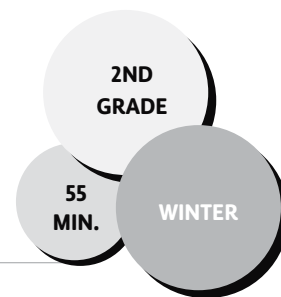


What the World Eats

THEME: GROWING AND ACCESSING NOURISHING FOOD



ESSENTIAL QUESTION

How do the foods of people around the world vary and how are they similar?

LEARNING OBJECTIVES

- ✓ Students will be able to compare and contrast diets from different countries.
- ✓ Students will be able to summarize what they learned and teach their classmates.

CONCEPTS

continent diet food pyramid

ENGAGING THE CLASSROOM TEACHER

During Action Step 5, suggest that the teacher help students read the food pyramid and answer the questions on their worksheet. Ask the teacher for support when it's time for students to rotate to the next station.

LESSON DESCRIPTION

In this lesson, students view images of families' food from countries throughout the world and create balanced meals incorporating foods found in traditional diets.

MATERIALS

- *Hungry Planet: What the World Eats* by Peter Menzel and Faith D'Aluisio
- Copies of Oldways Traditional Diet Pyramids (can be found online)
 - African
 - Asian
 - Latin American
 - Mediterranean
- Pencils
- Markers and colored pencils
- What the World Eats Worksheet (pp. 241–242)

PREPARATION

- › Photocopy the Oldways Traditional Diet Pyramids.
- › If you have access to a computer and projector in the classroom, consider creating a slideshow of photographs from Peter Menzel and Faith D'Aluisio's *Hungry Planet* photography project.
- › Photocopy the What the World Eats Worksheet for each student.
- › Set up four stations in the room where students can view the four food pyramids. Try to include a map of the region, so students are able to see the countries that comprise Africa, for example.

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. For example, ask students, *What's different about this picture from the other one? What kind of food do they eat the most of? Do you recognize any foods that you eat at home?* Remind students to be respectful of food customs that may be different from what they're used to. Additionally you might say, *Our class may include students who have personal, familial, or communal connections to different countries. Their foods or meal traditions may be similar to the ones we are learning about today.* In other words, remind students, "Don't yuck my yum!" **(15 min.)**

2. Discussion: 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. Make a list of the foods students suggest under a heading such as *Foods in the US Diet*. Be prepared to accept all responses. You'll perhaps discuss how the US is made up of different immigrant groups of people that may have cuisine, and that's why the list of foods eaten in the US can vary or we can identify similarities, or you may end up having a conversation about fast food or treat food. The goal is to examine a variety of food diets to compare without judgment. Consider showing students

a Hungry Planet image from the US as a way to ground the discussion. You might show students MyPlate, explaining that this is what school lunch in the US is based on.

(10 min.)

3. Reading a Food Pyramid: Display one of the food pyramids to review together as a class. Go through each layer of the pyramid, showing students how at the bottom are all the foods that grow from plants—fruits, vegetables, and grains. Explain, *Because it's at the bottom, the biggest part of the pyramid, it's what is eaten the most.* Then explain, *The very top are foods that are eaten just a little perhaps because they're expensive or a treat.* **(5 min.)**

4. Explain the Activity: Explain to students that they'll go around the room to different stations where they will study the diet of a different part of the world. Say, *I'm going to divide the class into four groups that will each take turns at each station answering questions. As a group, you'll research what a balanced meal looks like, and draw a picture of it on your paper plate.* Go over the questions students will answer. Give students the option to draw if writing would be too challenging for them. **(5 min.)**

5. Food Pyramid Stations: Split the class into groups of four, and start each group at one station. Give students five minutes at each station, and then use a bell or other signal to have them switch. Circulate throughout the room, ensuring students understand their task and asking probing questions. **(20 min.)**

6. Sharing: Gather students at the carpet and have them share their observations from viewing the food pyramids. Ask students to share

their answers to the questions on the What the World Eats Worksheet and ask questions to help them compare the foods across regions. **(10 min.)**

REFLECTION

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

Social and emotional learning

- *Which foods would you be most excited to eat? Why?*
- *How did it feel to see the foods other people eat around the world?*

Check for understanding

- *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?*

ADAPTATIONS

Cooking Extension: Have students vote on which region's cuisine they'd most like to explore further. Then, research recipes from particular countries in that region. This would be a great opportunity to invite in caregivers or other volunteers from the community who are knowledgeable in cooking foods specific to these regions or have a connection to these dishes. This is also an opportunity to invite other caregivers who do not share a connection to or expertise in the cuisine per se but are interested in supporting the process for a cooking demonstration or activity.

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.

Name: _____ Date: _____

What the World Eats Worksheet

Directions: For each Food Pyramid station, answer these questions.

page 1 of 2

#1 What is a food you have had?

What is a food you haven't had?

Which is a food you'd like to try?

#2 What is a food you have had?

What is a food you haven't had?

Which is a food you'd like to try?

Name: _____ Date: _____

What the World Eats Worksheet

Directions: For each Food Pyramid station, answer these questions.

page 2 of 2

#3 What is a food you have had?

What is a food you haven't had?

Which is a food you'd like to try?

#4 What is a food you have had?

What is a food you haven't had?

Which is a food you'd like to try?