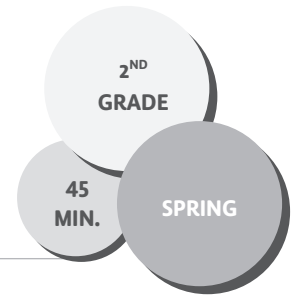


# Food Story Swap

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



## ESSENTIAL QUESTION

*Why do we like the foods that we like?*

## LEARNING OBJECTIVES

- ✓ Students will be able to identify their food preferences.
- ✓ Students will be able to synthesize and present information they learn about a peer.

## LESSON DESCRIPTION

In this lesson, students explore food preferences by playing the getting-to-know-you game *The Great Wind Blows*, interviewing each other, and sharing information about their partners with the class.

### MATERIALS

- Crayons, markers, or colored pencils
- For each student:
- Copy of the Food Story Swap Worksheet (p. 354)
- Clipboard (optional)
- Pencil
- Drawing paper

## PREPARATION

- › Photocopy the Food Story Swap Worksheet.

## ACTION STEPS

**1. Playing a Warm-Up Game:** Have students gather in a circle, and introduce the game, *The Great Wind Blows*. Explain that a person will stand in the middle of the circle and say something that is true for them about food. Give an

example such as, *The Great Wind blows for me and anyone who loves strawberries*. Or, *anyone who helps make their own food*. Explain, *If that's true for you then you need to find a new seat in the circle. If there's no more left, then you're the person in the middle, and they get to say, "The Great Wind blows for me and anyone who . . ."* Remind students of the "Don't yuck my yum" policy. Play several rounds of the game, so a variety of topics are introduced. **(10 min.)**

**2. Explain the Activity:** Say, *Sharing our likes and dislikes and traditions is a nice way to get to know each other better*. Explain that today they're going to interview each other about food and then share as a class. Remind students, *We all have different taste buds and different experiences, and it's important not to make people feel bad just because they like or do something differently than you*. Pass out interview sheets to each student. Ask for student volunteers to read each question to the class so students will feel confident rereading them while interviewing partners. Explain that you'll set a timer for five minutes for the first partner to ask questions to the other, and then they'll switch for the other person's turn. **(5 min.)**

**3. Interviewing Partners:** Pair students, pass out clipboards, and allow them to find a comfortable space in the room to interview each other. Tell them they'll get through as many questions as they can in five minutes, but

it's okay if they don't get to all of them. Set the first five-minute timer and then circulate through the room, listening to interviews and offering support where needed. Then let students know when it's time to switch. **(10 min.)**

**4. Making Visual Representations:** Have students create a visual summary of the information on their interview sheets to share. Have them write their partner's name in the middle, and then illustrate two or more things they learned about their partner. For example, they might draw their favorite snack with a heart around it and the food they try to avoid with an X through it. As students finish, have them partner with other students who have finished to share what they learned about their partner. **(10 min.)**

**5. Sharing Circle:** Gather students in a circle with their artwork displayed in the middle where everyone can see. Have students take a look and then whisper one thing they learned to someone sitting next to them. Then invite three or four students to share. End the circle with a positive observation about the diversity of responses such as, *It's really interesting to hear all the different ways our class community enjoys eating food.* **(5 min.)**

## REFLECTION

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

- *Why do you think we like certain foods and not others?*
- *What are some fun, interesting things you learned about your classmates today?*
- *What was it like to share about your partner instead of sharing about yourself?*

## ADAPTATIONS

**Extension:** Have students use their interview sheets to write a mini profile of their partner, with two or three sentences they'll decorate. Then bind all the profiles into a class book to enjoy reading together. You might even take pictures of each student to include in the book!

**Literacy Extension:** Read the book *I Will Never Not Ever Eat a Tomato* by Lauren Child, and have students write and illustrate imaginary stories about their partner's least favorite foods, such as Charlie telling his sister carrots are "orange twiglets from Jupiter," and peas are "green drops from Greenland."

**At Home:** Make extra copies of the worksheet for students to bring home and interview a family member.

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### **CCSS.ELA-LITERACY.SL.2.1**

Participate in collaborative conversations with diverse partners *about grade 2 topics and texts* with peers and adults in small and larger groups.

### **CCSS.ELA-LITERACY.L.2.5**

Demonstrate understanding of word relationships and nuance in word meanings.

### **CCSS.ELA-LITERACY.L.2.5.A**

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Food Story Swap Worksheet

› What is your favorite food to eat for breakfast?

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› What is your favorite snack?

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› What do you eat at home for dinner?

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› Do you know of a food tradition that's important in your culture or community?

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› What's a food you don't like to eat? Why?

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› What's a food you've never tried? Why not?

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› What is your favorite food memory with someone you love?

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