canned in it’s own juice or dried fruit at work.

**Websites for more information (2005)** or search for key words: eating more fruits and vegetables

Cancer Prevention and Nutrition Section, California Department of Health Services:
http://www.dhs.ca.gov/ps/cdic/default.htm
USDA Nutrition Information (offers a wide range of information, resources and material):
http://www.nutrition.gov/
http://www.healthierus.gov/
http://www.mypyramid.gov

* Asterisks indicate ideas from ESL students
STANDARD #3: Students will influence children to eat healthy meals and snacks.

ESL students in roundtables were not aware of the health benefits of many of their traditional foods. Unfortunately, immigrant children, trying to fit in, eat more foods they see as mainstream “American foods,” regardless of how healthy these foods are. Because of this, children may choose foods different from the ones their parents choose. Stressing healthier versions of the traditional foods children like may help parents maintain their cultural food traditions and meet their children’s taste demands.

Common challenges in promoting healthy traditional foods are the amount of fat added for frying and the use of high-fat meats. People accustomed to the taste of foods cooked with a lot of fat may not eat a low-fat version of their traditional foods. In adapting recipes, first recommend gradually cutting down the amount of fat in a dish until very little, if any, fat is used.

Some parents give in too easily to a child’s demands for less healthy foods or provide little structure to help children eat healthy foods. Encourage parents to set healthy limits on sweetened beverages like juice “drinks” and sodas, snacking between meals, less healthy snacks, and “fast food.”

Besides providing healthy choices, another good way to help children eat healthier is by sitting down together as a family at mealtimes. Research shows that families that eat together eat healthier, transfer their cultural heritage, build relationships, foster family values, and pass on food skills to their children. Encourage students to eat with other family members, even when there isn’t time for a complete meal. For example, families can sit down together for a snack in the evening, or have breakfast together — flexibility is the key here.

**Teaching Tips**

- Reinforce the positive things students are doing and then suggest small steps to make changes.
- Help parents understand what “healthier choices” are. Help them become aware of the benefits of traditional foods and familiarize students with “American” foods. Help them find suitable substitutes for the unhealthy foods children are asking for. Help them learn how to find these foods at the store. Do as many food tastings as possible.
- Encourage students to be role models in a variety of ways. Encourage them to pack lunches with more fruits and vegetables for all family members. Keep healthy snacks visible, such as a bowl of fruit on the table.
- Stress the importance of children developing healthy eating habits and developing taste preferences for healthy foods while they are young.
Tips for Helping Children Eat More Vegetables

Buying Vegetables
- Let your child pick out a new vegetable to try.
- Visit a local farmers’ market and let your child choose a new vegetable.
- Plan a day trip to a local farm or fruit stand.
- Look for other low-cost sources of vegetables.
- Have children help make a list for the vegetables that you need to buy.
- Consider WIC, Food Stamps and Free and Reduced School Breakfast and School Lunch Programs to get more vegetables.

In the Kitchen
- Let your child help prepare vegetables.
- Cut vegetables in fun shapes: broccoli forest (broccoli standing up) carrots cut into flower shapes, hearts, etc.
- Serve an appetizer for the children while you are preparing a meal. Use cut up vegetables or fruits and a low-fat dip.
- Keep kid-ready snacks on a particular shelf in the refrigerator so kids can help themselves. Some examples: carrot and celery sticks, cucumber circles, jicama sticks, orange wedges.

Positive Parenting
- Set a good example. Let your child see you eating vegetables.
- Don’t give up! Give your child many chances to try the same vegetable.
- Eat together with your children. Talk positively about new foods.
- Grow a vegetable garden with your child.
- Read a book with your child about vegetables.

Recipe Ideas
- Add extra vegetables to dishes: fried rice, egg rolls, sandwiches, pasta, pizza, quesadillas, burritos, tostadas, soups, stews, or scrambled eggs.
- Hide pureed vegetables in a sauce or soup. Put finely grated vegetables in tuna, egg, or chicken salad sandwiches.
- Add peanut butter to celery and sprinkle with raisins.
- Serve raw vegetables with low-fat salad dressing or yogurt for dipping.
- Make mini-pizzas using English muffins. Offer a large variety of vegetable toppings for your child to choose from.
- Serve salads with midday and evening meals.
Websites for more information (2005) or search for key words: cooking with children; child/children’s nutrition
Cooking with Children: http://www.nnec.org/Curriculum/fc46_cook.kids.html
Kid’s Nutrition (Baylor College of Medicine): http://www.kidsnutrition.org/
USDA Nutrition Information: http://www.nutrition.gov/
### Tips on Substituting Healthy Choices for Children

<table>
<thead>
<tr>
<th>Popular Foods</th>
<th>Healthier Choices</th>
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<tbody>
<tr>
<td>French Fries, Tater Tots</td>
<td>Seasoned baked potato wedges with lime, chili, BBQ sauce, etc.</td>
</tr>
<tr>
<td>Hamburgers</td>
<td>Use a non-stick pan—no added cooking oil—and blot hamburger meat after frying. Use ground turkey or lean ground beef for less fat.</td>
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<tr>
<td>Pizza</td>
<td>Use low-fat cheeses like mozzarella and add vegetables. If adding meat, choose low-fat meats such as Canadian bacon or chicken breast.</td>
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<tr>
<td>Hot dogs</td>
<td>Try a hot dog on whole grain bread—easier and cheaper than buns. Check nutrition facts labels to find hot dogs lower in fat.</td>
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<tr>
<td>Macaroni and Cheese</td>
<td>Add finely-chopped vegetables that kids like—try broccoli, carrots, or peas. Prepare using low-fat milk, half the recommended fat, and use tub margarine rather than stick margarine.</td>
</tr>
<tr>
<td>Candy, Cake</td>
<td>Use dried fruits, cereal, and nuts for trail mix. Offer fruit as a dessert. Try angel food cake or unfrosted cake squares and cupcakes.</td>
</tr>
<tr>
<td>Ice cream</td>
<td>Choose low-fat ice cream. Try yogurt pops. Use a favorite flavor of yogurt, add fruit such as bananas, berries, or peaches and freeze in a serving size container like a little paper cup. Insert a fork into the mixture part way through freezing or use popsicle trays. Other good choices: low-sugar sherbets, no-added-sugar popsicles, fat-free frozen fruit popsicles.</td>
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<tr>
<td>Soda</td>
<td>Plain water with a little lemon or sparkling water mixed with 100% juice.</td>
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<tr>
<td>Cookies</td>
<td>Popcorn with minimal margarine. Graham crackers, low salt crackers.</td>
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</table>
STANDARD #4: Students will eat a balanced diet as defined by the USDA.

Research shows that traditional ethnic diets may be healthier than the average American diet. It is important to validate that ESL students’ native diets may be very healthy. And in doing so, make the health connection that healthy eating results in lower risk of chronic diseases such as high blood pressure, heart attack/disease, diabetes, cancer and arteriosclerosis.

*Balanced diet* is defined by the United States Department of Health and Human Services in its publication *Dietary Guidelines for Americans* (2005). A balanced diet refers to choosing foods from each of the food groups every day, and following the recommended number of calories for one’s age group, gender, weight and amount of physical activity.

There are many ways to support healthy eating. Culture, family background, religion, moral beliefs, the cost and availability of food, life experiences, food intolerances and allergies all affect people’s food choices. But healthy eating patterns begin with the three major food groups: grains, fruits and vegetables. They provide fiber and the nutrients needed for energy and a healthy body. Low-fat foods from the milk group and the meat and beans group should be eaten moderately. Foods high in fat and sugar (discretionary calories) should be eaten less often.

*Balanced eating* includes choosing cooking methods that do not add significant amounts of fat, sugar or sodium to healthy foods. For example, an appropriate amount of a healthy food fried in excessive amounts of oil becomes a less healthy food choice. In cultures where frying in a lot of oil is the norm, it is just as important to emphasize alternative cooking methods (e.g. baking chicken instead of frying) as it is to emphasize choosing lower fat foods.

Monitoring portion sizes is an important aspect of balanced eating. As of 2004, The United States had the highest rate of obesity in the world in part because people were taking in more calories than they expend. For example, the average portion of pasta eaten (2½cups) is five times the Food Guide recommendation of ½ cup. A quesadilla eaten in the U.S. may be double the size served in Mexico.

It is not realistic to teach students to measure their food to eat healthy portions. Instead, teach students to become aware of the size of healthy portions and teach strategies for adjusting the amount of food that is eaten. One method of visualizing appropriate portions is the plate method. A balanced meal will have 2/3 of the plate filled with vegetables, fruits and grains and 1/3 filled with meat, poultry or fish. Using the hands to estimate healthy portions is also quite accurate. (See attached “Rule of Thumb on Portion Sizes.”)
Here are some tips on teaching balanced eating garnered from roundtables of Latino ESL adult students around the state of California (Prehm and Associates, 2002):

- Reinforce the traditional healthy eating patterns by including ethnically diverse foods in visuals and lessons.
- For common food choices, help students modify what they eat, (e.g., eating fat free refried beans or low fat milk).
- Teach the idea of moderation in use of less healthy food choices rather than saying that students should never eat certain foods.
- Encourage students to make simple changes in common foods they eat. Meal planning and making shopping lists are helpful to raise awareness about which foods to keep on hand.
- Add information on portion sizes (plate method or hands method) if students will be expected to evaluate whether they are eating appropriate amounts of foods in the food groups or modify their own eating habits.
- Supplement lessons in ESL textbooks. The Textbook Checklist included in this document guides teachers in choosing textbooks that cover nutrition topics in depth.

MyPyramid is an outline of what to eat each day based on the Dietary Guidelines for Americans (2005). It is not a rigid prescription but a general guide that lets you choose a healthful diet that is right for you. The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain healthy weight.
Try using hands to help visualize healthy portions of food in the Food Guide Pyramid.

“Rules of Thumb on Portion Sizes”

<table>
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<tr>
<th>Do This...</th>
<th>To visualize this measured amount...</th>
<th>Useful for these foods...</th>
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<tbody>
<tr>
<td>One fist, clenched</td>
<td>8 fl oz</td>
<td>• Cold and hot beverages</td>
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<td></td>
<td></td>
<td>• Use ¾ cup or 6 ounces of 100% juice</td>
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<tr>
<td>Two hands, cupped</td>
<td>1 cup</td>
<td>• Soup</td>
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<td></td>
<td></td>
<td>• Leafy greens (cabbage, spinach)</td>
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<td></td>
<td></td>
<td>• Mixed dishes like chili, stew, stir fry</td>
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<tr>
<td>One hand, cupped</td>
<td>1/2 cup</td>
<td>• Pasta, rice</td>
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<tr>
<td></td>
<td></td>
<td>• Oatmeal or corn meal</td>
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<td></td>
<td></td>
<td>• Chopped, canned or frozen fruit, berries, applesauce</td>
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<tr>
<td></td>
<td></td>
<td>• Beans (cooked or canned)</td>
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<td></td>
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<td>• Chopped or frozen vegetables, cole slaw or potato salad</td>
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<td></td>
<td></td>
<td>• Mashed potatoes</td>
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<td></td>
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<td>• Cottage cheese</td>
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3 ounces

- Broiled meats like hamburger patty, chicken breast, beef tender loin or fish fillet
- Canned tuna in water

1 tablespoon

Food Guide Pyramid says to limit added fats, oils, and sweets. Use reduced fat versions of:

- Salad dressing
- Sour cream
- Dips
- Whipped topping
- Cream cheese
- Mayonnaise
- Peanut butter

**Websites for more information (2004)** or search for key words: *balanced eating; eating from food groups; Food Guide Pyramid*

Ethnic versions of the Food Guide Pyramid.

- Fact Sheets on Food: Cultural Diversity: Ohio State
  - Hispanic: [http://ohioline.osu.edu/hyg-fact/5000/5255.html](http://ohioline.osu.edu/hyg-fact/5000/5255.html)
  - Vietnamese: [http://ohioline.osu.edu/hyg-fact/5000/5258.html](http://ohioline.osu.edu/hyg-fact/5000/5258.html)
  - Middle-Eastern: [http://ohioline.osu.edu/hyg-fact/5000/5256.html](http://ohioline.osu.edu/hyg-fact/5000/5256.html)

- “Healthy Choices, Healthy Me,” Dairy Council of California. [www.dairycouncilofca.org](http://www.dairycouncilofca.org) (510)286-0490. Full color workbook designed for children to evaluate meals and plan choices from the food groups. Good resource for parents to use with their children.

- Portion Distortion Quiz. Power Point presentation illustrating the changes in portion sizes over the years. [hin.nhlbi.nih.gov/oei_ss/PO1](http://hin.nhlbi.nih.gov/oei_ss/PO1)


- American Heart Association:
  - [http://www.americanheart.org/presenter.jhtml?identifier=1200000](http://www.americanheart.org/presenter.jhtml?identifier=1200000)

- Heart healthy diet: National Institutes for Health:
  - [http://nhlbiupport.com/cgi-bin/chd1/step1intro.cgi](http://nhlbiupport.com/cgi-bin/chd1/step1intro.cgi)


STANDARD # 5 Students will access resources for low-cost, healthy food.

Adult Latino students who participated in roundtables across California seemed unfamiliar with ideas that would assist them in buying low cost, healthy foods. One of the goals of this standard is to acquaint students with community food resources that are readily available and affordable for low-income households. These include nutrition assistance programs—both community-based and government sponsored. Many people who qualify for Food Stamps think they do not qualify, or falsely believe that applying for Food Stamps could jeopardize their immigration status. Only 53% of those eligible households in California apply (“Reaching Those In Need: State Food Stamp Participation Rates in 2000 Report,” USDA).

One of the purposes of this project is to validate the strategies for healthy eating that adult ESL students already use. An easy way to do that is to do a class survey or brainstorm or lead a discussion that generates a “tip list” of ideas. Following are some tips garnered in roundtables on smart shopping to get the discussion started (or keep it going):

- Use coupons; trade coupons with friends
- Use the grocery store discount cards given free by supermarkets
- Take advantage of “buy one, get one free” offers
- Buy in bulk
- Split the cost of joining a membership discount store with friends or relatives
- Look for low-cost outlet stores, warehouse, or day old bread stores
- Go to the farmers’ market close to closing time when prices are discounted
- Plant a garden or fruit trees
- Carpool with friends, neighbors, relatives in order to go to a discount market further from home
- Avoid taking children grocery shopping; don’t go shopping when you are hungry
- For the main meal, buy less meat or fish and more fruits and vegetables

In addition to students sharing ideas for smart shopping, this lesson can introduce students to all of the vocabulary words that are used for food resources, (see Glossary in the Intermediate Low 5 lesson). Reinforce the similarities and differences with visuals (digital photos or line drawings included with lessons) of resources in students’ own communities. Students can be surveyed to determine where they shop. If students seem to lack awareness about different food outlets and programs available in the areas where they shop, a lesson can be used to map where the food resources are. Students can also research the hours, what kinds of foods are available (traditional foods, fresh produce, meat, poultry, fish) and whether or not the store accepts coupons, Food Stamps, WIC vouchers, etc.
Strategies for saving money on food shopping is part of this standard. Again, students’ own ideas are the best source for this. Brainstorm ways to save money. Since many immigrants come from cultures in which shopping is done daily because of lack of refrigeration, they may be unaccustomed to planning meals for a week’s time. As they acculturate to the American culture in which all of the adults in the family are working and/or attending school, tips on adapting to a fast paced lifestyle may be helpful. One such tip might be to make a shopping list and buy just what is planned. Before teaching a lesson on meal planning, the teacher should be familiar with students’ needs for using English and the problems they face as they adapt to living in a new culture. This objective may not be appropriate for all levels.

1. Advantages of meal planning:
   - Save money by making a list that considers weekly specials, coupons and seasonal buys.
   - Save time by shopping less frequently. Planning insures that the food needed for meals is on hand. Last minute trips to the store that results in “impulse buying” of other things is avoided.
   - Planning insures that healthy, nutritious food and snacks are available for everyone in the family.
   - When just the right amount of food is purchased, there is less waste and spoilage.

2. Meal planning is a way to think ahead and organize shopping so that time and money are saved:
   - Plan meals for several days or a week at a time. To save cooking time, some foods like rice, pasta or beans can be cooked in large quantities and be used over several days.
   - Use newspaper food advertisements when planning meals. Advertisements indicate what foods are on special and features fruits and vegetables that are cheaper because they are “in season.” To reinforce this concept, provide students with brochures or pamphlets on seasonal produce. Brainstorm what they already know about seasonal produce in their area. Food advertisements sometimes have coupons for discounts as well.
   - Have children help with meal planning. In this way, they learn about healthy eating, the food groups and budgeting. If children are “picky” eaters, they might be more willing to eat foods that they have chosen.
   - Before making the shopping list, check the refrigerator, freezer and cupboards for foods on hand. Use the oldest food first.
   - Keep a piece of paper on the refrigerator so family members can list things they want for the next shopping trip.
   - Be flexible. If there is something at the store that is cheaper than what was planned, make substitutions for what was planned. Some workers can get free food at work. If so, buy staples (rice, beans, pasta) that can be used with any meat or produce that might be brought home free during the week.

3. Consider students’ literacy levels when planning this lesson. They may have many good ideas about smart, economical shopping, but by learning to read food ads, coupons or nutrition labels can add to their practical skills.
There are many resources for food assistance available to low income Californians. Students need to be aware of what they are and the eligibility requirements for each. Teachers, by law, cannot assist students in filling out forms or with the application process itself. However, teachers can provide information and direct students to resources for determining their eligibility and accessing the agencies that can provide assistance. Because of legal issues, maintaining student confidentiality and honoring students’ rights to privacy, these are risky objectives to attempt in a classroom setting. It is important to present information in general terms without asking students to share personal information. Here are some simple tips*:

- Invite a guest speaker from a nutrition assistance program, including Food Stamps, to come to class and provide information.
- Collect and provide program brochures.
- Create a bulletin board with information about nutrition assistance programs in the community.
- Provide web site addresses so that students can investigate their eligibility in private.**

Emergency food programs provide food when someone is out of food for a short period of time. They are often sponsored by churches, shelters and non-profit organizations. They include food banks, soup kitchens, homeless and domestic violence shelters, and the Red Cross and may have few eligibility requirements although they may ask for identification to determine whether the person seeking help lives in their service area.

Nutrition assistance programs are generally government-supported programs whose purpose is to educate low-income families to help parents raise healthy children. Immigrants may be suspicious of any government program in fear that their use might jeopardize their immigration status. Students may believe that if they are working they are ineligible for government or other community food assistance. There are a number of resource materials (brochures, posters, packets, pamphlets, etc) available at local Food Stamp offices, WIC offices or Department of Social Services offices that are written at a low reading level that help students identify regulations, income guidelines to qualify and charts for determining how much they might receive in benefits.

**Teaching Tips**

- Determine students’ and other community members’ ideas on low-cost sources of food, including traditional foods.
- Use the student survey to determine students’ skills and needs: basic shopping and knowing how to save money on food where they shop, knowing where different food outlets are and where different foods are least expensive, using community food programs. These skills will be the ones most used by students.
- Be aware that word of mouth is an important source of information in many ethnic communities. Encourage students to talk to several people before they make the decision whether or not to use community or government sponsored nutrition programs.
- Teach students the underlying literacy and language skills needed to access food resources such as reading coupons, filling out forms, reading maps, writing shopping lists, inquiring about eligibility requirements.

*Several of the lessons in Eating Well, Living Well include information related to these tips.*
Student Survey: Low-Cost Foods  

Name________

Directions: **Put an X by each one you usually use for food.** Then write the names of the kinds of foods that are cheapest at this store.

Where to go ____________________________________________ Low cost foods

___ large supermarket ____________________________________________

___ small local grocery store ____________________________________________

___ special ethnic foods store ____________________________________________

___ farmer stand by the side of the road ____________________________________________

___ farmers’ market with lots of farmers ____________________________________________

___ produce or food truck in the neighborhood ____________________________________________

___ convenience store ____________________________________________

Other: List any others you use. List foods that are cheapest there.

__________________________________________________________________________________

__________________________________________________________________________________
Mark any other places your family gets food:

___ Garden

___ at home?

___ in the community?

___ From work. List kinds of foods from work:

________________________________

________________________________

___ Women, Infants, and Children’s Nutrition Program (WIC)

___ Food Stamps

___ School Lunch

___ School Breakfast

___ Meals on Wheels

___ Senior Meal Site

___ Senior Brown Bag program

___ Food pantry—free food at a local site

Other: List other programs that give food to families that you know about.
SAMPLE: Call your local Food Stamp office for up-to-date information.

Will using benefits hurt my chances of getting a Green Card or becoming a U.S. Citizen?

**Good News! INS says:**

### If you DO NOT have a green card yet

😊 **It will NOT hurt your chances of getting a green card if YOU, your CHILDREN, or other Family Members use:**

- **HEALTH CARE, such as:** Medi-Cal, Healthy Families, WIC, prenatal care, other free or low-cost medical care
- **Food Programs, such as:** Food Stamps, WIC, school Meals and other food assistance
- **Other programs that do not give cash, such as:** public housing, disaster relief, childcare services, job training, transportation vouchers

😊 **You use CASH WELFARE, such as:** CalWORKs, Supplemental Security Income (SSI) General Assistance (GA), Cash Assistance Program for Immigrants (CAPI)

😊 OR your family’s only source of support is cash welfare received by your CHILDREN or other FAMILY MEMBERS

😊 Or you are in a nursing home or other LONG-TERM CARE paid for by Medi-Cal or other government funds

--- **Call one of the phone numbers listed on the back for more information**

### If you are a VICTIM OF ABUSE

😊 **Who has filed a self-petition under the Violence Against Women Act (VAWA),** use of cash welfare and other programs will NOT count against you

### If you are a REFUGEE or ASYLee

😊 **You can use ANY benefits, including cash welfare, health care, food programs and non-cash programs,** without hurting your chances of getting a green
If you already HAVE a green card

😊 You CANNOT lose your green card if YOU, your CHILDREN, or other Family Members use:

✧ HEALTH CARE, FOOD programs and other NON-CASH programs

✧ CASH WELFARE

✧ LONG-TERM CARE

😢 But You MIGHT have a problem:

✧ If you leave the U.S. for more than 6 months continuously and you have used cash welfare or long-term care

✧ OR in extremely rare cases, if you use cash welfare or long-term care during your first 5 years in the U.S., for reasons such as illness or disability that existed before you entered the country

Call one of the phone numbers below for more information

If you are applying for U.S. citizenship

😊 You CANNOT be denied U.S. citizenship for lawfully receiving benefits, including cash welfare, health care, food programs and non-cash programs.

If you want to sponsor your relative

😊 Using benefits, including cash welfare, health care, food programs, and non-cash programs should not prevent you from sponsoring your relative. But you will need to show that you or your co-sponsor earn enough income to support your relative.

FOR MORE INFORMATION, CALL:

IN NORTHERN CALIFORNIA
Services Immigrant Rights & Education Network
(408) 286-1698 Spanish
(408) 286-1488 Vietnamese
(408) 286-5605/108 Filipino
(408) 286-5605/109 Chinese

OR CALL:

IN SOUTHERN CALIFORNIA
Coalition for Humane Immigrant Rights of Los Angeles
(800) 872-7700 Spanish
Asian Pacific American Legal Center
(213) 377-7500 Chinese & Vietnamese

Apply for U.S. Born Children Even if the Parent Does Not Have Papers

You can get Food Stamps for your children who were born in the US!

All children who were born in the US can get food stamps, no matter where their parents are from or if the parents don’t have immigration papers for themselves. Most parents who have immigration papers can get food stamps too.

You can apply for food stamps for just the members of your family who have immigration papers.

You only have to give social security numbers and immigration information for the people applying for food stamps – not for undocumented family members who cannot or do not wish to apply. You will have to provide information about the whole family’s income, but this is not shared with the INS. If you have a green card, some of your sponsors’ income may be counted if you apply.

Websites for more information or search for key words: food shopping tips; food or nutrition assistance; government food or nutrition assistance

American Heart Association, “Supermarket”:
http://www.deliciousdecisions.org/sm/index.html

Tips for food shopping: National Institute of Health:

University of Florida Extension: Food Shopping:
http://edis.ifas.ufl.edu/TOIC_Buying_Food

USDA: shopping, cooking, meal planning:

Emergency food programs in California: www.foodsecurity.org

Web Sites for Federal and Local Food/Nutrition Assistance Programs in California

<table>
<thead>
<tr>
<th>Program</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>USDA Food and Nutrition Services, General Information</td>
<td><a href="http://www.fns.usda.gov/fns/">http://www.fns.usda.gov/fns/</a></td>
</tr>
<tr>
<td>USDA Food Stamps, General Information</td>
<td><a href="http://www.fns.usda.gov/fsp/applicant_recipients/default.htm">http://www.fns.usda.gov/fsp/applicant_recipients/default.htm</a></td>
</tr>
<tr>
<td>USDA Food Stamps, Eligibility Information</td>
<td><a href="http://www.fns.usda.gov/fsp/applicant_recipients/fs_Res_Ben_Elig.htm">http://www.fns.usda.gov/fsp/applicant_recipients/fs_Res_Ben_Elig.htm</a></td>
</tr>
<tr>
<td>*Please Do In Private, at home or in a lab</td>
<td></td>
</tr>
<tr>
<td>USDA School Breakfast, General Information</td>
<td><a href="http://www.fns.usda.gov/cnd/breakfast/">http://www.fns.usda.gov/cnd/breakfast/</a></td>
</tr>
<tr>
<td>USDA WIC (Women and Infant Children), General Information</td>
<td><a href="http://www.fns.usda.gov/wic/">http://www.fns.usda.gov/wic/</a></td>
</tr>
<tr>
<td>My Learning Pages: A Web Resource for Adult Learners</td>
<td><a href="http://www.sdcoe.k12.ca.us/mlp/">http://www.sdcoe.k12.ca.us/mlp/</a></td>
</tr>
</tbody>
</table>
STANDARD #6: Students will demonstrate safe food handling practices at home, at school and on the job.

Discussion in roundtables conducted with adult Latino ESL students around California indicates that students practice basic kitchen cleanliness. However, since many immigrants come from areas with limited use of refrigeration, they need more information on how to safely handle raw meat, what foods need to be refrigerated, how long to keep perishable foods and how to safely thaw foods. In addition, students with little schooling may not know that disease is spread by germs and that safe food handling can prevent the spread of bacteria.

The concept of germs is difficult to present to second language learners because germs are invisible. Visuals of a doctor or scientist looking in a microscope or someone coughing and spreading infection may be helpful. In the ‘Introduction’ stage of the lesson, the instructor can elicit from students what they already know about what causes illness (germs) or how a doctor knows what is wrong with his/her patient. Also elicit from students what they already know about preventing the spread of illness. Those concepts can transfer to the area of food-borne illness and may include washing hands frequently, keeping hot foods hot and cold foods cold, cooking foods thoroughly and avoiding cross-contamination when shopping, in storing food and keeping surfaces clean.

Many people confuse stomach flu and food poisoning because the symptoms are so similar. However, they are different ailments with different causes.

**Stomach flu** is usually caused by a viral infection in the digestive system. Symptoms include nausea, vomiting, diarrhea and stomach pain. To prevent stomach flu, you must avoid contact with the virus.

**Food poisoning** is caused by bacteria that grow in food that is not handled or stored properly. Bacteria can grow rapidly when certain foods, especially meats and dairy products are not prepared carefully or are left at temperatures between 40 degrees and 140 degrees. The bacteria produce a poison (toxin) that causes an acute inflammation of the intestines.
Common symptoms of food-borne illness include diarrhea, abdominal cramping, fever, headache, vomiting, severe exhaustion and sometimes blood or pus in the stools. However, symptoms will vary according to the type of bacteria and by the amount of contaminants eaten. Food poisoning rather than stomach flu should be suspected when symptoms are shared by others who ate the same food, or after eating un-refrigerated foods. Symptoms may appear as soon as 30 minutes after eating contaminated food, but they typically do not develop for several hours. Symptoms usually show within two days, but it might be up to several weeks after exposure. The illness usually lasts a day or two, but in some cases can persist up to 10 days. For most healthy people, food-borne illnesses are neither long lasting nor life threatening. However, they can be severe in the very young, children, the very old, pregnant women and people with certain diseases and conditions including:

- Liver disease from excessive alcohol use
- Diabetes
- Stomach problems
- Cancer
- Immune disorders
- Long-term steroid use, as for asthma and arthritis

Some learners may have come from environments where parasitic infections or other gastrointestinal upsets were common. In the United States estimates are that viruses cause 67 percent of food-borne illnesses, bacteria cause 30 percent, and parasites cause 3 percent. However, bacteria are associated with 72 percent of deaths, parasites with 21 percent, and viruses with 7 percent. (“Health Link,” Medical College of Wisconsin, 2002.)

Food poisoning symptoms will usually subside within 24 – 48 hours. Emergency medical care should be sought if any of the following symptoms are present:

- If vomiting lasts longer than 24 hours in an adult, 12 hours in a child under age four, or eight hours in an infant under six months.
- If severe diarrhea (watery, bloody) lasts longer than two days in an adult, one day in a child under age four, or eight hours in an infant under six months.
- If signs of severe dehydration occur – sunken eyes, little or no urine for 8 hours, low blood pressure and rapid heart rate, doughy skin, lethargy.
- If the food poisoning may have come from a canned food in which botulism is suspected – blurred or double vision, difficulty swallowing or breathing. Take a food sample to the doctor for testing if possible.

Nutrition education curricula focus on four important ways to reduce the spread of germs that cause food-borne illnesses:

- Clean
- Separate
- Cook
- Chill

Cleanliness and other aspects of food safety can be sensitive topics with adults. Present the topic as something parents should teach their children, so they are aware and stay healthy, and not as though adult students do not use proper practices. Keep awareness high throughout the school term by giving food safety guidelines for foods brought for class potlucks. Reinforce safe food handling practices by talking about why certain food safety practices are important, and model safe food practices during food tasting in class or other times when food is being prepared or served in the classroom.

**Clean hands, food, utensil and work surfaces**

Elicit a list of tips from students and post them in the classroom during this unit of study. Use the students’ tips to create checklists for the Application stage of the lesson. For example:

- Wash hands (front, back, between fingers and under nails) for 20 seconds with hot, soapy water before handling food and after using the bathroom, changing diapers and handling pets.
- Wash cutting boards, dishes, utensils and counter tops with hot, soapy water after preparing each food item and before you go on to the next food.
- Use plastic and other non-porous cutting boards. These boards should be run through the dishwasher or washed in hot soapy water after use.
- Use paper towels to clean kitchen surfaces. Germs can grow on cloth towels and sponges. Wash kitchen towels and sponges often in hot soapy water.
- Wash fruits and vegetables with running water. Use a brush to loosen dirt. Do not use soap on food.
- Store food in clean, covered containers. Tight lids help keep pests from getting into the food.
- Clean the refrigerator often.
- Take garbage outside every day. Store in covered containers.
- Keep cupboards, floors, counters and stove free from insects, mice and rats. Never use bug killers on food, dishes, cooking utensils or counters where food is prepared.

**Separate and handle raw meat, fish and poultry safely to avoid cross-contamination in shopping, cooking and storing**

‘Cross-contaminate’ is the scientific word for how bacteria can be spread from one food product to another. This is especially true when handling raw meat, poultry and seafood. Tips should be generated on how to keep these foods and their juices away from ready-to-eat foods. For example:
• At the grocery store, put meat, poultry, seafood, fruits and vegetables in separate plastic bags.
• Separate raw meat, poultry and seafood from other foods in the grocery-shopping cart and in the refrigerator.
• Pick up milk and other cold foods at the end of a shopping trip. This will give them less time to warm up before you get home.
• Do not leave food in a hot car. Go home right after shopping. Put food in the refrigerator right away.
• Do not buy cracked eggs or leaking cans or jars
• If possible, use a different cutting board for raw meat
• Never place cooked food on a plate which previously held raw meat, poultry or seafood.
• Keep raw meat, poultry and fish separate from other foods in the refrigerator so the juices do not touch other foods. Place them in separate bags or containers.

**Cook foods thoroughly (i.e. to a high enough temperature) to be safe to eat**

Food safety experts agree that foods are properly cooked when they are heated for a long enough time and at a high enough temperature to kill the harmful bacteria that cause food-borne illness.

Germs grow fastest when food is in the “Danger Zone” – between 40° F and 140° F. Room temperature (70° F) is in the Danger Zone. Do not leave food out at room temperature for more than 2 hours. Keep hot food above 140° F.

• If possible, use a cooking thermometer to measure the internal temperature of cooked foods. If there is no thermometer, look at the food to see that it is thoroughly cooked:

<table>
<thead>
<tr>
<th>Food</th>
<th>Temperature</th>
<th>Doneness test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roasts and steaks</td>
<td>145° F</td>
<td>Meat looks brown, not pink</td>
</tr>
<tr>
<td>Poultry</td>
<td>180° F</td>
<td>Poke cooked chicken with a fork. The juice should be clear, not pink</td>
</tr>
<tr>
<td>Hamburger</td>
<td>160° F</td>
<td>Meat looks brown, not pink</td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td>Put a fork into the cooked fish. The fish should flake and be opaque.</td>
</tr>
<tr>
<td>Eggs</td>
<td></td>
<td>Yolks and whites should be firm, not runny. Do not use recipes with raw or partially cooked eggs.</td>
</tr>
<tr>
<td>Sauces, soups, gravy, leftovers</td>
<td>165° F</td>
<td>Bring to a boil when reheating</td>
</tr>
</tbody>
</table>
• When cooking in a microwave oven, make sure there are no cold spots in food where bacteria can live. Cover food when cooking, stir and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking.

**Chill foods needing refrigeration properly before and after cooking, and thaw foods properly.**

Some students come from areas with limited use of refrigeration and may not be aware of how the lack of refrigeration affects the safety of food. Doing a demonstration to show food left un-refrigerated for several hours can be dramatic and raise students’ awareness about the importance of keeping cold foods cold and hot foods hot. Ask students for examples of foods that spoil easily or safe food handling practices that they are aware of e.g. leaving a large pot of beans on the counter overnight or leaving a lunch of fish and vegetables in the car for several hours.

Refrigerate foods quickly because cold temperatures keep harmful bacteria from growing and multiplying. The refrigerator should be set no higher than 40° F and the freezer at 0° F. Check these temperatures occasionally with an appliance thermometer. Other tips are:

• Refrigerate or freeze perishables, prepared foods and leftovers within two hours or sooner.
• Put leftovers in shallow dishes so they cool faster.
• Eat leftovers within 3-4 days so it does not spoil. Foods that are spoiled may not look, smell or taste bad. If you think a food might be bad, do not taste it. **“When in doubt, throw it out.”**
• Never defrost food at room temperature. Thaw food in the refrigerator, under cold running water or in the microwave.
• Marinate foods in the refrigerator.
• Do not put a lot of food in the refrigerator. Cool air must circulate to keep food safe.


Websites for more information or search for key words: food safety

Food Safety: [www.foodsafety.gov](http://www.foodsafety.gov)
Food Safety: [http://web.aces.uiuc.edu/wellnessways/FoodSafety.html](http://web.aces.uiuc.edu/wellnessways/FoodSafety.html)
Food Safety: [http://foodsafety.unl.edu/files/cook.pdf](http://foodsafety.unl.edu/files/cook.pdf)
Center for Food Safety and Nutrition: [http://www.cfsan.fda.gov/list.html](http://www.cfsan.fda.gov/list.html)
Fight Bac!: [www.fightbac.org](http://www.fightbac.org)
Home Food Safety: [http://www.homefoodsafety.org/index.jsp](http://www.homefoodsafety.org/index.jsp)

General Nutrition Resources

Cancer Prevention and Nutrition Section, California Department of Health Services: [http://www.dhs.ca.gov/ps/cdic/cpns/default.htm](http://www.dhs.ca.gov/ps/cdic/cpns/default.htm)


Expanded Food and Nutrition Program (EFNEP), Cooperative Extension, University of California at Davis, state office: [http://efnep.ucdavis.edu/StateOfficeDirectory.htm](http://efnep.ucdavis.edu/StateOfficeDirectory.htm)
