

FOOD CHOICES: A SOCIO- CULTURAL DECISION



LEVEL: KG-3rd Grade

Core Content Areas: Arts & Humanities, Social Studies, Science, Practical Living/Vocational, Reading, Writing

LEARNING GOAL: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

MATERIALS

Students worksheets (Favorites, MyPyramid poster, and Food & Celebrations), food models, food pictures, crayons/markers

VOCABULARY

Holiday, celebration, pita bread, pizza, egg roll, spaghetti, taco, tortilla, salsa, nutritious, Italian, Asian, Mexican, Greek, German

SUPPORTING INFORMATION

The purpose of this lesson is to help students understand that food has many meanings. Eating is a social activity in that we share meals with family, friends, and schoolmates. Specific foods are used to commemorate cultural and religious celebrations. Individual food choices are influenced by the following: personal preference, nationality, region, and ethnic heritage. In the United States, the consumer has access to a wide variety of foods to satisfy our diverse socio-cultural preferences.

PROCEDURE

1. Begin the lesson with an exploratory discussion of food preferences. Using a flannel board and food models or pictures cut out of magazines to illustrate, ask students to describe what they would like to eat for dinner/supper. In many schools, children participate in both lunch and breakfast programs. Try to avoid these meals as children would be selecting from a common menu. Have several students put their favorite food selections on the board. Have the students compare and contrast the different selections. Are they choosing the same or different foods? Unless the class has social and or cultural diversity, students may share the same food preferences. In that case use a common food item such as a sandwich to illustrate a variety of nationality/ethnic food choices:

Hamburger, All-American
Egg roll, Oriental
Tortilla or taco, Spanish American
Pita Bread, Greek
Pizza, Italian

Ask students what these foods have in common—combinations of bread, meat, vegetables and sauces which are eaten with the hands.

2. Ask students to identify several foods of particular nationality or ethnic origin (example: Italian—pizza, spaghetti, ice cream; Mexican—tortilla, tacos, refried beans, salsa; Asian—fried rice, egg roll, fortune cookie). Have students identify the agricultural products used to make these foods. For example: pizza—flour (wheat), soybean oil (soybeans), cheese (cow), pepperoni and sausage, bacon (pork), hamburger (beef); vegetables. Continue on with the other foods listed to make the connections that all food is tied to agriculture.
3. Invite a grandparent panel to join the class for conversation about foods, past and present. An interesting approach would be to have the grandparents describe a typical school lunch. Many of them would not have had a school lunch program. They may have carried their lunch to school and perhaps shared the same lunch pail with brothers and sisters. Students will want to know what their grandparents had for lunch and why their meals differed from modern school lunches.
4. The final procedure for this lesson would be to emphasize that it is possible to make nutritious food selections from any culture. Emphasize that all cultures use basically the same food groups prepared in different ways. Working in small groups, have students develop menus for different ethnic/nationality groups discussed in this lesson.

MEETS KY CORE CONTENT 4.1 ASSESSMENT STANDARDS

Practical Living/ vocational Studies

PL-EP-1.2.2
PL-EP-4.2.1

Reading

RD-EP-2.0.3
RD-EP-2.0.4
RD-EP-2.0.7
RD-EP-4.0.1
RD-EP-5.0.3

Writing

WR-EP-3.6.0

Social Studies

SS-EP-2.1.1
SS-EP-2.1.2

OBJECTIVES

The student will:

-recognize that food choices are influenced by personal preference, nationality, region, and ethnic heritage.

-recognize that within a single social group, such as their class, food consumption patterns will differ.

-compare and contrast changes in food habits/preparations by having a grandparent talk to the class about foods he or she ate as a child.

-identify foods common to the American diet which have foreign origins and research how these foods became commonplace and popular in our diets

-make nutritious food choices from several different cultures.

-link certain foods with different celebrations and rituals, people and social associations.

CONCEPTUAL AREA

Future—of human existence is dependent upon international cooperation to resolve global problems.

Images and attitudes—people's images, attitudes and behaviors create the issue and trends affecting agriculture and the environment.

Continued from Page 1

4. On a separate sheet of paper list the food groups presented on the MyPyramid poster. Then have the students list their favorite menu items in the correct category.

RESOURCES

Artwork for the students worksheet was adapted from the 1992 “Eat Right America” campaign of the American Dietetics Association.

EVALUATION

Students demonstrate the understanding of the uses of food to commemorate certain holidays and celebrations by completing the “Food and Celebrations” Art activity. Students make comparisons between their food patterns and those of other ethnic/nationality groups and apply basic nutrition knowledge to these alternative food choices.



Food Celebrations

Directions: Draw your favorite food for these holidays and celebrations.

Thanksgiving

Birthday

Baseball Game

Easter/Passover

Halloween

Fourth of July