



Lesson Plan: Creating an ID for Food

Grade Level: Elementary (K-5) **Subject:** Health and Nutrition

OBJECTIVES:

1. *Identify and describe specific attributes of a given fruit or vegetable.*
2. *Associate the food item with West Virginia-themed elements.*
3. *Enhance knowledge and retention of the food item through creative activities.*
4. *Demonstrate respectful listening and appreciation for diverse opinions.*
5. *Develop empathy by considering different perspectives and experiences related to the food item.*

MATERIALS:

1. Fresh fruit or vegetable
2. Visual slide with a template of a West Virginia-themed driver's license
3. Computer and projector
4. Markers, crayons, and pencils
5. Paper and art supplies for creating driver's licenses
6. Space for physical activity (classroom or gym)
7. Cones or markers to designate activity space

STANDARDS ALIGNMENT:

1. **CCSS.ELA-LITERACY.SL.K.1:** *Participate in collaborative conversations with diverse partners about topics and texts in small and large groups.*
2. **CCSS.ELA-LITERACY.SL.2.1:** *Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults.*
3. **NGSS K-LS1-1:** *Use observations to describe patterns of what plants and animals (including humans) need to survive.*

Social and Emotional Learning (SEL) Objectives:

1. *Practice active listening and respectful communication.*
2. *Express thoughts and feelings about the food item constructively.*
3. *Show empathy by valuing the opinions and experiences of peers.*

Physical Activity Standards:

1. **NASPE Standard 1:** *Demonstrate competency in motor skills and movement patterns needed for various physical activities.*
2. **NASPE Standard 3:** *Participate regularly in physical activity.*

PROCEDURE:

1. Introduction (10 minutes):

- *Introduce the fresh fruit or vegetable to the class, sharing basic information.*
- *Show the visual slide featuring the food item.*
- *Distribute a blank driver's license worksheet with associated questions.*
- *Explain that students will create a fun, West Virginia-themed driver's license for the food item.*

2. Discussion and Questions (10 minutes):

- *Ask students about their familiarity with the food item:
"Is this food familiar or new to you?"
"Have you had it at home or at a restaurant?"*
- *Based on their responses, ask them to fill in the field "Are you new to me? Yes or No" on the worksheet.
Encourage respectful listening and peer sharing of experiences.*

3. Creating the Food Profile (20 minutes):

- *Guide students in creating a profile for the food item by answering questions in the following fields listed on the worksheet:*

Health Attributes: *"My Healthy Superpowers include: _____"*

Associated Foods: *"What food do you often see with this one at home?" (Field: "You might see me with _____")*

Growing in WV: *"Would this food grow in West Virginia? Where?" (Field: "I could live in _____")*

4. Have students draw the fruit or vegetable in the blank section of the driver's license.

Presentation and Sharing (10 minutes):

- 1. Allow students to present their completed driver's licenses to the class.*
- 2. Facilitate a discussion about the unique attributes and West Virginia connections they incorporated.*
- 3. Encourage positive feedback and celebrate the creativity and effort of each student.*

Conclusion (5 minutes):

- 1. Summarize how the activity helped students learn about the food item and connect it to local elements.*
- 2. Reflect on the value of learning about different foods and respecting others' opinions.*
- 3. Highlight the social and emotional aspects of empathy, listening, and communication*

ASSESSMENT:

- Observe student participation and engagement during discussions and activities.
- Evaluate the accuracy and creativity of completed driver's licenses.
- Assess students' ability to articulate attributes and associations of the food item.
- Monitor how well students practice active listening, respectful communication, and empathy.

REFLECTION:

- After the lesson, reflect on what went well and what could be improved.
- Consider student feedback and participation to refine future lessons.
- Reflect on the effectiveness of the social and emotional learning components and their impact on students.
- Evaluate the incorporation of physical activity and its benefits to student engagement and learning.

PHYSICAL ACTIVITY - "FRUIT AND VEGGIE TAG" (10 MINUTES)

1. Setup:

- Use cones or markers to define a play area.
- Choose a few students to be "Farmers" while others are "Fruits and Vegetables."

2. Game Rules:

- The "Fruits and Vegetables" must move around the area, avoiding the "Farmers."
- If tagged, they must freeze and do a brief exercise (e.g., 5 jumping jacks) before rejoining the game.

3. Objective:

- Promote physical activity while reinforcing fruit and vegetable themes.
- Emphasize teamwork, movement, and the importance of staying active.

link to slides, QR code or more info can go here