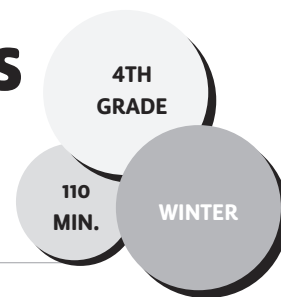


Becoming Cafeteria Mentors

THEME: MAKING HEALTHY FOOD CHOICES



Session 1: 65-min. planning period

Session 2: 45-min. final run-throughs and presentations to kindergarten and first grade classes

ESSENTIAL QUESTION

How can we create an engaging presentation to teach younger students about making healthy choices?

- During Action Step 4, suggest that the teacher support students in preparing their presentations.

LEARNING OBJECTIVES

✓ Students will be able to identify and communicate to younger students how to navigate the salad bar to build a balanced meal in the school cafeteria.

✓ Students will be able to identify and communicate to younger students how to be kind and thoughtful in the school cafeteria.

CONCEPTS

healthy choices mentor salad bar

Engaging the Classroom Teacher

- Prior to the lesson, ask the teacher to help identify a younger grade classroom that they can present to.
- Determine whether the teacher can be flexible with timing in case students' preparation for presentations takes longer than planned. Plan together how many class sessions it'll take to complete the activity.
- Ask the teacher whether the class has established groups that students collaborate well in.

LESSON DESCRIPTION

In this lesson, students will consider the best ways to navigate the cafeteria salad bar. Then, in groups, they'll brainstorm engaging ways to present this information to younger students with whom they'll establish mentor relationships. This lesson is designed to be taught in conjunction with the lesson *Rainbow at the Salad Bar*.

MATERIALS

- Plates, cafeteria trays
- 10 copies of Salad Bar Sorting Cards (pp. 456-458)
- Bowls or containers to categorize sorting cards
- Peer Presentation Rubric (p. 459)
- Chart paper
- Markers
- USDA/FNS "Salad Bar Etiquette" handout (find online)

PREPARATION

- › Coordinate with kindergarten and/or first-grade classroom teachers to determine a date and time that a group of fourth graders can come to teach about the salad bar. Plan the number of students in each group depending on how many classrooms you plan to visit.

- › Set up a meeting with a member of the food service staff ahead of time to learn about typical lunchtime offerings and serving styles; discuss this lesson with them; ask what they would like your students to emphasize when teaching kindergarteners and first graders about navigating the salad bar; and find out how else your class might be helpful, such as by creating visual aids for the cafeteria.
- › Photocopy the Salad Bar Sorting Cards.
- › In your classroom, arrange desks, or set up two long tables on opposite sides of the classroom to act as imaginary salad bars or lunch lines. Do your best to mimic the actual setup of your school salad bar (single line, two-sided line, etc.). You might see if you can borrow cafeteria trays for students to use during the simulation. Place a stack of these or plates at the end of the table where students will start. Place ingredient cards in different containers to act as salad bar or meal line components. Pick ingredients you know your cafeteria regularly has.

ACTION STEPS

1. Simulated Cafeteria Salad Bar: Gather students in a circle and explain, *Today we're going to be thinking about the choices we make at the cafeteria salad bar.* Point out the pretend salad bars on either side of the classroom, and explain that they'll go through and take different cards to create a pretend lunch salad. Ask them to tell you what behavior expectations are when approaching the salad bar, and have them model these same behaviors (keeping your place in line, quiet voices, etc.). Then split the class in two, and have students form a line to go through the pretend salad bar to build a salad. **(10 min.)**

2. Finding What's on Our Plate: Have students return to the circle with their salad bar selections, and go through the different components. It might look like the following: *Give a thumbs up if you have more than five things on your plate. Give a thumbs up if you have more than three colors on your plate. More than four colors? Every color of the rainbow? The more diversity in our diet, the better because that way we're getting the different vitamins and minerals our bodies need. Thumbs up if you have protein on your plate like an egg, beans, or cheese. Protein helps build our muscles and maintain our organs. Thumbs up if you have something you've never tried before. Often we assume we won't like something, but if we're open to trying new things again and again, we discover new healthy food that we actually like to eat. Ask students whether, considering the different things you've discussed—diversity, eating the rainbow, incorporating protein, and trying new things—there's anything more they'd add to their plates. (5 min.)*

3. Explain the Project: Tell students that they're going to teach younger students how to make healthy choices at the cafeteria salad bar. Ask students to turn and talk to a neighbor about what kindergarteners and first graders should learn about going through the salad bar or lunch line and about being in the cafeteria in general. Have partners share. Record responses on chart paper or on the board, creating a list together as a class. You might ask students, *What does it look like to be polite in the lunch line?* Show students the Salad Bar Etiquette handout from the USDA, and add anything they may have missed to your list. *What does it look like to be kind and thoughtful at the lunch table? What does it look like to be inclusive at lunch time? (10 min.)*

SAMPLE TOPICS

- Making Choices at the Salad Bar
 - Eating the rainbow
 - Picking protein
 - Trying new things
- Line Etiquette
 - Use utensils, not your hands
 - Cover your mouth with the inside of your elbow if you need to cough or sneeze
 - Take turns and keep bodies safe
- At the Table
 - Be kind
 - Be welcoming

4. Creating Presentations: Tell students that their challenge is to think of fun ways to share this information with students in a presentation that should be no longer than ten minutes. Say, *You can create a skit, a song, a game, or a presentation with a poster as long as it communicates the information we discussed.* Assign groups of four to five students, and have them work to create their presentation. Explain that they'll have to be ready to give their presentation to their peers. Say, *Your peers will be evaluating your presentation on four factors: that you project your voices and speak clearly, that you include three specific pieces of new information (these might be about healthy choices at the salad bar, being polite, specific things the food service staff asked you to highlight, etc.), that you make it fun, and that you make it easy to understand.* **(20 min.)**

5. Practicing in Groups: Pass out a Peer Rubric to each group. Explain, *One of the best ways to improve a skill is by receiving specific feedback.* To help improve our presentations, we'll be giving feedback to one another. Match groups to give presentations to each other and provide

feedback. Circulate through the room, ensuring students are on task. After ten minutes or so, have groups switch roles. **(20 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

Social and emotional learning

- *How do you feel about presenting to the younger kids?*
- *What are steps we can take to feel confident and prepared?*

Check for understanding

- *Why is it important to try new things?*
- *Why is important to have variety on your plate? Why is protein important to eat?*
- *What are the important things to keep in mind when you're presenting to the younger kids?*

ADAPTATIONS

Extension: Have students make food safety posters and other signage for the salad bar that cafeteria staff have deemed would be most helpful.

Follow-Up: Coordinate with kindergarten and first-grade teachers to assign fourth graders to be lunch buddies to their classes. Fourth graders can go through the lunch line with their younger peers, guiding them through the salad bar and eating together.

Variation: Consider using this lesson as a model for having students mentor one another on a variety of topics they feel passionately about.

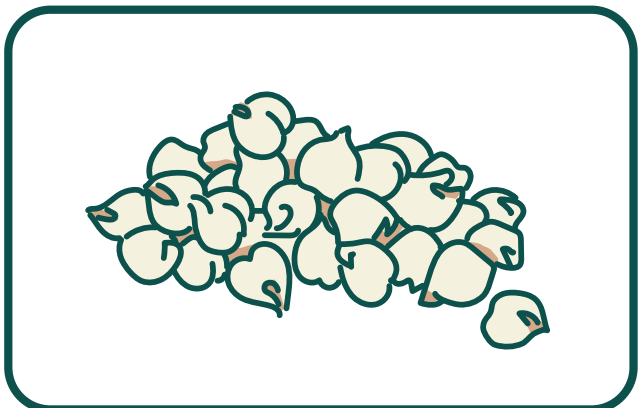
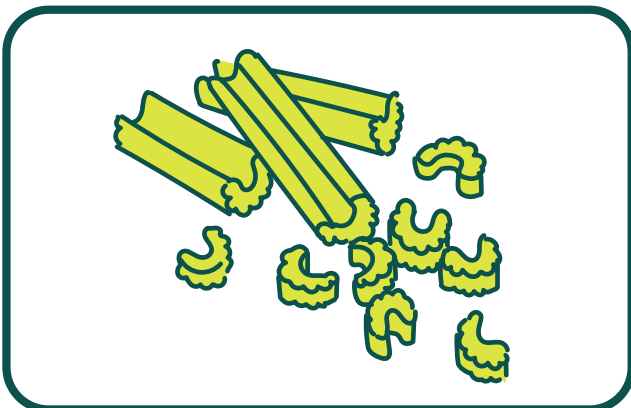
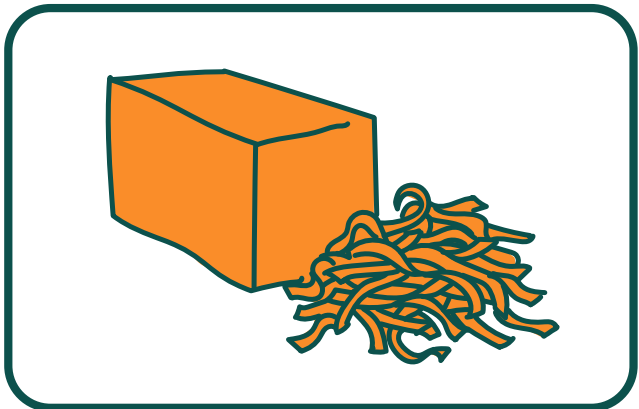
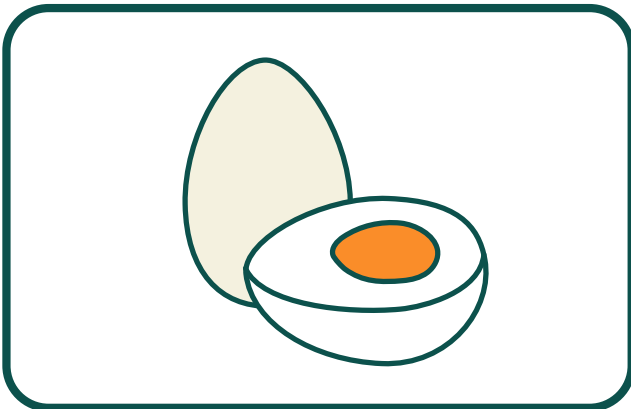
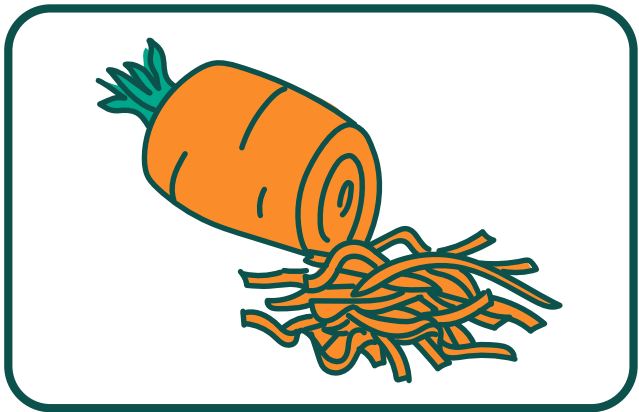
ACADEMIC CONNECTIONS

English Language Arts Common Core
State Standards

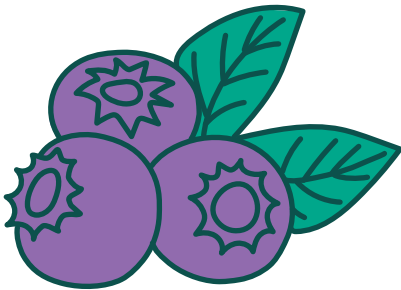
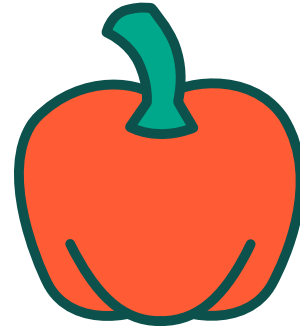
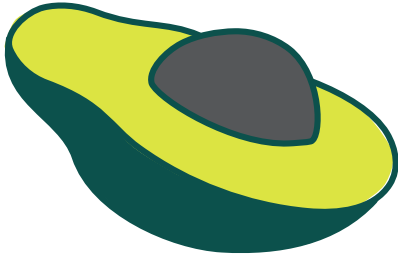
CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

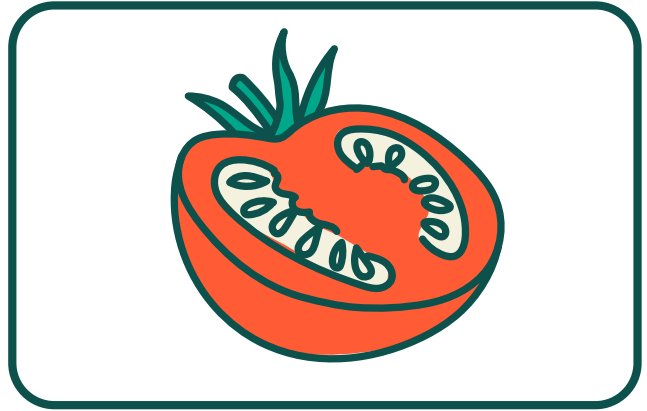
Salad Bar Sorting Cards



Salad Bar Sorting Cards



Salad Bar Sorting Cards



Peer Presentation Rubric

Directions: When another student is presenting, use this chart to write specific examples of things they say or do that worked well for you and things that you think could be improved. Be as specific as possible.

PEER PRESENTATION RUBRIC

Did They . . . ?	Example of Excellence	Opportunity to Improve
<i>Example: Speak clearly and loudly.</i>	<i>Example: When you explained how to choose a protein, I heard every word clearly.</i>	<i>Example: When you were talking about eating a range of colors, you turned your back to us to look at your poster, and I wasn't able to hear what you were saying.</i>
Speak clearly and loudly.		
Provide all the information.		
Make it easy to understand.		
Make it fun.		