

## Separation of Powers: What's for Lunch?

**Time Needed:** One Class Period

**Materials Needed:**

Student worksheets  
Transparencies

**Copy Instructions:**

Anticipation activity (half-page)  
Transparencies  
Activity sheet (1 per group, double-sided)  
Guided notes (class set)

**Learning Objectives.** Students will be able to:

- Model the roles of each of the three branches of government in relation to forming a new lunch menu for school.
- Identify the main role and function of each of the three branches by taking notes about what each part of the role-playing activity represented.

### STEP BY STEP

- DISTRIBUTE** the Anticipation Activity half pages to your class. Give students time to complete the survey and then review their answers.
- DIVIDE** students into groups of 2 to 4 students. Make sure you have at least three groups and arrange the groups in a circle.
- DISTRIBUTE** the Activity pages, one to each group.
- INSTRUCT** students to read the instructions carefully. Students will complete Round 1 as a group. Upon completing Round 1, each group should pass their paper to another group. That group will complete Round 2 and then pass the paper back to the first group for Round 3. The paper will go to the second group for Round 4 if necessary, and finally be passed to a third group for Round 5. It is helpful to time these rounds so that transitions are all happening at the same time.
- REVIEW** the menus that each group has created and the final verdict from the Judges.
- DISTRIBUTE** the guided note pages to each student.
- PROJECT** Transparency 1, working through each branch of government with the students and helping them take notes on their worksheet. Use Transparency 2 to draw connections between the three branches of government and the activity the students completed. Ask students to describe each round before revealing it, then ask them what the real life version of that round might look like.
- CLOSE** the class by having students review aloud the role that each branch of government plays in creating new laws.

## **Executive Branch**

Key Player: The President

Job of Executive Branch: There are many!

- Sets important issues for Congress to work on
  - Signs a bill into law or vetoes it
- Makes sure that the government carries out law

Cares about: All Americans!

## **Legislative Branch**

Key Players: Congress

made up of the House of Representatives and the Senate

Job of Legislative Branch: Write and pass bills

Cares about: Their constituents  
or the people who have elected them to office

## **Judicial Branch**

Key Players: The Supreme Court

Job of Judicial Branch: Makes sure people are  
playing by the rules!

Cares about: The Constitution  
or the rulebook for the government

## 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



Anticipation Activity

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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:

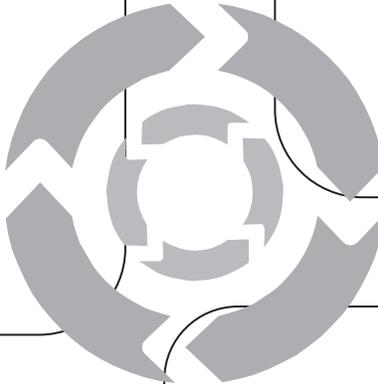
Cares about:

## 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:

## Executive Branch

Key Player: *President*

Jobs:

- *Sets important issues*
- *Signs or vetoes bills*
- *Enforce laws*

Cares about: *All Americans*

## Judicial Branch

Key Players: *Supreme Court*

Jobs: *Makes sure people are playing by the rules*

Cares about: *The Constitution*

## Legislative Branch

Key Players: *Congress*

Jobs: *Write and pass bills*

Cares about: *Constituents (voters)*

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:

*President sets the agenda for laws that are important*

### Round Two:

*Congress writes the bills that may become law*

### Round Three:

*President signs or vetoes the bills into law*

### Round Four:

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

### Round Five:

*Supreme Court ensures that the laws past follow the Constitution*