

# Enrichment Theme

1

“Feeding Our World”



Extended School Year  
2007  
Enrichment Activities

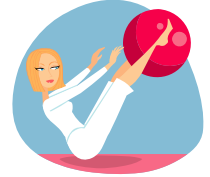
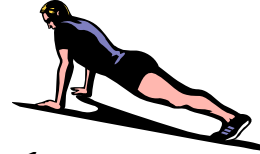




# Feeding Our World



## Lesson Plan # 1



## Healthy Habits - Exercise

**Objective:** Students will participate in activities that demonstrate healthy life style choices.

### **Materials:**

Construction Paper  
Ribbon  
Paint  
Clip art  
Scissors  
Exercise Video

Hole Puncher  
Crayons  
Yarn  
Magazines  
Staples  
Buttons

Yarn  
Marker  
Glue  
Ball  
Jump Rope

### **Activities:**

#### **Activity #1: Classroom Discussion**

- Teacher will ask:
  - What can make people fat?
  - What can make people skinny?
  - What can make people muscular?
  - Who knows what a couch potato is? "Someone who sits and does nothing".
  - What do you think you would look like if you never got any exercise?
  
- Large group will brainstorm (list) types of exercises.
  - Walk dog, swim, jumping jacks, hike, dance, etc



## *Lesson Plan (Continuation)* *Healthy Habits - Exercise*



### **Activity #2: I'm in Charge!**

- Students will form a large circle.
- One student in the middle says "I'm in Charge!"
- Student demonstrates the exercise of choice and everyone follows along.
- Another student runs into the middle and says "I'm in Charge!" and changes the exercise of choice.  
(Motivation of students is a chance to take over and do their exercise of choice)

### **Activity #3: Optional**

- Show video on aerobic exercise, yoga, tae bo, karate, etc., and have students follow along with the exercises.
- Video can be accessed through school library, local library and/ or teacher's choice  
(Access through school library or [dadeschools.net](http://dadeschools.net)).
- For exercise demonstrations on the web see:  
[www.bodyforlife.com/exercise/animations.asp](http://www.bodyforlife.com/exercise/animations.asp)

### **Activity #4: Exercise Quilt**

- Each student is given a standard size sheet of construction paper
- Students will use media of choice to illustrate a form of exercise (crayons, marker, paint, yarn, glue, buttons, clip art, magazines, etc)
- Illustrations will be quilted together by punching a hole and threading with yarn or any other method of teacher's choice.

### **Activity #5: In School Field Trip/ Activity**

- Do an activity in schools' gymnasium, basketball courts, or field.



## *Lesson Plan (Continuation) Healthy Habits - Exercise*



### *Journal Topics:*



- \* Students will list exercise activities they engaged in and list some health benefits of engaging in exercise.
- \* Students will write the word of their favorite exercise and find pictures in a magazine or print they can cut out and add to their journal page.

### *Optional Resources*

[http://www.ltscotland.org.uk/healthykids/resources/h\\_kids\\_fitness\\_3.1.pdf](http://www.ltscotland.org.uk/healthykids/resources/h_kids_fitness_3.1.pdf)

[http://www.kidshealth.org/kid/stay\\_healthy/fit/work\\_it\\_out.html](http://www.kidshealth.org/kid/stay_healthy/fit/work_it_out.html)

[http://www.americanheart.org/downloadable/heart/102440645323629%20Act.%20for%20Heart%20\(K-2\).pdf](http://www.americanheart.org/downloadable/heart/102440645323629%20Act.%20for%20Heart%20(K-2).pdf)

[http://www.americanheart.org/downloadable/heart/102440539450923%20How%20Muscles%20Work%20\(K-2\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440539450923%20How%20Muscles%20Work%20(K-2)%20.pdf)

<http://www.americanheart.org/downloadable/heart/102440728878331%20Find%20Your%20Way.pdf>

[http://www.americanheart.org/downloadable/heart/102441007944944%20Why%20People%20Exercise%20\(3-5\)%20.pdf](http://www.americanheart.org/downloadable/heart/102441007944944%20Why%20People%20Exercise%20(3-5)%20.pdf)

**Directions:** I identify exercises to improve our health and label the body part that

these exercises apply to. Use the word bank below.

Stretching  
Walking

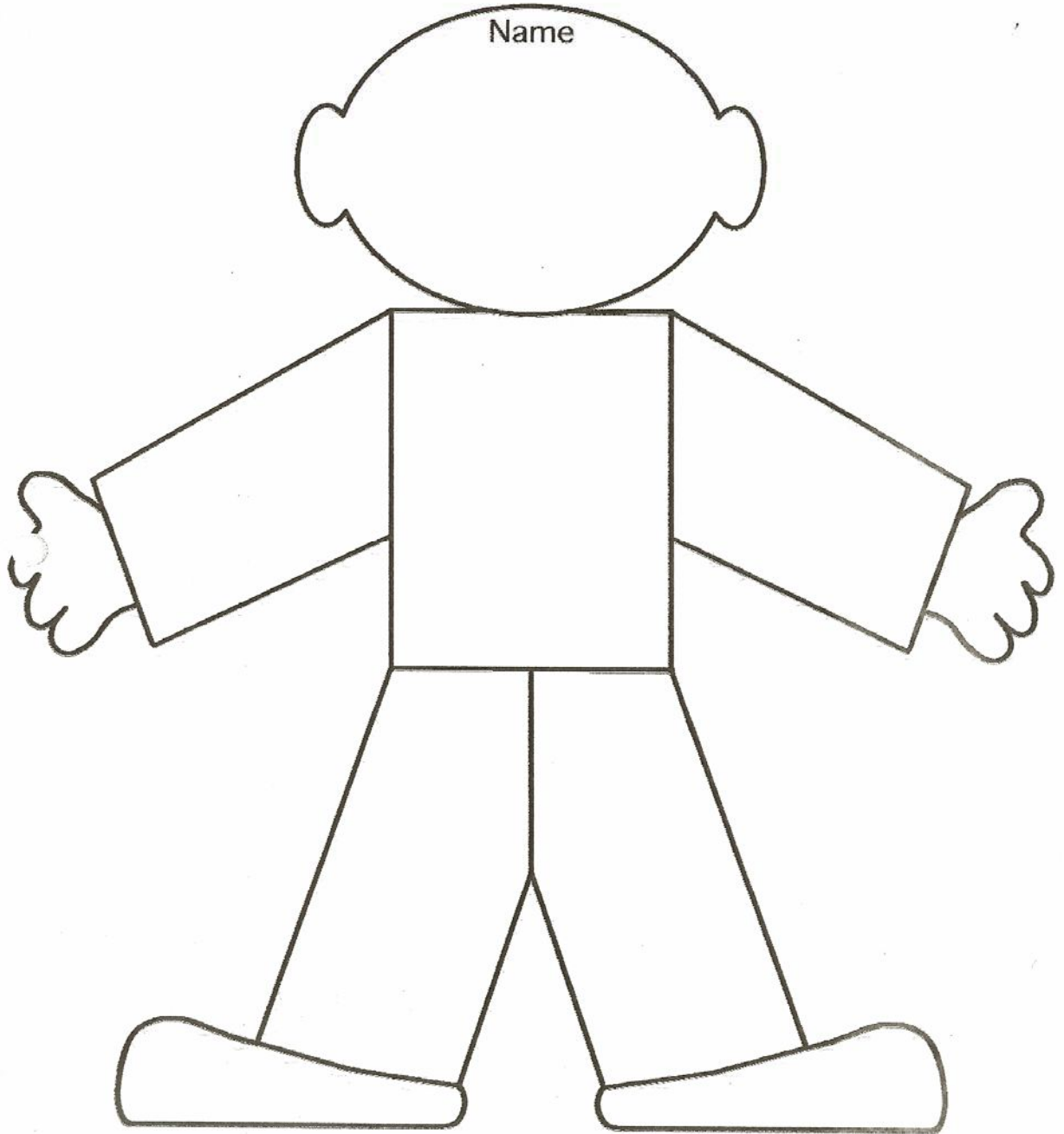
Muscle building  
Running

Crunching  
Jumping

Name \_\_\_\_\_



Date \_\_\_\_\_





## ***Lesson Plan #2*** ***Healthy Lifestyles - Food***



***Objective:*** Students will participate in activities that demonstrate healthy life style choices.

### ***Materials:***

Glue

Magazines

Scissors

Large Poster Board

Large Construction Paper

Clip art

Food Picture Cards

Grocery Store Flyers

### ***Activities:***

#### ***Activity #1:***      **Classroom Discussion**

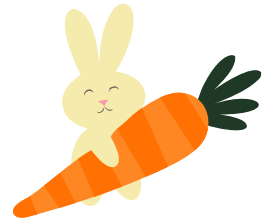
- Teacher will ask students:
  - What have you eaten today? Students will write, show or tell choices on a sticky note
  - Discuss what is good food and what is bad food
- Teacher will draw a T-chart on the board (see sample attached) categorizing between good and bad food
  - Students will place their food samples in correct category

#### ***Activity #2:***      **Team Activity**

- Divide class into two groups.
- Assign each group to the good food or to the bad food category
- Students will use magazines and grocery store advertisement to find foods in their category. Student will be asked to cut out their food choices and make a group collage
- Teacher directed sharing of collages. Groups will count and present the number of food items in their collages. Discussion will include accuracy of group choices and types of foods students see more often in their environment.



## Lesson Plan # 2 (Continuation) Healthy Lifestyles - Food



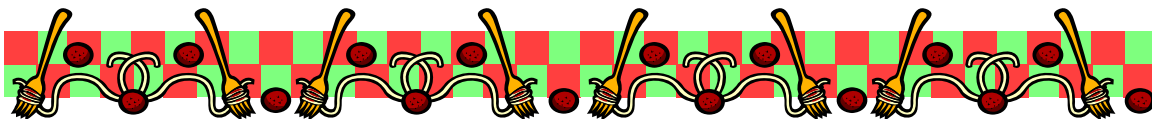
### **Activity #3:**      Nutrition - See Attachment (Making Healthful Choices)

- Students will write yes or no responses to healthy meals
  
- **Optional:** Students will put an "x" on bad food choices and find a healthy substitute (draw, write, or glue in).
- **For Food link use:** <http://www.acclaimimages.com/search-terms/restaurant/html>

### **Activity #4:**      In School Field Trip/ Activity

- Take a "behind the scenes" tour of the cafeteria
- Take a tour of the school counting the number and kind of vending machines available

- Journal Topics:**
- \* Students will write about their favorite good and bad foods. Students will then write what they can substitute bad foods with, to make healthier choices.
  - \* Students will list their favorite good and bad food and find pictures in a magazine or print they can cut out and add to their journal page.







# Making Healthful Choices

Choose three foods that would make the **most** healthful breakfast.  
Circle them.



Choose three foods that would make the **most** healthful lunch.  
Circle them.



Choose three foods that would make the **most** healthful snack.  
Circle them.



Choose three foods that would make the **most** healthful dinner.  
Circle them.



## Optional Resources

[http://www.americanheart.org/downloadable/heart/102440825485637%20Healthy%20Heart%20Menu%20\(3-5\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440825485637%20Healthy%20Heart%20Menu%20(3-5)%20.pdf)

[http://www.americanheart.org/downloadable/heart/102440993901743%20Rate%20that%20Snack%20\(3-5\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440993901743%20Rate%20that%20Snack%20(3-5)%20.pdf)

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[http://www.americanheart.org/downloadable/heart/102440979672142%20Be%20Choosy!%20\(3-5\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440979672142%20Be%20Choosy!%20(3-5)%20.pdf)

<http://www.americanheart.org/downloadable/heart/10243448482774%20Healthy%20Snack.pdf>

[http://www.americanheart.org/downloadable/heart/102440586276626%20Making%20Healthful\(K-2\).pdf](http://www.americanheart.org/downloadable/heart/102440586276626%20Making%20Healthful(K-2).pdf)

*Good Vs. Bad Food*

<b>Good Food</b>	<b>Bad Food</b>



## Lesson Plan #3 Healthy Lifestyles - Measurement!



**Objective:** Students will use measurements to perform activities related to maintaining a healthy lifestyle.

### **Materials:**

Measuring spoons & cups

Plastic baggies (quart size)

Cereal (Rice or Corn Chex)

Mini chocolate chips

dehydrated banana chips

raisins

marshmallows

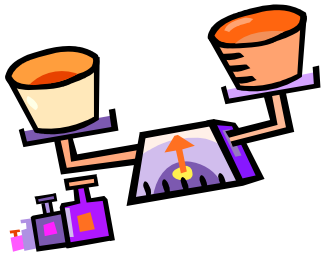
recipe

### **Activities:**

#### **Activity #1: Classroom Instruction**

- Display measuring cups and spoons for students to see.
- Ask students if they can name these tools
- Do they know what they are used for?
- Name things you measure with measuring cups? (list responses on board)
- Name things you measure with measuring spoons? (list responses on board)
- Demonstrate by measuring flour, salt, water, oil.
- Can you measure flour with measuring cups or spoons? Discuss why you can use both.
- Have students write and/or draw measurements on paper. Cut pictures of ingredients that match the measuring tool





*Lesson Plan #3 (Continuation)*  
*Healthy Lifestyles - Measurement*



*Activity #2: Munch Mix Recipe*

**Ingredients**

- |                                       |   |
|---------------------------------------|---|
| 1 cup of cereal                       | 2/3 cup of marshmallows                                 |
| 1 teaspoon (tsp) mini chocolate chips | ¼ cup peanuts (optional due to possible food allergies) |
| 1 Tablespoon raisins                  |   |
| ½ cup dehydrated banana chips         |   |

**Directions**

- Provide each student with a zip lock baggie
- Using measuring cups and spoons; follow the directions for mixing the snack
- Shake bag to mix and enjoy



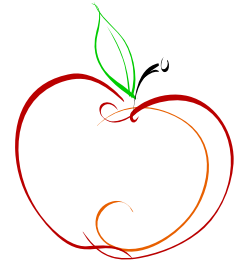


## "FEEDING OUR WORLD"



### Lesson Plan # 4

## Healthy Habits - Etiquette/Manners



**Objective:** Students will demonstrate appropriate etiquette/manners for setting a table correctly and using acceptable table manners.

**Materials:** Place mats (paper) Handouts  
Bread and butter plate (paper) Crayons or Markers  
Napkins (paper)  
Forks (plastic)  
Knives (plastic)  
Spoons (plastic)  
Dinner Plate (paper)  
Glass (paper cups)

**Activities:**



### **Activity #1**      Classroom Discussion

- Teacher will ask:
  - What are good table manners? List responses on the board.
  - What table manners should everyone follow? Why/Why not?
  - What table manners are not necessary? Why/ Why not?

Lecture:      Appropriate table manners.

Ref: <http://www.cccoe.net/social/americanmanner.htm>

**Activity:** Handout Do's and Don'ts.

### **Activity #2**

Manners in different cultures. Using a VennDiagram, have students list similarities and differences between dinner table manners in other cultures and the American culture.

Ref: [www.topics-mag.com/edition23/manners/table-manners.htm](http://www.topics-mag.com/edition23/manners/table-manners.htm)



*Lesson Plan #4 (Continuation)*  
*Healthy Lifestyles - Etiquette/Manners*



**Activity #3**

- Teacher will Ask:
  - Do you think napkin manners are important?
  - The teacher will give each student a napkin, show and discuss napkin manners.
  
- Lecture: Napkin
  - Place on lap before starting to eat (cover your mouth and nose if you must cough or sneeze)
  - Leave on your chair if leaving the table and returning during a meal
  - Leave to the left of the plate when finished with the meal

**Activity #4**

Teacher will show students how to properly set the table using a handout of a place setting. After introduction and discussion the students will then complete the handouts for activity four.

**Handouts:** Correct the Place Setting  
Color Place Setting



**Activity #5**

Divide the students in groups of four. Students will be given a set of actual place settings and a placemat. Students will demonstrate how to properly set a place for one person at the table.

**Activity #6** CBI Activities

**In School:** During lunch students will play "Table Manners Detective"  
Students will be observing each others' table manners.



## *Lesson Plan #4 (Continuation)*

### *Healthy Lifestyles - Etiquette/Manners*

They will look for the following: Good posture, closed mouth while chewing at the table, using the napkin, using utensils, using the straw, elbows, appropriate tone of voice, and other behaviors discussed throughout the lesson.

Upon returning to the classroom, students will make a list of their observations and volunteer to share without mentioning names.

#### **Journal Topics**

- If there were no table manners what do you think would happen?
- Why is important to have good manners?
- What was my most embarrassing moment in a restaurant?

#### **Optional resources - Table manners**

<http://www.sites4teachers.com/links/redirect.php?url=http://extension.usu.edu/files/foodpubs/manners.pdf>

<http://www.myteachertools.com/old/manners/mealtimemap.pdf>

<http://www.captionedmedia.org/guides/10535.pdf>





## Do's and Don'ts Activity #1

Name \_\_\_\_\_ Unit # \_\_\_\_\_ Period \_\_\_\_\_

**Directions: Put a DO or a DON'T in front of each statement.**

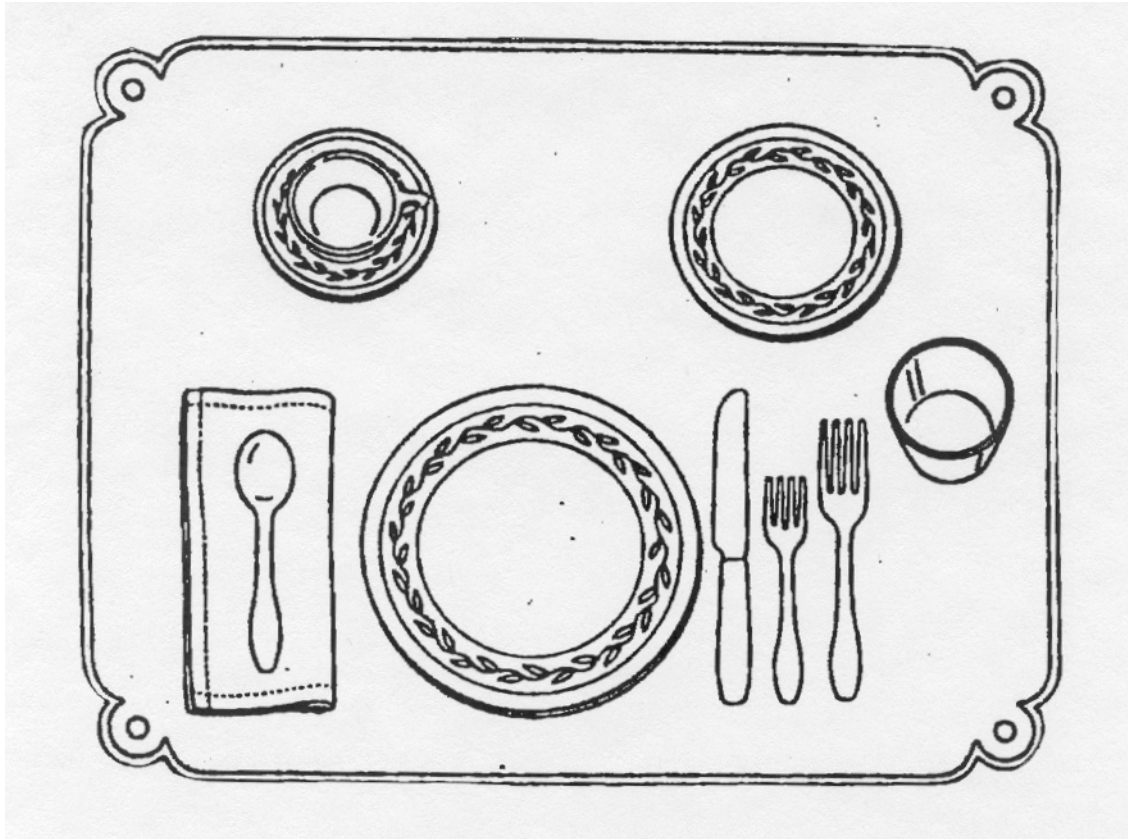
1. \_\_\_\_\_ eat and drink at the same time.
2. \_\_\_\_\_ chew with your mouth open.
3. \_\_\_\_\_ put elbows on the table.
4. \_\_\_\_\_ wipe your mouth with the corners of your napkin.
5. \_\_\_\_\_ sit up straight while eating.
6. \_\_\_\_\_ eat and talk simultaneously.
7. \_\_\_\_\_ place your silverware on the table after use.
8. \_\_\_\_\_ place your napkin in your lap before eating.
9. \_\_\_\_\_ make loud eating noises.
10. \_\_\_\_\_ escort a girl to her seat.
11. \_\_\_\_\_ escort a boy to his seat.
12. \_\_\_\_\_ comb your hair at the table.

**Please give four reasons why everyone needs to use table manners.**

- 1.
- 2.
- 3.
- 4.

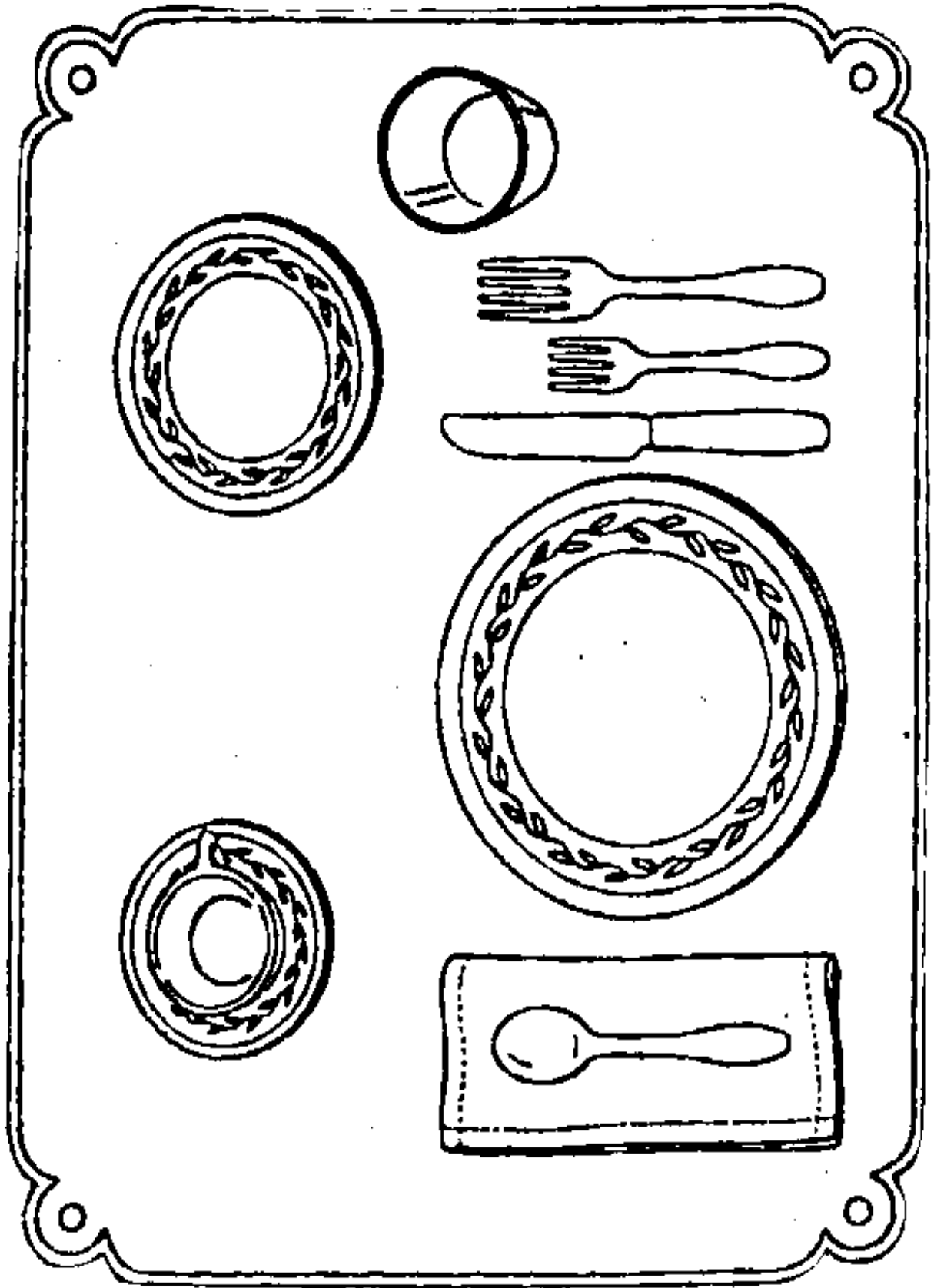
Correct the Place Setting Activity #4

Even though this place setting looks correct; identify the seven errors below:



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Table Place Setting for Etiquette/Manners (COLOR) Activity# 4





## Lesson Plan #5 Healthy Lifestyles - Dissect Your Menu!



**Objective:** Analyze the structure, content, and purpose of a variety of restaurant menus; compose restaurant menus, identify appropriate layouts and images that relate to their menus; and increase students' communication and social interaction with others and among peers

### **Materials:**

Menus (see links below)  
Construction paper  
Magazines  
Glue  
Scissors

Crayon  
Picture icons  
Computer  
Pencil/pens  
Calculators

Poster board  
Student journals

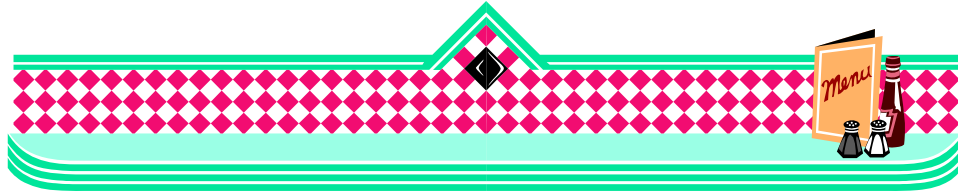
### **Activities:**

#### **Activity #1: Classroom Discussion**

- Teacher will ask:
  - Where can you find a menu?
  - What kinds of restaurants are there?
  - What is the difference between a fast food and sit down restaurant?
  - Can you find healthy foods at restaurants?
  - What kind of healthy foods?
  - Can you eat all 3 meals of the day in a restaurant? (i.e. breakfast, lunch and dinner)
  - What kinds of foods can be eaten for each meal from the different restaurants?
  - Review menus as a class and ask specific questions regarding menus
  
- Large group will brainstorm (list) types of restaurants and look at a variety of menus

[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=842#wr](http://www.readwritethink.org/lessons/lesson_view.asp?id=842#wr)

*Lesson Plan #5 (Continuation)*  
*Healthy Lifestyles - Dissect Your Menu!*



**Journal Activity:** Cut and paste pictures of restaurants and or menus

**Activity #2:**        *Restaurant Menu Planning Sheet*

- Students and teacher will review Restaurant Menu Planning Sheet.
- Students pair up and ask each other the questions or can answer questions in a group.

[http://www.readwritethink.org/lesson\\_images/lesson842/menu-planning.pdf](http://www.readwritethink.org/lesson_images/lesson842/menu-planning.pdf)

**Activity #3:**        Place an Order

- Review menus
- Select different items on a menu and total cost of foods, (make more challenging by encouraging students to add tax and tip)
- Identify healthy food items on the menu
- Students can role play the sample dialogue and menu, below.

Read this dialogue

*Waiter:* Hello, Can I help you?

*Kim:* Yes, I'd like to have some lunch.

*Waiter:* Would you like a starter or an appetizer?

*Kim:* Yes, I'd like a bowl of chicken soup, please.

*Waiter:* And what would you like for a main course?

*Kim:* I'd like a grilled cheese sandwich.

*Waiter:* Would you like anything to drink?

*Kim:* Yes, I'd like a glass of Coke, please.

*Waiter ...* *After Kim has her lunch:* Can I bring you anything else?

*Kim:* No thank you. Just the bill.

*Waiter:* Certainly.

*Kim:* I don't have my glasses. How much is the lunch?

*Waiter:* That's \$6.75.

*Kim:* Here you are. Thank you very much.

*Waiter:* You're welcome. Have a good day.

*Kim:* Thank you, the same to you.

*Lesson Plan #5 (Continuation)*  
*Healthy Lifestyles - Dissect Your Menu!*



Use this menu to practice ordering food in a restaurant.

**Note:** Add visuals for non-readers

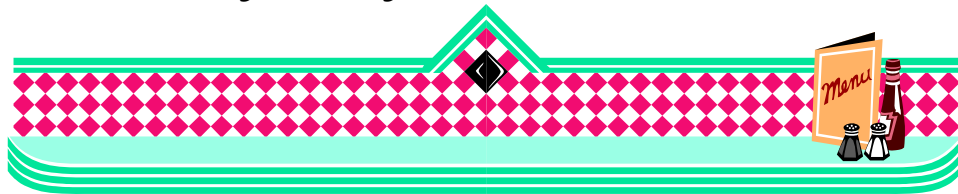
<b>Starters</b>	
Chicken Soup	\$2.50
Salad	\$3.25
<b>Sandwiches - Main Course</b>	
Ham and cheese	\$3.50
Tuna	\$3.00
Vegetarian	\$4.00
Grilled Cheese	\$2.50
Piece of Pizza	\$2.50
Cheeseburger	\$4.50
Hamburger deluxe	\$5.00
Spaghetti	\$5.50
<b>Drinks</b>	
Coffee	\$1.25
Tea	\$1.25
Soft Drinks - Coke, Sprite, Root Beer, etc.	\$1.75

Journal topic: color/cut & paste healthy food choices found in 3 different restaurants

**Activity #4:**      Create a Menu

- Each student or class as a whole can think of a restaurant they would like to run.
- Each student is given a standard size sheet of construction paper
- Students will use media of choice to illustrate food items on a menu
- Students will write names of food found in the restaurant and the price.
- Modified version of the activity can be a class menu.
- Modified version of the activity can be to create a menu for the cafeteria.

*Lesson Plan #5 (Continuation)*  
*Healthy Lifestyles - Dissect Your Menu!*



**Activity #5: In School Field Trip/ Activity**

- Create a menu for the cafeteria, order take-out from a menu; students can also role play a visit to a Restaurant.

*Optional Resources*

[http://www.readwritethink.org/lesson\\_images/lesson842/VM0104Menu.pdf](http://www.readwritethink.org/lesson_images/lesson842/VM0104Menu.pdf)

[http://www.americanheart.org/downloadable/heart/102440825485637%20Healthy%20Heart%20Menu%20\(3-5\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440825485637%20Healthy%20Heart%20Menu%20(3-5)%20.pdf)

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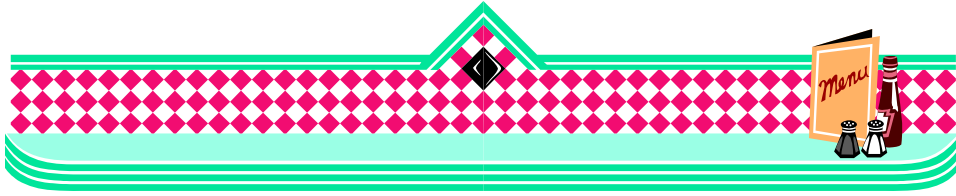
[http://www.americanheart.org/downloadable/heart/102440617234927%20Fruits%20Veg%20\(K-2\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440617234927%20Fruits%20Veg%20(K-2)%20.pdf)

[http://www.americanheart.org/downloadable/heart/102440979672142%20Be%20Choosy!%20\(3-5\)%20.pdf](http://www.americanheart.org/downloadable/heart/102440979672142%20Be%20Choosy!%20(3-5)%20.pdf)

<http://www.americanheart.org/downloadable/heart/10243448482774%20Healthy%20Snack.pdf>

[http://www.americanheart.org/downloadable/heart/102440586276626%20Making%20Healthful\(K-2\).pdf](http://www.americanheart.org/downloadable/heart/102440586276626%20Making%20Healthful(K-2).pdf)

*Lesson Plan #5 (Continuation)*  
*Healthy Lifestyles - Dissect Your Menu!*



*Optional Resources*

United States Chain Restaurant Menus

The following menus can be used as examples for your students. Some of the sites require that students enter a local zip code, but no additional personal information is required. You can supplement this list with local restaurant menus you find online.

[Chili's](http://www.chilis.com/)

<http://www.chilis.com/>

[Red Lobster](http://www.redlobster.com/homeflash.asp)

<http://www.redlobster.com/homeflash.asp>

[Ruby Tuesday](http://www.rubytuesday.com/)

<http://www.rubytuesday.com/>

[Famous Dave's](http://www.famousdaves.com/)

<http://www.famousdaves.com/>

[Panda Express](http://www.pandaexpress.com/)

<http://www.pandaexpress.com/>

[Olive Garden](http://www.olivegarden.com/)

<http://www.olivegarden.com/>

[Chevys Fresh Mex](http://www.chevys.com/)

<http://www.chevys.com/>

[Starbucks](http://www.starbucks.com/)

<http://www.starbucks.com/>



**Good Vs. Bad Food**

<b>Good Food</b>	<b>Bad Food</b>

