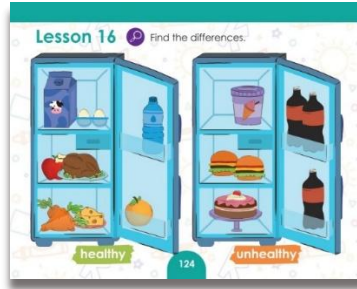


Awesome Kidz 3 Unit 4 Lesson 16



Aim: Students will learn to identify healthy and unhealthy foods by comparing the two refrigerators shown in the image. They will develop vocabulary related to food, make comparisons, and discuss healthy eating habits. This activity encourages critical thinking, observation, and language skills.

Time: 45-60 minutes

Materials:

- Flashcards or real-life examples of healthy and unhealthy foods.
- Large drawing of a refrigerator

Tip: Emphasize the importance of making healthy choices by allowing students to relate the foods to their own experiences. Ask questions like, "What healthy foods do you like?" to encourage participation and personal connection to the material. Always ensure positive reinforcement to make students feel confident in their choices.

Engage:

Introduction to Healthy and Unhealthy Foods

- Start by discussing what "healthy" and "unhealthy" means. Show students some real-life examples of healthy (fruits, vegetables) and unhealthy (sugary snacks, soda) foods. Ask the students if they know what is good for their body and what is not.

- Engage students through real-world examples and conversation, allowing them to express their own understanding and thoughts on healthy eating.

Explore & Practice:

With the Book

- Hand out the worksheet to each student and ask them to point out the differences between the two refrigerators. As they identify the differences, guide them in categorizing the foods as either healthy or unhealthy.

- Focus on vocabulary related to food items, such as vegetables, cake, water, juice, burger, soda, and terms like "healthy" and "unhealthy."

- Let students explore the book page independently, encouraging them to think critically about their food choices. Help them articulate their observations with minimal intervention, fostering self-expression.

Group Discussion - Sorting Healthy and Unhealthy Foods

- As a group, review the items in both refrigerators. Have students work together to sort the items into "healthy" and "unhealthy" categories on the board.

Closing:

Healthy Food Song

-Place a large drawing of a refrigerator on the floor or board. Give students food cards: Healthy foods go *inside* the fridge. Unhealthy foods stay *outside*. Teacher language:

- "Is it healthy?"
- "Put it in the fridge."

Children take turns placing one card.

