

Name of Activity: The Ultimate Food Challenge

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Purpose:

- Students will create games focused on food items, their ingredients, and the distinction between natural and processed sources. This will serve as a mastery project to understand the ingredients on different types of food items, their origin, and whether they are natural or processed.

Background Agricultural Connections:

- Students will have already learned the importance of understanding where food comes from (animal/plant), the difference between natural and processed food, and why it is important to know this information.

Grade Levels:

- 9 – 12

Lesson Length:

- Four class periods

Learning Objectives:

- Students will collaborate to design and create an interactive educational game focused on food items, their ingredients, where they came from, and the distinction between natural and processed sources.

Materials and Equipment:

- Index cards with food items and their ingredients
- Whiteboard and markers
- Chart paper and markers
- Poster boards to create game boards
- Art supplies for visual aids
- Scissors, glue, and other crafting materials
- Computers, laptops, presentation tools, projectors, mimeo boards, or smart TVs for presenting

Teacher Preparation:

- Create Index cards with food items and their ingredients.
- Create a simple game to model.
- Possible ideas:
 - Create a meal using the index cards and tell whether it is a healthy meal or not.
 - Memory match: food item on one card, matched with ingredients, origin & natural or processed.
 - Jeopardy: same ideas as memory match

Activities and Procedures

Day 1:

- Review significance of food origins, ingredients, and their impact on health and the environment.
- Introduce the activity: Students will work collaboratively in groups of four to create an interactive game focusing on food ingredients, plant or animal sources, and natural or processed distinction.
- On the White board or chart paper, as a large group, the teacher will facilitate a brainstorming session. Encourage students to share ideas for possible game formats and educational objectives.
- Discuss the challenges and opportunities for integrating the required information.
- Allow students to group themselves in groups of 4; help them with this process so no one gets left out.
- Give each group of students, chart paper so they can begin to brainstorm possible games.

Day 2:

- Students will collaboratively create an interactive game focusing on food ingredients, plant or animal sources, and natural or processed distinction.
- The game should also contain rules and educational components.
- Provide materials, poster boards, markers, ingredient index cards and any other necessary materials so students can begin to design their game.
- Students should play their own game to make sure it works.

Day 3:

- Each group of students will present their completed game to the class.
- They will explain the education goals and how the game incorporates food ingredients, origin, and whether it is natural or processed within the game.

Day 4:

- Class discussion and reflection on the development of their games.
- Allow students to swap games and play each other's games.
- Facilitate a discussion on the different games using the Plus/Delta system. (What worked well, what would you change?)
- Hand each student a Plus/Delta Worksheet so they can reflect on their own game and also other's games.
 - Ask each student to reflect on their own game development and challenges they faced.
 - Ask each student to reflect on one other group's game, encourage constructive feedback.
 - Ask each student to vote for the best game.

Assessment:

Grade students based on:

- Creativity
- Accuracy of information on game
- Ability to articulate the educational value of their game during presentations.
- Reflection of their own game
- Peer review