

### Objective:

This activity utilizes listening and decision-making skills to complete a matching and identification task in teams.

---

### Materials:

- Sequence strip (provided)
  - Plate image (provided)
  - Food group wedges (provided)
  - Die template (provided)
  - Heavy card stock paper
  - Scissors
  - Glue
  - Dry erase markers (1 per student)
  - Hook and loop fastener
- 

### Preparation:

1. Print, laminate, and cut out:
  - a. Sequence strip
  - b. Food group wedges (1 set per student)
2. Print the plate image pages on two sheets of heavy card stock paper.
  - a. Laminate and cut along dashed lines.
  - b. Carefully align Pages A and B before taping the two pieces of the plate together (1 per student).
3. Print the die template on heavy card stock paper (1 per every 2 or 3 students).
4. Attach hook and loop fastener to the:
  - a. Back of each food group wedge
  - b. Blank wedges on the plate image
5. Assemble the die by following the instructions on the template. Keep your own die, plate image, and food group wedge set to demonstrate the activity to the class.
6. Have the sequence strip on hand, and refer to it throughout the activity to guide the students.

## Instructions:

1. Explain that the class will be playing a game in teams where they'll be rolling a die to build a balanced meal. Lead a discussion about food groups and what it means to eat a balanced meal.
  2. Divide the class into teams of two or three students.
  3. Distribute a plate and food group wedge set to each student. Pass out a die to each team.
  4. Demonstrate the activity:
    - a. Roll the die.
    - b. Identify the food group and the color on the side of the die facing up.
    - c. Using the image and color on the face-up side, find the corresponding food group from your wedge set.
    - d. Attach the corresponding food group wedge onto the plate image where its outline indicates it should go.
  5. If the student rolls a food group they no longer need, prompt them to pass the die to a teammate.
  6. Have students take turns within their teams rolling and building their balanced meals until all students have complete plates.
  7. Finish the activity by having students use dry erase markers to circle the food items in each food group they would choose for their balanced meal.
- 

## Suggestions for Differentiation:

### Essential:

- Provide the cue "do this," and model the action.
- Provide a verbal model of the food, and have the student imitate using their mode of communication.

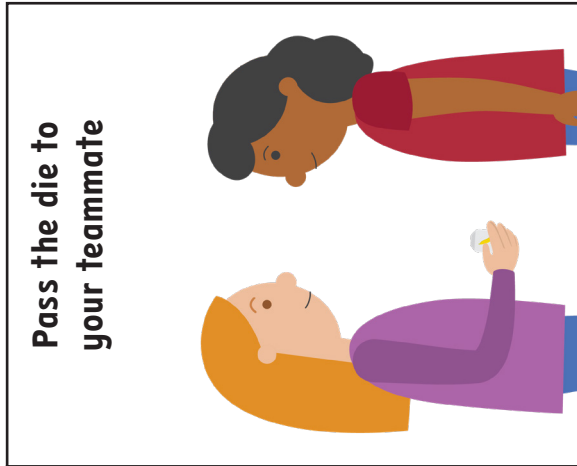
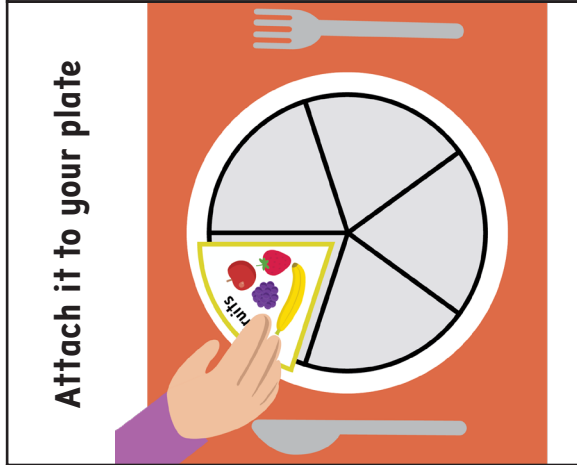
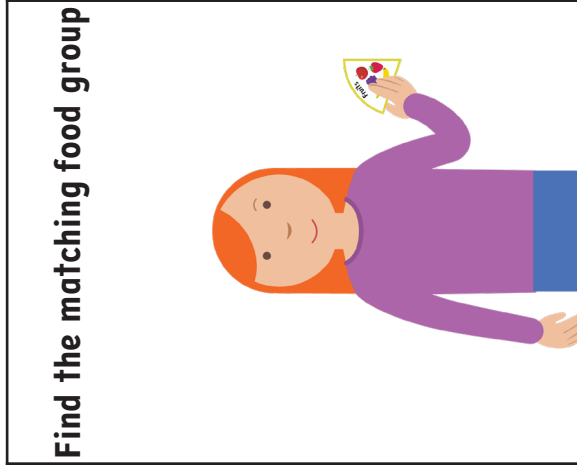
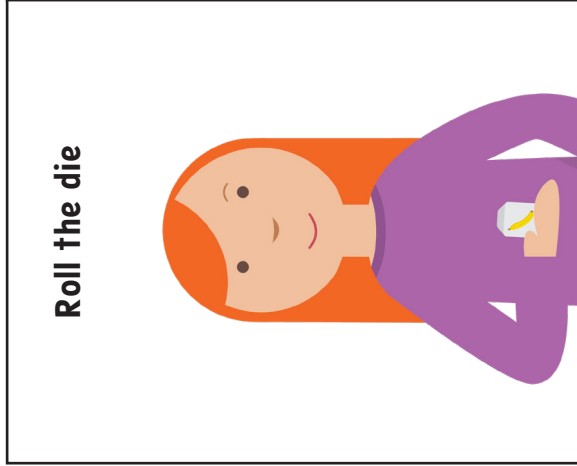
### Intermediate:

- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.
- Encourage the student to ask for help using phrases and their mode of communication.

### Advanced:

- Explain the activity using multi-step directions.
- Encourage the student to offer assistance to peers.

Sequence strip



Lunchtime – Group Academic Game – Life Skills: Sequence the Story



© STAR Autism Support 2021. Links.

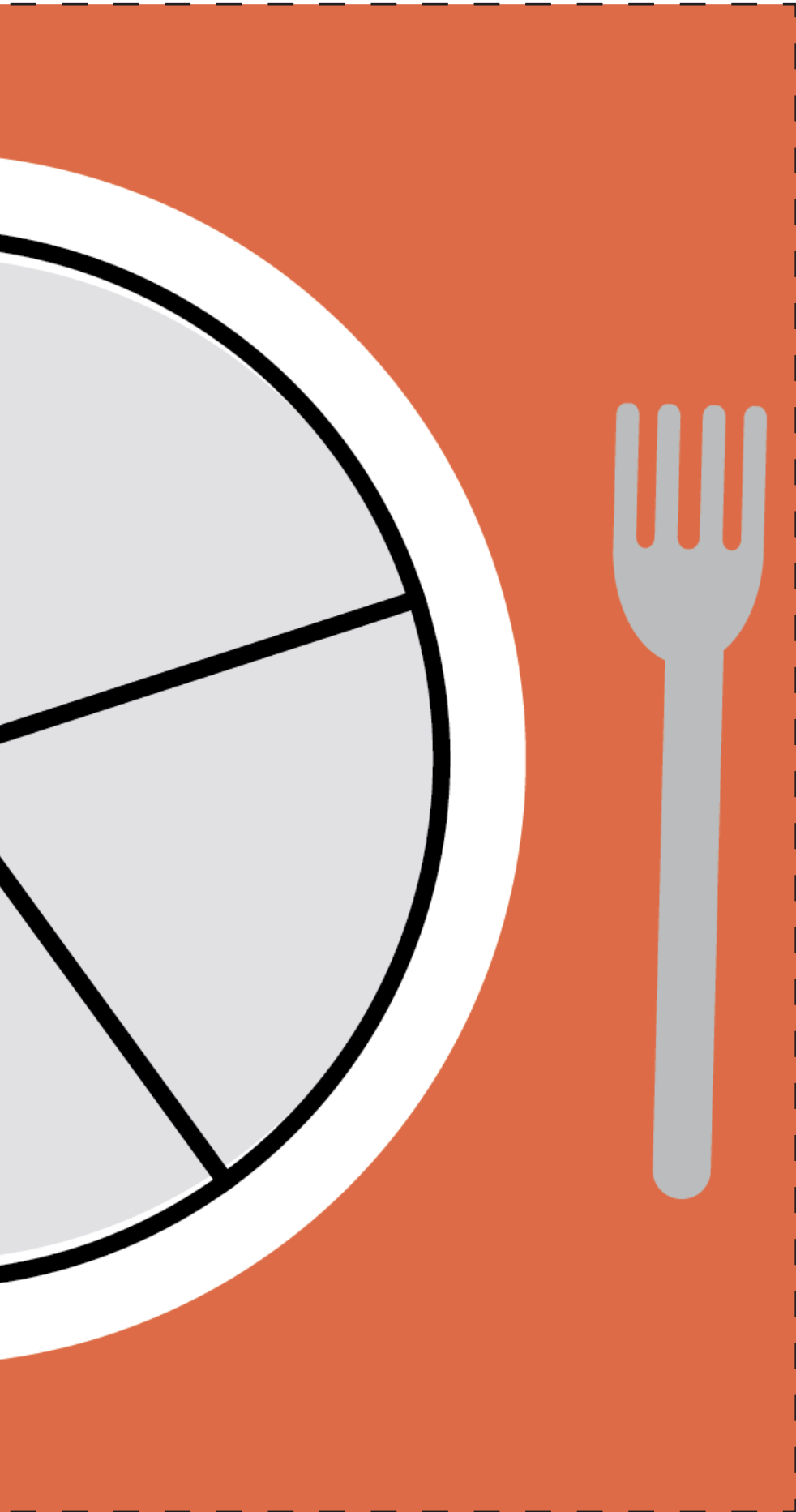
Lunchtime – Group: Life Skills – Building a Balanced Meal

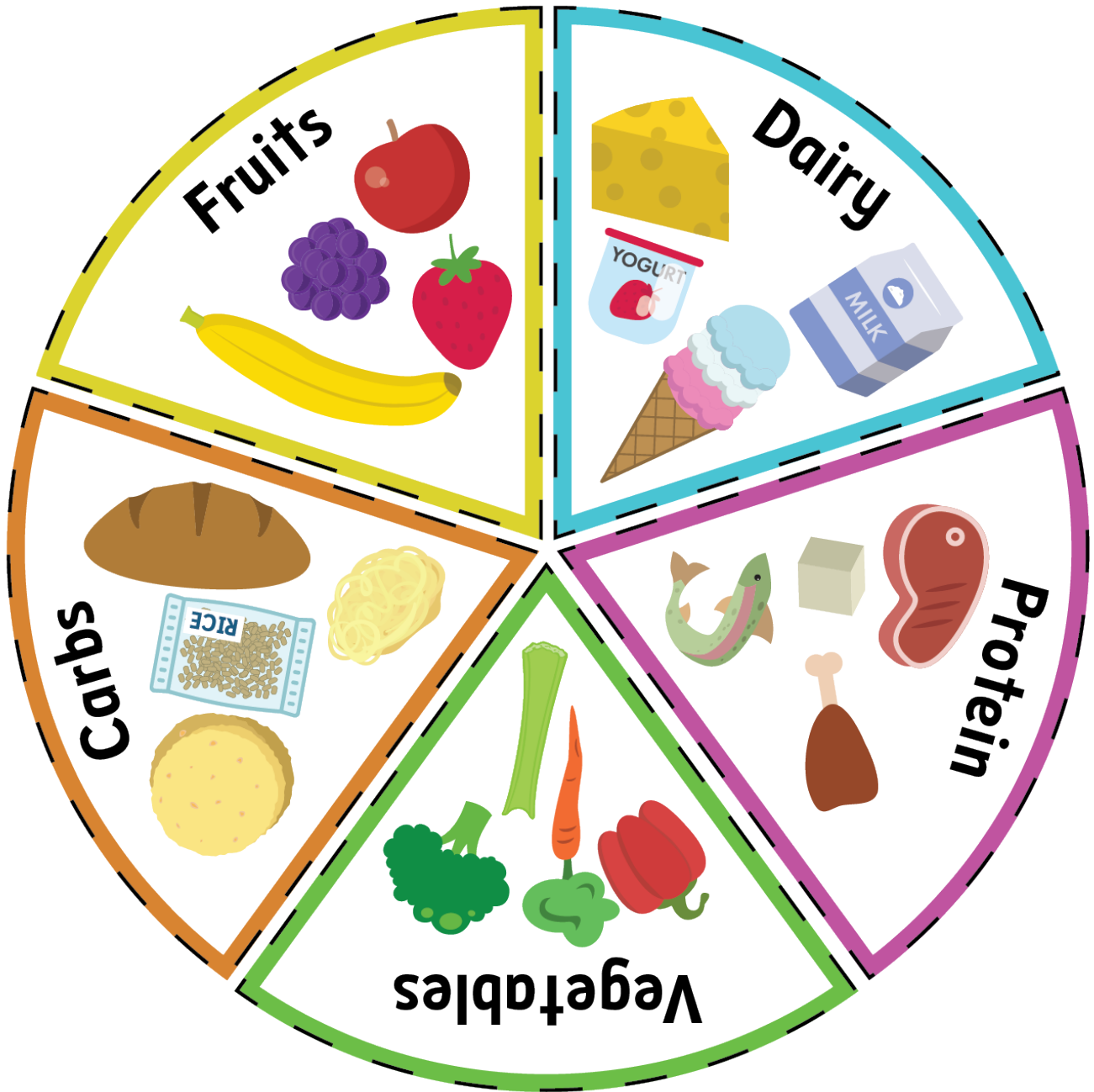
© STAR Autism Support 2021. Links.

Plate image: Side A



Plate image: Side B







**Instructions:**

1. Print out on 8.5" x 11" heavy card stock paper.
2. Cut out the template along the outer lines.
3. Fold along the inner lines.
4. Assemble into a cube by gluing the sides together along the tabs.

