



LIVING CLOSER
FOUNDATION

It's A Roller Coaster Ride!

Grade Level 2-3



Connection to The Big Race, Pickles and Skippy the Super Roo Film:

"Think back to Skippy The Super Roo film, do you remember what kinds of food Rex was eating compared to what Skippy ate? How was Rex acting differently than Skippy because of what he ate? What do you think?"

Student Learning Objectives:

I can understand what changes happen to my energy level when I eat foods with added sugar.

Approximate Time To Complete:

25- 30 minutes

Content Areas Addressed:

- **Writing**
- **Communicating**

Materials:

- Chart Paper and Markers
- Sticky Notes
- Picture of roller coaster (see below)
- Double Bubble Thinking Map (see below)

Applicable Colorado State Standards:

2nd Grade Reading, Writing and Communicating Standard 1:

Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

2nd Grade Reading, Writing and Communicating Standard 3:

Organize ideas using pictures, graphic organizers, or story maps.

3rd Grade Reading, Writing and Communicating Standard 4:

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Procedure:

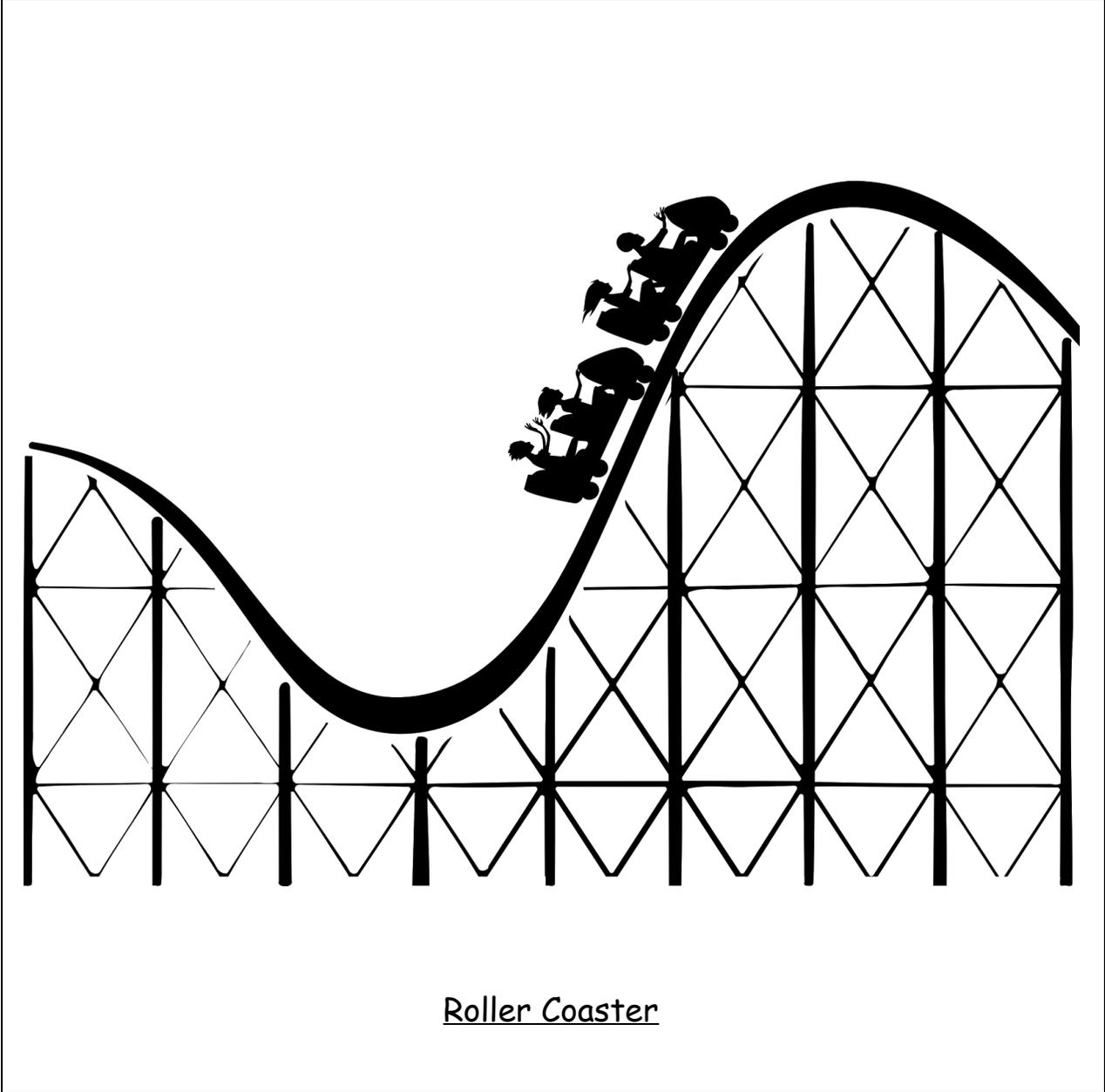
1. Open the lesson by reading the Connection section to the class.
2. Allow time for students to independently think about their responses before inviting them to share with the class. Student answers should guide the class thinking about foods high in added sugar (like soda and donuts) compared to foods with no added sugar (like whole foods such as fruits and veggies).
3. Draw a Double Bubble Thinking Map (see below) on a large piece of paper. This will help students visually see whether they have common traits and the obvious different traits.
4. While drawing, ask the students to think about what foods they remember Skippy eating in the film. Write/draw those foods on one side of the Double Bubble Thinking Map.
5. Ask students to then think about what foods Rex was eating in the film. Put those foods on the opposite side of the thinking map.
6. Ask students if there were any foods that both Skippy and Rex ate in the film. (There wasn't, so the middle section of your thinking map will be blank).
7. Then ask students to explain how Skippy felt and what he was able to do because he was eating the foods you wrote on the chart. Be sure to explain to students that the foods Skippy ate are called Whole Foods (these are foods that comes from the soil, a plant, an animal, or a tree). Write their thinking on the chart under Skippy's side. *Students should be able to verbalize that Skippy had consistent energy and it didn't wear off. He was fueled throughout his training and the race.*
8. Then ask what was different with how Rex acted after he ate processed foods, or foods in a package (the ones you wrote on the chart). Be sure to explain that these foods are not from nature and have added sugar. Write their thinking on the chart under Rex's side. *Students should be able to verbalize that Rex had a BURST of energy that quickly fizzled and made him very tired, (cause and effect).*
9. After students see the difference in behaviors, ask them what might be the cause of Rex's energy level changes. *We are trying to get the students to understand through inquiry that added sugar gives you quick energy that only lasts a little while, then you feel tired.*
10. Once students have discovered that it's the sugar in the foods that Rex was eating that caused him to act the way he was acting, draw students attention to the roller coaster picture (see below). Tell them that the whole experience Rex had was very similar to a roller coaster ride. We know roller coaster rides are fun but this roller coaster is the kind that is going so fast up and down that it makes you sick.

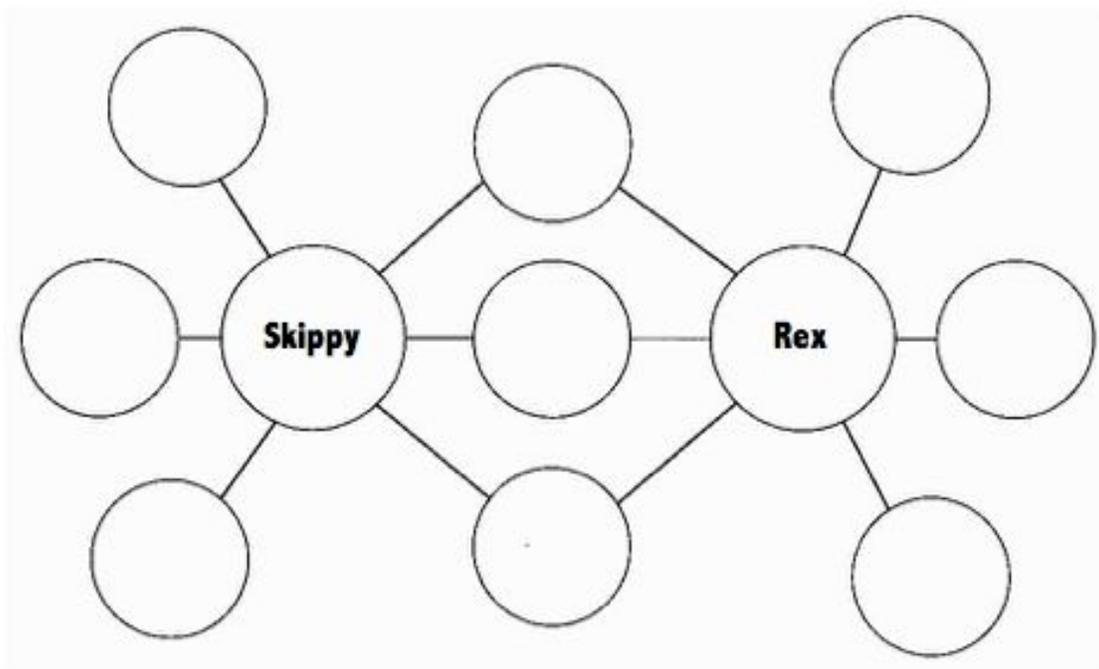
11. Have students put their hands in front of them with fingers pointed up to mimic the ascend of a roller coaster.
12. Tell them that they just ate a sugary sweet donut and all that sugar is going to get them to the top of the roller coaster track REALLY fast. Have them show their hands moving up the "track."
13. Ask students to speak and show with their hands what happens when you get to the top of the roller coaster track? *Students should verbalize that you go down really quick and show it with their hands.*
14. Tell students that is what happened to Rex. He went up the track really fast because he had a high sugary snack. But once he got to the top of the track and his sugar wore off, his roller coaster went down just as quickly as it went up! Have students demonstrate the descend of the roller coaster.
15. Ask students what Rex did to get his energy back up to the top of the roller coaster quickly? *Students should be able to verbalize that he ate more sugar.*
16. Have students make the roller coaster motion with their hands a few more times and fall to the ground after you tell them which high sugary food they just ate. Choose sugary foods that the kids in your class eat - (for example, "You just ate a snickers bar, a pop tart, plate of pancakes with syrup, or drank a Sprite, a glass of juice or energy drink etc.") What is going to happen to your energy level?
17. What happened to Rex in the race when his energy was up and down like a roller coaster? How did it affect his performance? How would eating too much sugar affect you if you were playing your favorite sport?
18. After discussing thoughts with a partner, have students write their thinking on a sticky note and put it on a board for everyone to view and if time permits, share with the class.

Optional Next Steps & Resources:

Do the lesson plan to learn about Skippy the Super Roo's energy level.

Lesson Plan Title: Healthy Eating - A Letter to Rex.





Double Bubble Thinking Map