



## Lesson Plan: Go Foods Vs Slow Foods

### Overview:

This lesson plan is designed for preschoolers aged 3-5 and focuses on teaching them about "Go Foods" and "Slow Foods". The lesson aims to introduce children to the concept of healthy eating and help them understand the difference between foods that give us energy (Go Foods) and foods that should be eaten in moderation (Slow Foods).

### Materials:

- Pictures of Go Foods (e.g., fruits, vegetables, whole grains)
- Pictures of Slow Foods (e.g., sugary snacks, fried foods)
- Sorting cards or pictures of different foods
- Large poster paper
- Markers or crayons
- Healthy snacks for tasting (e.g., fruits, whole grain crackers)

### Introduction:

Begin the lesson by gathering the children in a circle. Show them pictures of various foods and ask if they can identify if the foods are healthy or not. Explain that today they will learn about "Go Foods" and "Slow Foods". Define "Go Foods" as the foods that give us energy and help us grow strong, and "Slow Foods" as the foods we should eat in moderation because they might not be as good for our bodies. Relate this information to their own experiences by asking questions like "What do you eat to have energy to play?" and "What are some foods that we eat sometimes but not all the time?"

### Activities:

#### 1. Sorting Go Foods and Slow Foods (15 minutes):

- Provide sorting cards or pictures of different foods.
- Explain that the children will sort the food pictures into two categories: Go Foods or Slow Foods.
- Show each food picture to the children one by one and have them decide where it belongs. Discuss why each food falls into the respective category.

#### 2. Go Foods Poster (20 minutes):

- Create a large poster labeled "Go Foods" at the top.
- Give each child a marker or crayon and invite them to draw or write their favorite Go Foods on the poster.
- Encourage discussion about why these foods are good for our bodies and how they give us energy.

#### 3. Snack Tasting (15 minutes):

- Prepare a variety of healthy snacks, such as fruits and whole grain crackers.
- Have the children sit in a circle and distribute the snacks.
- As they eat, discuss which category the snacks fall under (Go Foods) and why they are a good choice for a healthy snack.

### Closure:

Gather the children in a circle again and review what they have learned about Go Foods and Slow Foods. Ask questions like "Why do we eat Go Foods?" and "What are some examples of Slow Foods?" Encourage them to share one thing they enjoyed or learned during the lesson.

### Extension Activities:

1. Food Group Collage: Provide magazines and encourage children to cut out pictures of different foods from each food group (fruits, vegetables, proteins, grains, dairy) to create a collage.
2. My Healthy Plate: Give each child a paper plate and ask them to draw or cut out pictures of Go Foods to create a healthy plate. Discuss the importance of having a balanced diet.
3. Kitchen Role Play: Set up a pretend kitchen area where children can engage in pretend play, cooking and serving Go Foods. Encourage them to talk about the food choices they are making and why they are selecting certain ingredients.

### Assessment Objectives:

#### 1. Social-Emotional:

- Follows limits and expectations when sorting foods into categories
- Takes care of own needs by participating in snack tasting without excessive wastage

#### 2. Physical:

- Demonstrates fine-motor strength and coordination when drawing or cutting out food pictures for the poster or collage activities
- Demonstrates balance and coordination during pretend play in the kitchen area

#### 3. Language:

- Listens to and understands complex language during the explanation of Go Foods and Slow Foods
- Uses language to describe the characteristics of Go Foods and Slow Foods during discussions and activities

#### 4. Cognitive:

- Demonstrates positive approaches to learning by actively engaging in sorting and drawing activities
- Makes connections between the foods they eat and the energy they get from Go Foods

### Assessment Methods:

Observations will be made throughout the lesson to assess the children's social-emotional interactions, physical abilities, language skills, and cognitive engagement. The teacher will listen to the children's discussions and provide guidance during the sorting activity. Individual feedback will be given during the drawing and cutting activities. The results will inform teaching practices by identifying areas where

additional support or extension activities may be required.