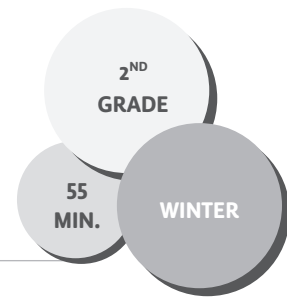


What the World Eats

THEME: GROWING AND ACCESSING HEALTHY FOOD



ESSENTIAL QUESTION

How do the foods of different people around the world vary?

LEARNING OBJECTIVES

- ✓ Students will be able to interpret food pyramids to draw a picture of a balanced meal.
- ✓ Students will be able to summarize what they learned and teach their classmates.

LESSON DESCRIPTION

In this lesson, students create balanced meals incorporating foods found in traditional diets and teach their classmates through a jigsaw cooperative learning activity.

MATERIALS

- Copies of Oldways Traditional Diet Pyramids (can be found online)
 - African
 - Asian
 - Latin American
 - Mediterranean
 - Vegetarian
- Visual of MyPlate to project or a large visual to display
- 1 paper plate for each student
- Pencils
- Markers and colored pencils
- What the World Eats Grouping Cards (p. 320)

PREPARATION

- › Photocopy the Oldways Traditional Diet Pyramids.
- › Photocopy and cut apart What the World Eats Grouping Cards. The set has twenty-five, so determine how many you'll need based on your class size, and do your best to equally distribute students among the groups.
- › If you have access to a computer and projector in the classroom, consider creating a slideshow of photographs from Peter Menzel and Faith D'Aluizio's *Hungry Planet* photography project.
- › Draw a model of a balanced meal on a paper plate to show students.
- › Display the following presentation prompts on chart paper or on the board:
 - › What are some common foods from each food group in the culture you researched?
 - › How is the diet of people in that culture similar to a typical American diet? How is it different?
 - › How do the foods common in the culture you researched reflect what you know about the geography of that region?

ACTION STEPS

1. Engage: Explain that today you'll be considering how different groups of people around the world eat. If using the *Hungry Planet*

images, explain to students that the photographers traveled the world and asked families to show what they eat in a given week. Show students the slideshow, and ask them to make observations about what is similar and what is different about the different families' diets. You might have students number a piece of paper and, for each slide, write their observation in a couple words. Remind students to be respectful of food customs that may be different from what they're used to. In other words, remind students, *Don't yuck my yum!* **(5 min.)**

2. Discussing: Ask, *What foods would we include in the slideshow to highlight the foods we like to eat in our community?* Have students discuss with partners and then share as a class. **(5 min.)**

3. Reviewing Food Groups: Show students MyPlate, explaining that this is what school lunch in the United States is based on. Review each food group, asking students to provide examples of each one. **(5 min.)**

4. Explain the Activity: Explain to students that MyPlate is just one way of balancing the different food groups to make a healthy meal, and different cultures around the world have different ways of eating healthfully. Say, *I'm going to divide the class into five groups that will each study the diet of a different region of the world. As a group, you'll research what a balanced meal looks like, and draw a picture of it on your paper plate. Then you'll go to a new group where each person will share about the diet they studied.* Show students your model. **(5 min.)**

5. Researching (Diet Pyramid) Group: Pass out What the World Eats Grouping Cards,

and assign different parts of the room to be meeting places for the different groups. Then give each group the Oldways Traditional Diet Pyramid that corresponds to the culture they are researching. Give them about ten minutes during which each student in the group will draw their own balanced meal from that culture, based on the information on the pyramid. Circulate through the room, and ask probing questions to keep groups on track. **(15 min.)**

6. Sharing (Shape) Group: Explain that students will now get into new groups based on the shape on their card. Designate spots for each group, and have students bring their plates with them as they switch and get settled into their sharing groups. Sharing groups should have one representative from each Diet Pyramid Group. Explain that each student will have two minutes to tell their sharing group about their balanced meal. Direct their attention to the three focusing questions to guide them in presenting. With your paper plate, model what sharing will look and sound like. You may want to set a two-minute timer, and call out, *Switch!* to set an efficient pace for students to share. Stop at each group, listening to students sharing, and providing support and encouragement. **(15 min.)**

REFLECTION

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

- *What did you notice the different regions' diets had in common? What was different?*
- *How does what we eat in our community compare to the other foods you learned about today?*

- Which meal would you be most excited to eat? Why?
- What strategies did you and your first group use to decide what would make a balanced meal?
- How did it feel to be the “expert” sharing with your shape groups?

ADAPTATIONS

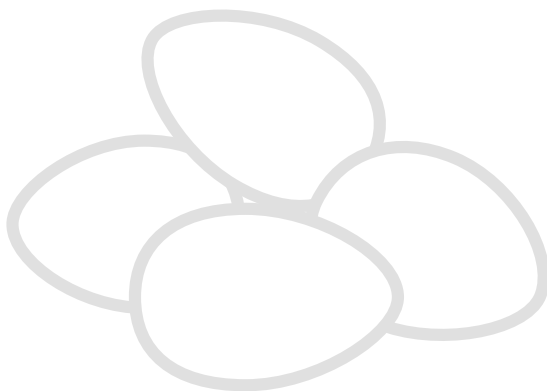
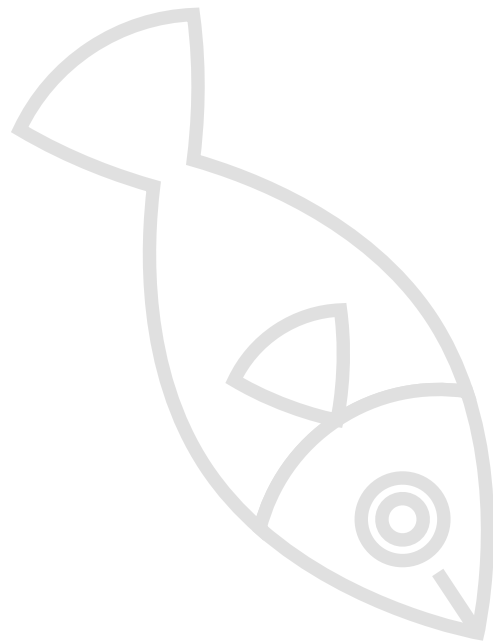
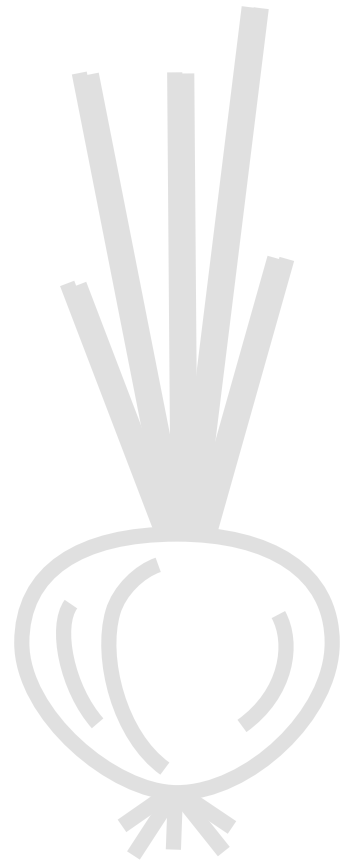
Extension: Have students vote on which paper plate meal they’d most like to eat. Then adapt the idea to make the food as a class. This would be a great opportunity to invite in caregivers or other volunteers from the community who know how to cook foods from cultures outside the United States.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards


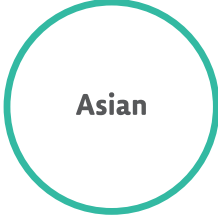



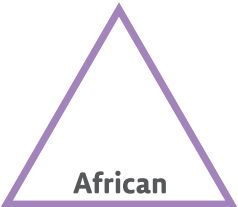
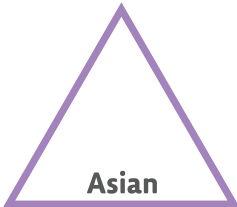


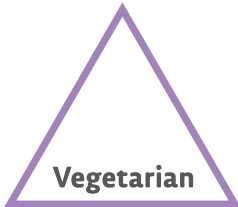






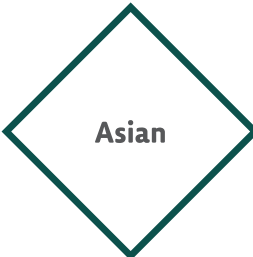








CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.



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GROUPING CARDS

 <p>African</p>	 <p>Asian</p>	 <p>Latin American</p>	 <p>Mediterranean</p>	 <p>Vegetarian</p>
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