

Activity 1: Food And Life

GRADES 3-12

GSE

GSE Standard Alignment:
Social Studies/ELA



15 - 30 min.



This activity can be paired with all
Hunger 101 Curriculum activities.

Student Learning

Students will examine the many ways food plays a role within culture, history, families and communities.

Students will also gain a deeper understanding of how food insecurity can impact lives and communities.

Objectives

Students will be able to discuss and compose narrative writings based on:

- The many different ways that food is experienced in life.
- How food connects us to others.
- How food is an expression of our diversity, culture and history.
- How food insecurity and hunger impact individuals and communities beyond health and nutrition.

Materials

- Pens/Pencils
- Quick Write Worksheet
- Concept Map
- See Book List in the resource section of this curriculum for books that can support this activity.

Performance Tasks

Ask students to identify the different ways they think food brings people together or where it is an integral part of an activity, function or event.

Quick Write

Engage students in a 2-5 minute writing activity responding to one or more of the following questions:

- What does food mean to you?
- How does the food you eat impact your life?
- What are your most significant memories of food?

Explain that Quick Writes are meant to capture immediate thoughts and impressions and are not focused on grammar or organization.

Allow students to share responses in small groups or with the entire class.

Concept Maps

Have students create a concept map or a collage that describes how food creates meaning in either their own lives or in different communities or cultures. You can use the Concept Map Worksheet or have students create their own.

Discussion Questions

Use the following questions to stimulate discussion and ensure understanding:

- How does culture or where a person lives influence the food a person likes to eat?
Facilitator Note: If you are born and raised by the ocean, you might eat more sea food than someone born and raised in Iowa, etc.
- Do you think people express love with food? If so, what are some ways we do that?
Facilitator Note: Cooking a special meal on someone's birthday or making chicken soup when someone is sick with a cold.
- Does your family have any special recipes? If yes, who created them? Have they been passed down over more than one generation?
- Do you have any special memories of preparing or eating a meal with someone? If so, what made that experience stand out?
- What are some ways that not having access to the foods we love and/or need for proper nutrition can impact us?
Facilitator Note: Not having proper nutrition can hurt our health. Not being able to make the meals that connect us to our history or culture can make us feel sad and disconnected from people we love.

It is important to recognize that if a student deals with food insecurity, this conversation may be uncomfortable or trigger emotional responses. Please approach these activities with care and empathy.

Extension Ideas

Story Share

Have students share a story or an experience (written or verbally) where food, or the lack of food, impacted someone's life. The story can come from their own personal experience, the experience of a family member from another time in history, or a story they have read or seen in a film.

Classroom Cookbook

Have students bring recipes from their own culture, family history, or favorite foods and create a classroom cookbook.

Research and Explore

Have students identify a topic that relates to food and culture, food and community, or food and history. Research and write a paper or create a presentation.

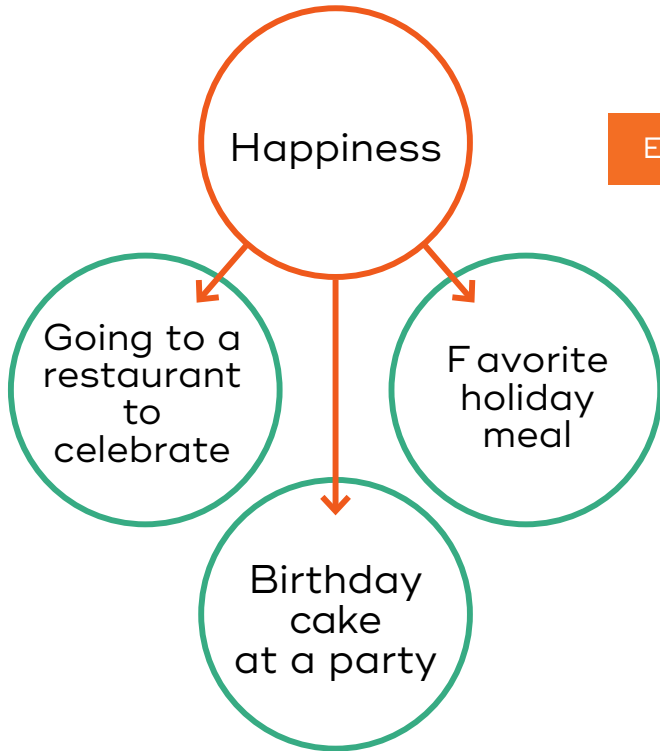
Some examples include:

- Explore and research the foods and recipes from a culture or country different from your own.
- Write a "food autobiography" about your family's favorite food, how you were introduced to it, and who cooks this food. Where does your family come from? Does that influence the way you think about food?
- Explore farmer's markets and/or grocery stores in your area and take notes on how they are different or similar. If you live in an area where there are farms and farmer's markets, interview farmers about their experiences and how things have changed over time.
- Explore this curriculum's Additional Resources (pages 54-68) including our Book and Film Lists to learn more about food, hunger and food insecurity.

FOOD AND LIFE CONCEPT MAP

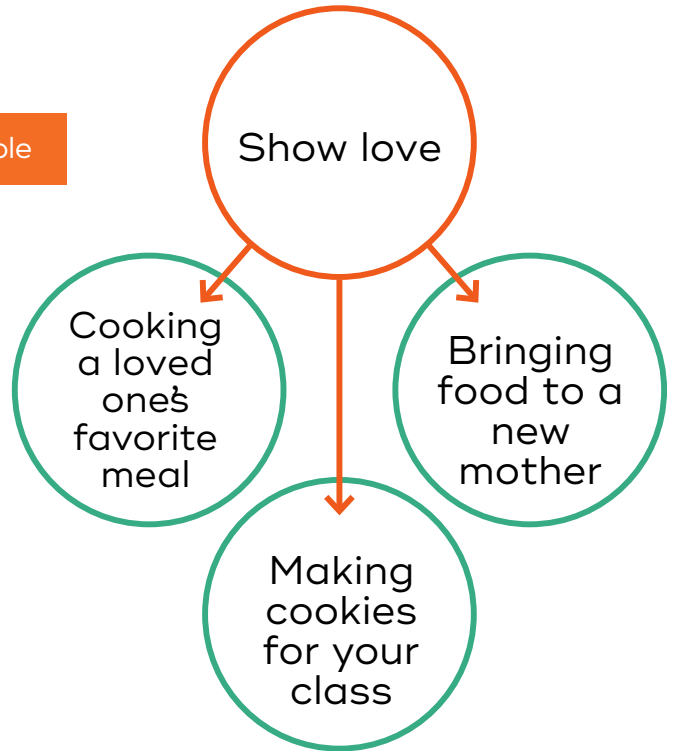
In each bubble, please write a word or a phrase that reflects what food means to you.

FOOD IS...

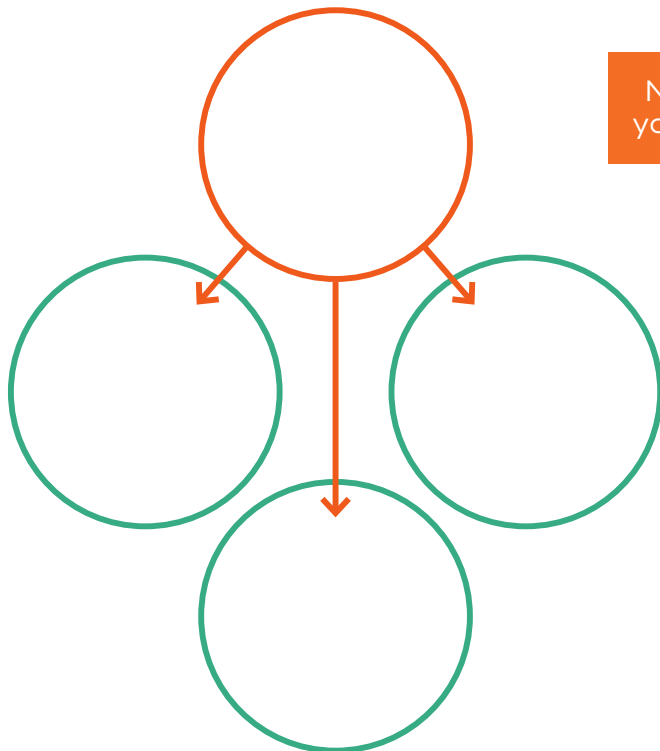


Example

FOOD IS HOW WE...



FOOD IS...



Now it's your turn!

FOOD IS HOW WE...

