

What's for Lunch?

Real life!

Round 1

Lead Chefs select categories for a healthy lunch

President sets the agenda for laws that are important

Round 2

Menu Writers write the actual menu for a healthy lunch

Congress writes the bills that may become law

Round 3

Lead Chefs approve or veto the menu

President signs or vetoes the bills into law

Round 4

Menu Writers had to make changes OR overrule the President

Congress makes changes to bills or overrides the President's veto

Round 5

Judges had to make sure that the final menu met the healthy rule

Supreme Court ensures that the laws past follow the Constitution

Separation of Powers

Name: _____

Rate Your School Lunch. In this class period you will be creating a menu for new school lunches. Before you can do that you must have a clear picture of how you and your classmates feel about lunches. Answer the question below by checking the box that is closest to your opinion.

1. How would you rate the food in your school cafeteria overall?

☐ Horrible

☐ Average

☐ Delicious!

☐ I don't eat there

2. Do you tend to eat food from the cafeteria or snacks from machines?

☐ Cafeteria

☐ Snacks

☐ Both

☐ Neither

3. Is the food being served in your cafeteria healthy?

☐ Not at all

☐ Sometimes

☐ Always

☐ What does healthy mean?

4. Do you think the food being served in your cafeteria needs to be improved?

☐ Yes!

☐ Some of it

☐ No

☐ No opinion

5. Do you have ideas about what you'd like to see served in your cafeteria?

☐ Change everything

☐ Keep some things

☐ No change

☐ No opinion



iCIVICS

Anticipation Activity

Separation of Powers

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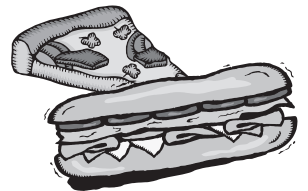
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iCIVICS

Anticipation Activity

Separation of Powers

Name: _____

Round 1: Group Members: _____

Lead Chefs. As a group, decide on what 5 categories of food should be served every day for lunch at your school. Mark each with an X. Keep in mind this rule: **school lunches must be healthy!**

_____ a hot drink	_____ salad	_____ a sandwich	_____ dessert
_____ a cold drink	_____ vegetables	_____ meat	_____ no dessert
_____ milk	_____ fruit	_____ something cooked	_____ fried food
_____ juice	_____ chips	_____ pasta	_____ yogurt
_____ bread	_____ side dish	_____ fish	_____ Your Pick:



Excellent job as lead chef! You've established what kinds of foods will be on the menu, but you need a team of writers to design the actual menu of foods. When another group in your class is available, pass your categories off to them to design your menu.

Round 2: Group Members: _____

Menu Writers. Using the five (5) categories marked above, decide as a group on what *exact* food will be served for one day's lunch. Write the five categories in the left column. Come up with food for each category that you want in your healthy lunch and write it in the right column.

Categories from the Chefs

A Food for Each Category



Great job, Menu Writers! You've come up with a specific menu, but the Lead Chefs need to make sure that your ideas align with their original plan. Pass this menu back to the original group of Lead Chefs.

Separation of Powers

Name: _____

Round 3: Lead Chefs. Read the menu that the Menu Writers developed. As a group, decide if you think the menu they developed meets your original idea for a healthy lunch plan. Take a vote, and the majority wins.

_____ YES, we approve of the menu created by the Menu Writers!

_____ NO, we do not approve of the menu created by the Menu Writers!



Alright, Lead Chefs, what did you think? If you approve of the menu developed by the Menu Writers, skip Round 4 and go straight to Round 5. If you did not approve, send the menu back the Menu Writers!

Round 4: Menu Writers. So the Lead Chefs didn't approve of your menu. Now you need to decide if you want to overrule them! If you feel that the menu you developed is the right menu for your school, take a vote to overrule the Lead Chefs. If everyone votes yes, the Lead Chefs will have to accept your menu!

_____ YES, the Menu Writers overrule the Lead Chefs! Our menu advances!

_____ NO, we do not all agree. We cannot overrule the Lead Chefs. This version of our menu will not be made.



Ok. So what did you decide? If you all said "yes!" pass this menu on to the judges (a totally new group). Their job will be to evaluate the meal! If some of you said "no" then go back to Round 2 and rewrite the menu options.

Round 5: Group Members: _____

Judges. It is your role to evaluate the meal that the Lead Chefs and the Menu Writers have come up with. Remember that they had one rule: the meal had to be healthy. First you need to determine what "healthy" means. Then look at the final school lunch menu (Round 2) and decide if it meets the "healthy" rule. Take a vote, and majority wins.

To be healthy, a school lunch must...

_____ YES, the school lunch menu from Round 2 meets our understanding of what a healthy lunch is. We approve.

_____ NO, the school lunch menu from Round 2 does not meet our understanding of what a healthy lunch is. We do not approve.

Final Decision:

_____ YES, the menu will be made because the majority approves!

_____ NO, the menu will not be made because the majority does not approve!

Separation of Powers

Name: _____

Executive Branch

Key Player:

Jobs:

Cares about:

Judicial Branch

Key Players:

Jobs:

Cares about:

Legislative Branch

Key Players:

Jobs:

Cares about:

When it comes to making laws, things look a lot like the activity you just did. Let's compare the rounds of making a new lunch menu with the rounds involved in creating and administering law! Write down the real life version of each round.

Round One:

Round Two:

Round Three:

Round Four:

Round Five: