

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

**Supplies Needed:**

- Go Slow Cartoon Worksheet 1.1\_SW\_GoSlowCartoonWorksheet.pdf?
- 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: Writing Standards: 1.3
  - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- English Language Arts: Writing: 1.8
  - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**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 some 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 Go Slow Cartoon Worksheet.**).

Activity Instructions:

1. Ask the students to think of their favorite Go Foods. On the top row of their worksheet on the left hand side, have them draw a picture/cartoon of their favorite Go Food and how it makes them feel while they are eating it.
2. On the right hand side have them draw a picture of how they feel one hour after eating their favorite Go Food.
3. Ask students to think of their favorite Slow Food. On the bottom row of their worksheet on the left hand side, have the students draw a picture of the Slow Food and how it makes them feel while they are eating it.
4. On the right side, have them draw a picture of how they feel one hour after eating their favorite Slow Food.
5. 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 a Slow Food?
  - How does this food make you feel when you eat it?
  - How about an hour after eating it?
6. Once students are done sharing, have them bring the cartoons home and encourage them to share with their parent(s).