

# People Who Feed Us

**THEME:** CONNECTING FOOD, CULTURE, AND COMMUNITY

(divided over two sessions)

GRADE  
K

65 MIN.

SPRING

## ESSENTIAL QUESTION

*Who helps provide the food we eat?*

## LEARNING OBJECTIVES

- ✓ Students will be able to explain how we rely on our community to eat.
- ✓ Students will be able to depict a community member who is integral to how we get our food.

## LESSON DESCRIPTION

In this lesson, students consider the various community members who prepare or provide the food they eat, and they create a portrait honoring one of these people.

### CONCEPTS

appreciation    community    portrait

### *Engaging the Classroom Teacher*

- Prior to the lesson, coordinate with the teacher about when you can return for part two to have students color their portraits. (Or see whether the teacher would like to have them continue coloring the portraits the next day.)
- During Action Step 4, suggest that the teacher support students in deciding who to draw, following the steps in creating their portrait, and passing out black markers once students are ready

to trace.

- During the second session, ask the teacher to support students as they use the crayons, markers, or paints.

## MATERIALS

- *Before We Eat: From Farm to Table* by Pat Brisson or *Zora's Zucchini* by Katherine Pryor
- Chart paper
- Model portraits (or photographs or video)
- Drawing paper
- Crayons (if you have the resources, time, and ambition, tempera paints would be a nice choice for this project)
- Pencils
- Washable black marker for each student
- Smocks for students (optional, if painting)

## PREPARATION

- › Create a model portrait beforehand using the materials you'll provide students.
- › Find and print people portraits to project or display. Alternatively, if you want to focus on gratitude toward school nutrition staff, ask to take pictures of those people to share with students. See *Community Food Helpers Video* adaptation below.
- › Write the following sentence starter on chart paper: *I drew a picture of \_\_\_\_\_*  
\_\_\_\_\_ because \_\_\_\_\_

› Divide art material into sets for groups of students to share.

#### SAMPLE CHART OF COMMUNITY FOOD HELPERS

- |                           |                         |
|---------------------------|-------------------------|
| • Baker                   | • Fisher                |
| • Beekeeper               | • Food packager         |
| • Cafeteria cook          | • Food pantry volunteer |
| • Corner store clerk      | • Food truck driver     |
| • Family members who cook | • Grocery store clerk   |
| • Farmer                  | • Rancher               |
|                           | • Restaurant cook       |

## ACTION STEPS

**1. Reading:** Gather students in a circle. Ask, *Who helps you get the food you eat?* Students responses may be limited to their family. Explain that you're going to read a book about other people in the community who help give you food. Read a book such as Pat Brisson's *Before We Eat*. Ask, *Who are the people who helped make the dinner that the people ate? Who else helped?* Alternatively, to initiate a conversation about depending on community for the foods we eat, read Katherine Pryor's *Zora's Zucchini*, about a girl who grows zucchini and shares it with her community. **(10 min.)**

**2. Brainstorming:** Have a conversation with students to generate a list of people in the community who help provide the food they eat. You might ask students, *Who prepares the food we eat at school? Who helps with the food we get at a store? Who makes the food we eat at a restaurant?* Adapt the questions and conversations to what is relevant to your community. Use chart paper to make a list of the people you come up with together. As you make the list, comment on how nice it is that so many people in our community help make the food we eat. **(10 min.)**

**3. Model:** Tell students they are going to draw a portrait of a person in their community who helps prepare their food. Explain that a portrait is a picture of someone that usually just shows a person's head and shoulders. Show students your portrait. Talk through the process of how they will create their own. Explain that the first step is to draw a picture of someone in pencil. Point out how you use all the space on your page for the person; encourage students to do the same. Explain that the next step is to trace their person with black marker. The last step is to color their portrait with crayons or tempera paints. **(5 min.)**

**4. Creating Portraits:** Pass out pencils and paper to students, and have them draw a portrait of their person. Remind them to take their time and to raise their hand when they're ready for a black marker. Then have them trace. Tell them they will complete the third step of coloring their portraits at the end of the lesson, if there is time. **(15 min.)**

**5. Sharing:** Have students bring their work back to the circle and share with their neighbor. Give students a sentence starter to structure their talk such as, *I drew a picture of \_\_\_\_\_ because \_\_\_\_\_.*

As they discuss, add comments that build appreciation and value for all the people in our community who prepare our food. Also discuss how nice it is when community members care for one another. **(5 min.)**

**6. Session Two:** Begin with a review of your last session with a warm-up, such as the role play adaptation. Then pass out back the portraits, and give crayons or tempera paints for students to complete their portraits with color. If using

paints, be sure to model how to use the paints, and go over expectations for using the materials responsibly. **(15 min.)**

## REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

### Social and emotional learning

- *How does it make you feel to think of all the people who help provide food?*

### Check for understanding

- *What does it mean to be part of a community?*
- *How do people in a community help one another?*

## ADAPTATIONS

**Classroom Guest Extension:** Invite community members to class to share about their role in growing or preparing food for the community.

**Physical Role-Play Extension:** After brainstorming, explain to students that you'll play a game where they have to act out each role they brainstormed. For example, call out *Farmer*, and have students pretend to be planting seeds or digging with a shovel. Then call out *Cook*, and have students pretend to be stirring and holding a big bowl.

**Gift Variation:** Frame the activity as creating a gift you'll be giving to the community members you discuss. The portrait could be the gift, or students could do another craft to give as a gift, such as painting a flower pot.

**Community Food Helpers Video:** Throughout your year, make short videos of community members who have participated in FoodCorps

events, such as family members, farmers, etc. Ask each person, *What role do you play in growing and preparing food for the community?* Then share this video with students at the beginning of this lesson to encourage them to consider the real, local food helpers in their community.

## ACADEMIC CONNECTIONS

Common Core State Standards for English Language Arts

### CCSS.ELA-LITERACY.SL.K.1

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