



Lesson Plan: Camp ThoughtFoodness

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

OBJECTIVES:

1. **Students will be able to** express their opinions on a given fresh fruit or vegetable.
2. **Students will be able to** identify and articulate similarities and differences in opinions among their peers.
3. **Students will be able to** develop skills in respectful listening and discussion.
4. **Students will be able to** recognize common traits and preferences among diverse opinions.
5. **Students will be able to** practice empathy by understanding and valuing different perspectives.
6. **Students will be able to** enhance their social awareness and relationship skills through collaborative activities.
7. **Students will be able to** engage in a curriculum-based physical activity related to the lesson.

MATERIALS:

1. Fresh fruit or vegetable for tasting
2. Paper and pencils for note-taking
3. Chart paper and markers

STANDARDS ALIGNMENT:

1. **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger 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 in small and larger groups.
3. **NGSS 3-LS4-3:** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
4. **SHAPE America Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PROCEDURE:

1. Introduction (10 minutes):

- Introduce the fresh fruit or vegetable to the class.
- Briefly discuss the importance of trying new foods and how everyone has different tastes.

2. Camp Introduction (5 minutes):

- Explain the three Camp Names: "Yum", "Not My Favorite", and "It's Ok".
 - Yum Campers: Think the food item is delicious and would eat it again.
 - Not My Favorite Campers: Do not enjoy the food item and would not like to eat it again.
 - It's Ok Campers: Are still deciding if they would like to have it again.

3. Tasting and Grouping (10 minutes):

- Distribute the food item for tasting.
- Ask students to decide which Camp best describes their opinion.
- Have students raise their hands based on their chosen Camp.
- Optionally, rearrange seating based on Camps.
- Record the names of students in each group.

4. Discussion (20 minutes):

- Yum Campers: Ask what they like best about the food item.
- Not My Favorite Campers: Ask what they do not like about the food item.
- It's Ok Campers: Ask what they are unsure about and if they could change something to make it more appealing.
- List the responses on chart paper.
- Encourage students to listen respectfully to each other's opinions and to express their own thoughts constructively.

5. Finding Common Ground (15 minutes):

- Review the lists and identify words or phrases that are similar or the same across all three Camps.
- Draw a "road" on chart paper to connect these common words and phrases.
- Discuss with students how people can have different opinions but still find things they agree on.
- Highlight the importance of empathy and understanding diverse perspectives.

6. Physical Activity: Food Group Hopscotch (15 minutes):

- Create a hopscotch grid on the classroom floor using tape. Each square will be labeled with different food groups (fruits, vegetables, grains, protein, dairy).
- Have students take turns hopping through the grid. When they land on a square, they must name a food item from that group and say whether it is "Yum," "Not My Favorite," or "It's Ok."
- Encourage students to explain their opinions briefly before moving to the next turn.
- This activity promotes physical movement while reinforcing knowledge of food groups and personal preferences.

7. Conclusion (5 minutes):

- Summarize the activity and the importance of respecting different opinions.
- Emphasize the idea that even though we may disagree on some things, we can still find common ground.
- Reflect on the physical activity and its role in maintaining a healthy lifestyle.

ASSESSMENT:

- Observe student participation and engagement during the activity.
- Evaluate the ability of students to articulate their opinions and listen respectfully to others.
- Review the final chart for evidence of understanding common traits and respectful discourse.
- Monitor students' demonstration of empathy and social awareness.
- Observe students' participation and coordination during the physical activity.

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.

EXTENSIONS:

1. Writing Assignment:

Have students write a short paragraph about their experience and what they learned about respecting different opinions.

2. Art Project: Create a visual representation of the "road" connecting common traits to display in the classroom.

3. Physical Activity

Integration: Incorporate more physical activities related to food and nutrition, such as a "Healthy Food Scavenger Hunt" around the school.

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