

Title: HEALTHY RESTAURANT

Educational level: 3rd grade, 2nd cycle of Early Childhood Education (5 years old).

Curricular areas: cross-curricular.

Timing: 2 lessons (in any term).



Summary

In this activity, 5-year-old children will create a healthy menu using cards with different foods. The students will act as chefs in a healthy restaurant. Through sequencing and problem-solving, they will learn about the importance of a balanced diet while developing computational thinking skills. This will be done through symbolic play and simulation, allowing the students to create a menu for a healthy restaurant.

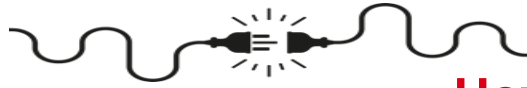


Aims

- Foster computational thinking through sequencing.
- Promote knowledge about healthy eating.
- Develop communication and cooperation skills.
- Make quick decisions and solve age-appropriate problems in real time.
- Improve coordination and balance.
- Stimulate creativity by designing a menu.

Key competencies to be developed: linguistic competence, mathematical, scientific and technological, digital competence, personal and social competence, and learning to learn competence.





How do we do it?

1. **Introduction (10 minutes):** start by telling the children what healthy eating is and why it is important. Show examples of healthy and unhealthy foods using images. Briefly explain the consequences of poor nutrition and its effects on health.
2. **Presentation of Cards (10 minutes):** give each child several cards with images of foods. Make sure to include a variety that represents all food groups.
3. **Group Formation (5 minutes):** divide the children into small groups (4-5 children per group). Each group will work together to create their own healthy menu.
4. **Menu Sequencing (15 minutes):** ask each group to select at least three foods for their menu and arrange them in order (for example, breakfast, lunch, and dinner). This is where computational thinking comes into play: they need to think about how to combine foods to make balanced meals. If they are doing well, encourage them to increase to five foods.
5. **Menu Planning (15 minutes):** the groups will use poster board or a large piece of paper to draw or paste images of their selected foods and write the name of the corresponding dish.
6. **Presentation (10 minutes):** each group will present their menu to the rest of the class, explaining why they chose those foods and how healthy they are.
7. **Final Reflection (10 minutes):** conclude the activity with a reflection that reinforces the sequencing and the concepts related to healthy eating.

Suggestions

Prior to the activity, sequencing will be worked on with the students, using prior examples. It would also be very interesting to cover the food pyramid related to healthy eating both before and after the activity. Discuss the consequences of poor nutrition. Study the food groups in relation to the students' age, in addition to promoting healthy habits such as engaging in physical activity, drinking water regularly, limiting screen time, and getting enough sleep.





Resources

- **Human:** teachers and students.
- **Materials:** Cards with images of different foods (fruits, vegetables, proteins, cereals, dairy products). Cardboard or large paper to create the menu. Markers or colored pencils. A dice (optional) to add a random element to the activity.

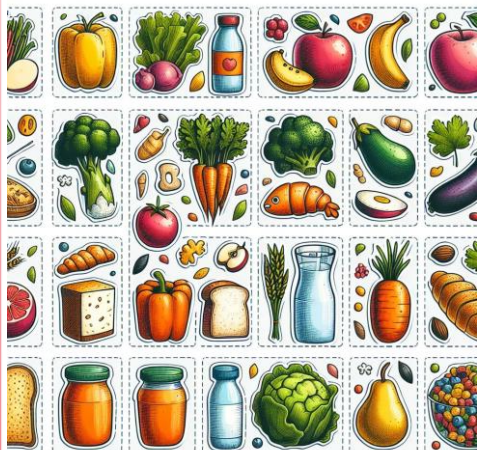
Spaces: A large space, large and complete classroom.

Type of activity: Group work, cooperative.



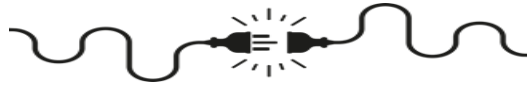
- Cards with images of different foods (fruits, vegetables, proteins, cereals, dairy products).
- Cardboard or large paper to create the menu.
- Markers or colored pencils.
- A dice (optional) to add a random element to the activity.
- A large space to work in groups.

Click images for further information.






If you click on the images you can download these resources





What have we learned?

Below is the activity rubric:

Assessment Criteria			
Sorts the images correctly.			
Communicates clearly and collaborates with other students.			
Makes quick, decisive decisions and solves problems without help.			
Recognizes foods and sequences them correctly to create the menu.			





Computational Thinking

Choose whichever you consider appropriate:

Logic (prediction and analysis): thinking to make predictions, solve problems and make decisions based on available information.

Algorithms (steps and rules): is a step-by-step process that solves a problem or completes a task.

Decomposititon (breaking down into smaller parts): breaking down problems into smaller and more manageable parts, which are easier to understand and solve.

Patterns (recognise and use similarities): recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.



More information

On this platform, you can access more resources: [“Informática sin un ordenador”](#)

QR code link to the activity resources:

