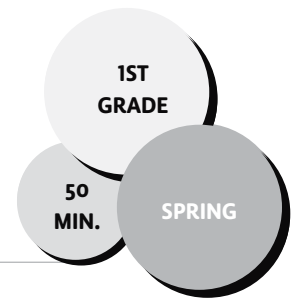


Our Food Memories

THEME: CONNECTING FOOD AND COMMUNITY



ESSENTIAL QUESTION

Why do we celebrate important moments with food?

LEARNING OBJECTIVES

- ✓ Students will be able to identify food groups.
- ✓ Students will be able to illustrate a celebratory food tradition.

CONCEPTS

celebration community
food memory tradition

ENGAGING THE CLASSROOM TEACHER

- During Action Step 1, encourage the teacher to share about their own celebrations, food traditions, or own food memories.
- During Action Steps 2 and 4, suggest that the teacher support students in thinking of ideas about what celebration and food to draw.

LESSON DESCRIPTION

In this lesson, students learn about one another's food traditions by using a paper plate to draw a special meal they've eaten and "sharing" their meal by passing plates with their classmates.

MATERIALS

For each student

- White paper plate
- 1 fork (optional)
- Crayons and colored pencils

PREPARATION

- › On a paper plate, create your own drawing of a special food memory to serve as a model for students. Label the different food groups.
- › Prepare a slideshow of different food celebrations around the world, family, & community celebrations to help students connect to their own food tradition or special food memory.

ACTION STEPS

1. Engage: Explain to students that eating food together is a special way to share time with people you care about. Ask, *What does it mean to celebrate?* Discuss different reasons and times during the year to celebrate. Tell students that today they're going to think about the food they have eaten when they celebrated something, and they'll share that with their classmates. Show them the slideshow of different food celebrations you've prepared. Explain, *A tradition is something that a certain group of people have been doing for a long time. A food memory is a moment that connects you to a special person, place, or time in your life.* Ask, *Are any*

food traditions or food memories we saw in the slideshow familiar to you? Say, *Think of a time you shared a special meal with your friends and family or your community when you were celebrating something.* Try to think of something that feels like a tradition, meaning you eat this same food for a special reason again and again. Have students turn and talk to a neighbor to share about the special time and something they ate. **(5 min.)**

2. Drawing a Celebration: Pass out paper plates and crayons or colored pencils. On the back, have students draw pictures of their special event. Encourage them to draw pictures of the people who were there and the activities they did. **(10 min.)**

3. Model: Tell students the story of your special meal, and show them the paper plate drawing of your meal. For example, say, *My special meal included macaroni and cheese. This is something my grandpa always makes when my family is together for someone's birthday.* After you've gone over different ideas for their special meal, tell students that they're going to be drawing their meal on the front of their paper plate just like you did. **(5 min.)**

4. Drawing Paper Plate Meal: On the front side of the paper plates, have students draw the meal they ate at their special event. Give students a three-minute warning to finish their drawing, but also let them know it's okay if they're not done because they can add more later. **(10 min.)**

5. Sharing with Partners: Tell students, *Now you're really lucky because you're going to swap meals with a partner, and use your imaginations to enjoy your partner's tasty dish!* Model the

process: Ask a student to trade plates with you, and ask the student to describe the meal that you drew. Then ask the student to describe their meal to you. Enthusiastically pretend to eat the student's meal, commenting on what you're tasting. As students do this, you can pass out forks to enhance the experience of pretending with a prop. **(5 min.)**

6. Passing Plates Whole Class: Have students gather in a circle with their paper plate meals to share. Build anticipation by saying something like, *Have you ever eaten thirty meals at the same time? Well, get ready because that's what we're about to do.* Explain that they're going to pass plates around the circle so that every student will get to experience everyone else's meal. Tell students the signal you'll use when it's time to pass plates, such as saying, *Lettuce switch!* Have students observe their classmates' plates, and then pretend to eat the meal portrayed. Encourage students to think of something they'd like to ask their classmates to learn more about the meal. Before you begin, discuss ways of showing respect and appreciation for another person's work, such as making *yum* or *mmm* sounds while they're pretending to eat, and by handling one another's paper plates with care. Start the activity, and give students about ten seconds with each plate before giving the signal to switch again. Pass meals in one direction, at the same steady pace, until all students have their meal returned to them. **(10 min.)**

REFLECTION

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

Social and emotional learning

- *What's something you learned about one of your classmates by doing this activity?*
- *When we were learning about one another's food traditions or special food memory, what are some ways we showed respect & appreciation for one another?*

Check for understanding

- *What were some example foods from each of the food groups? Go through them one by one.*
- *What were some things you learned about food?*

ADAPTATIONS

Reviewing Go, Grow, Glow Extension: To reinforce their understanding of food groups, have students label each part of their meal as a go, grow, or glow food.

Language: Ask students to share the names of their meals if they know them. If the name is unfamiliar to students, have the class practice saying it together.

At Home: Have students bring a paper plate home to illustrate together with a caregiver while discussing a special meal.

Reading: Read *The Sandwich Swap* by Queen Rania Al Abdullah and Katie DiPucchio about two girls who trade sandwiches at lunch time after initially being wary of each other's food.

Tasting Extension: Consider preparing your traditional dish for the class to try.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.