



Lesson Plan: Go Foods Vs Slow Foods

Overview:

This lesson plan is designed for preschoolers aged 3-5 and focuses on the concept of Go Foods vs Slow Foods. The lesson aims to introduce children to the concept of healthy eating and help them understand the difference between foods that are good for their bodies (Go Foods) and foods that are best to consume in moderation (Slow Foods). Through engaging activities, children will learn to make healthier food choices.

Materials:

- Picture cards with images of different food items (Go Foods and Slow Foods)
- Large poster or chart paper
- Pictures or illustrations of active children and sedentary children
- Play food items or food-related toys
- Real or plastic fruits and vegetables
- Interactive books about healthy eating
- Snack items representing Go Foods and Slow Foods

Introduction:

Begin the lesson by gathering the children in a circle and showing them a picture of an active child doing sports or running. Ask the children to describe what they see in the picture and explain that this child eats foods that give them energy to be active. Then, show them a picture of a sedentary child doing quiet activities, such as reading or watching TV, and discuss the difference. Introduce the concept of Go Foods (foods that give us energy) and Slow Foods (foods that we should eat less often).

Activities:

1. Sorting Activity - Go Foods vs Slow Foods (15 minutes):

- Show the children picture cards of different food items and ask them to identify whether each one is a Go Food or a Slow Food.
- Guide the children in sorting the pictures into two categories, one for Go Foods and one for Slow Foods, on a large poster or chart paper.
- Discuss each type of food and explain why it belongs in its respective category.

2. Go Foods and Slow Foods Role Play (20 minutes):

- Set up a pretend play area with play food items or food-related toys.
- Divide the children into small groups and provide them with different food items.
- Encourage the children to take turns and decide which items are Go Foods and which items are Slow Foods. They can pretend to cook and serve these foods to each other.

3. Healthy Snack Tasting (15 minutes):

- Prepare a selection of healthy snacks that represent Go Foods, such as fruits, vegetables, and whole grains, as well as a few Slow Foods, like cookies or chips.
- Provide each child with a small plate and guide them in tasting and discussing the

different snacks.

- Ask the children to identify which snacks are Go Foods and which ones are Slow Foods. Discuss the taste, texture, and nutritional value of each snack.

Closure:

To conclude the lesson, gather the children in a circle and review the concept of Go Foods vs Slow Foods. Show them the poster or chart paper with the sorted food pictures and ask them to identify some examples of Go Foods and Slow Foods. Discuss the importance of choosing Go Foods to stay healthy and have energy for activities.

Extension Activities:

1. Go Foods and Slow Foods Collage: Provide magazines and ask the children to cut out pictures of different foods. Have them create a collage with two sections, one for Go Foods and one for Slow Foods.
2. Healthy Plate Activity: Provide each child with a paper plate and a variety of pictures of different foods. Ask them to sort and glue the pictures onto the plate, creating a balanced meal with Go Foods.
3. Family Healthy Recipe Book: Encourage the children to bring in a healthy recipe from home. Create a class recipe book with the collected recipes and illustrate it with drawings of Go Foods.

Assessment Objectives:

1. Social-Emotional:

- Participates cooperatively in group activities, such as sorting and role-playing
- Balances needs and rights of self and others during the role-play activity

2. Physical:

- Demonstrates understanding of healthy eating by identifying Go Foods and Slow Foods
- Connects healthy food choices to being active and having energy

3. Language:

- Listens to and understands instructions during the sorting and role-play activities
- Uses language to describe and discuss different food items during the snack tasting activity

4. Cognitive:

- Demonstrates positive approaches to learning by showing curiosity and motivation to learn about Go Foods and Slow Foods
- Uses classification skills to sort food items into appropriate categories

Assessment Methods:

Observations will be made throughout the lesson to assess the children's social-emotional interactions, physical understanding of Go Foods and Slow Foods, language skills, and cognitive engagement. The teacher will also listen to the children during

group discussions and provide individual feedback during the sorting and role-play activities. Assessment results will inform teaching practices by identifying areas where additional support or extension activities may be required.