

Kids Cafe Unit Overview

In this unit, third and fourth grade students will work collaboratively as a class to design the menu for a kids' restaurant that serves nutritious foods. Their work will involve reviewing basics of nutrition, deepening understanding of which foods are nutritious and which may be harmful to health, researching food options, selecting menu items, making a number of group decisions about how to design their cafe, creating a high quality final product that meets specifications, and being able to explain the choices they made. We will develop several skills during this unit: communication will be our primary focus as students learn to speak respectfully and clearly to accomplish their collaborative goals and explain their work; students will also practice group decision-making and conflict resolution skills as they make choices for their project; finally, the unit will enhance advocacy skills as students work to create an appealing menu that reflects creativity and a deep understanding of nutrition.

STANDARDS:

NHES #4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

NHES #5: Students will demonstrate the ability to use decision-making skills to enhance health.

NHES #8: Students will demonstrate the ability to advocate for personal, family, and community health.

PERFORMANCE INDICATORS:

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

4.8.3 Demonstrate nonviolent strategies to manage and resolve conflict.

5.5.3 List healthy options to health-related issues or problems.

5.5.5 Choose a healthy option when making a decision.

8.5.1 Express opinions and give accurate information about health issues.

8.5.2 Encourage others to make positive health choices.

OBJECTIVES: At the end of this unit, students will be able to . . .

- Explain why every item in their menu is nutritious.
- Manage group conflict while working on a collaborative project.
- Communicate health-enhancing ideas in a clear, respectful manner.
- Demonstrate effective listening skills that enhance collaboration and allow every member of the class to contribute to the project.
- Agree to and follow through on a decision-making format for the project.
- Successfully make decisions in a large and small group.
- Demonstrate successful communication and decision-making without teacher support.
- Reflect on and improve personal work habits, especially pertaining to communication and decision-making.

PROJECT REQUIREMENTS:

- The class must agree to a cafe name and a single menu for either lunch or dinner.

- Students must believe that there is a good chance that most kids would eat all items on the menu.
- Every item on the menu must be nutritious. Students will need to give a “sales pitch” to Mrs. Smith that explains an item’s nutritional value before it can be officially added to the menu.
- The actual menu must be created and should be designed to look appealing and real--a high quality final product is expected!
- Each menu item must include a description of why the food is nutritious. The class can choose how to approach this (for example, in writing, using symbols, etc.)

PROCESS REQUIREMENTS:

- To make this project a positive learning experience, students will be expected to develop and improve their communication and decision-making skills. To do this, students will be expected to:
 - Use communication skills taught in class, such as “I statements” and conflict resolution techniques.
 - Avoid criticism and any disrespectful form of communication.
 - Include every member of class in discussions and decisions. Students who like to “step up” will be expected not to overtake the work, while students who like to “step back” will be expected to contribute during every class.
 - Agree to a decision-making system that the class will follow throughout the project.
 - Respect and follow group decisions.
 - Clearly explain their work to the entire class.
 - Every student will be expected to reflect on his/her work and contributions to the project, with special emphasis on their own communication and decision-making skills.
- Classes during this project will include a mix of review activities about nutrition, skills practice with communication and decision-making, independent work time, research, and group discussion. Every class period will begin with a restaurant “staff meeting” where we review goals for the day and plan our work.
- Every student will receive a binder to organize their project materials. All papers will be expected to be put back into the binder at the end of class to be ready for the next class.
- Students will be required to completed a brief “work habits” reflection at the end of every class to assess their performance for the day. Mrs. Smith will review these and comment.
- Every student must meet individually with Mrs. Smith at least two times during the project to assess their work habits and set goals for improvement.