

## **1** *October Supplemental Activity: Go Slow Cartoon*

### **Nutrition Lesson(s) Supported:**

-Food for Fuel: Go or Slow?

### **Supplies Needed:**

- Paper
- Writing utensils (pencils, crayons).

### **Length of Time to Complete:**

5 minutes to introduce activity

10 minutes to draw cartoon

15-30 minutes to share with class

**Audience (grades):** 1st

### **Common Core Standards Taught:**

- English Language Arts: Speaking and Listening: 1.3
  - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- English Language Arts: Speaking and Listening: 1.4
  - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- English Language Arts: Speaking and Listening: 1.5
  - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### **Lesson:**

Raise your hand if you can tell me what 'go' foods are.

(Go foods are foods that fuel your body with long lasting energy)

How do 'go' foods make you feel?

(energized, happy, alert, satisfied/full)

What are examples of go foods?

(fruits, vegetables, whole grains, lean meats, beans, nuts, seeds, eggs, milk, yogurt)

Raise your hand if you can tell me what 'slow' foods are.

(foods that have few nutrients and leave your body feeling tired and/or sluggish).

How do slow foods make you feel if you eat them all the time?  
(tired, more hungry, give you a quick burst of energy- then make you feel sleepy).

What are examples of slow foods?  
(candy, chips, soda, cake, ice cream, French fries, fried foods).

Today, we are going to make cartoons (pass out one piece of blank paper per child).

Have the children position the paper so the long end is horizontal (or landscape position).

Instruct the children to draw a line down the middle of the paper.

Ask the students to think of their favorite 'go' food. Have them draw a picture/cartoon (on the left side of their paper) of their favorite 'go' food and how it makes them feel while they are eating it.

Next, on the right side of the paper, have students draw a picture of how they feel one hour after eating their favorite 'go' food. Do they have energy? Are they happy? Full?

On the reverse side of the paper, have students divide the page in half. This time, ask students to think of their favorite 'slow' food. On the left hand side, have them draw a picture of the slow food and how it makes them feel while they are eating it. On the right side, have them draw a picture of how they feel one hour after eating their favorite 'slow' food.

Once students are done drawing, ask students to share either the 'slow' or 'go' food with the class.

Ask guiding questions to help students present:

-What food did you select?

-Is this a 'go' food or 'slow' food?

-How does this food make you feel when you eat it? How about an hour after eating it?

Once students are done sharing, have them bring the cartoons home and encourage them to share with their parent(s).