

# Good Food, Bad Food

## Summary

Children will be able to identify healthy foods and non-healthy foods. They will be able to have fun while learning and being active. The children will also be able to use their own language to teach their fellow classmates new words for the pictures.

## Main Core Tie

Health Education - 6th Grade

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## Time Frame

1 class periods of 60 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication, Character, Social & Civic Responsibility

## Materials

- Empty boxes or cans of food (good and bad foods)
- pictures of: good and bad foods, drugs, people exercising and activities that involve no exercising (like Xbox)
- 4-5 trashcans or buckets
- tape for a wall
- 4-5 shopping bags/baskets (that you can save from any trip to the grocery store)

## Student Prior Knowledge

Children will need to know how to skip, jump, run, hop, walk and slide. Children will also need to be able to identify house hold goods, and appliances.

## Intended Learning Outcomes

After this lesson children will be able to identify healthy foods from non-healthy foods.

## Instructional Procedures

### **20 minutes- Introduction:**

Welcome the students and have them sit in their assigned lines for attendance. Ask the children what kinds of foods they like? What kinds of foods they don't like? What is their favorite activity to do, sports, video games, etc.?

With most of the pictures up on the white board, ask the children if anyone wants to volunteer by writing underneath the picture what the picture is.

Have many diverse students have the opportunity to come up and write on the board, encourage the students to use diverse and native languages if it differs from the majority.

After a desired amount of pictures are named, review and practice (with the help of the native speaker) the new words on the board. After the review describe what the children will be doing today with the same pictures.

Go over the pictures that may be confusing to some. Then explain how the game will work. Each group will start with an even amount of "good" pictures/items and "bad" pictures/items.

Depending on the size of class, 4-5 cones will be set up at the starting line. On the other side of the gym will be either a trash can or a bags/basket (if the class size is larger, more trash cans and bags/baskets can be used.)

Children will then choose a picture/item off the wall by the starting cone, and depending if it is bad or good will dictate if it should be put in the trash or in the bag/basket. The children must use the movements discussed in previous lessons. (Walk, run, hop, skip, jump, slide.)

The first group to finish with all the right "good" and "bad" foods in the correct bin will win. To make the task a little more challenging add the requirement to use a partner and not be able to use the same movement twice. Other variations can be used as well.

### **35 minutes- Game time!**

Add variations if needed.

### **5 minutes- Closing/assessment**

Gather the children and ask them how they liked the activity. I will ask the children what they thought about the game. I will ask and see if they remember any of the words their fellow classmates taught them. I will ask and see if they felt like the game was fun, and if not, how could we make it better.

### Strategies for Diverse Learners

**ELLS-** will be encouraged to demonstrate their native language in class, and share/teach their fellow classmates. Children will be able to learn a few words using pictures so all are able to understand.

**Wheelchairs-** children will be able to have a partner if desired, or by themselves is great as well.

### Assessment Plan

At the end of class I will ask the children what they thought about the game. I will ask and see if they remember any of the words their fellow classmates taught them. I will ask and see if they felt like the game was fun, and if not, how could we make it better.

### Authors

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