

## Lesson Plan: Food & Family

<p><b>Warm-up:</b> Conversation circle  <b>Time:</b> 10 minutes  <b>Focus points:</b> Build schema for lesson, cross-cultural sharing  <b>Materials:</b> Conversation Card: <i>Food &amp; Family</i></p>	<ul style="list-style-type: none"> <li>• Show students Conversation Card: <i>Food &amp; Family</i>. Talk about the pictures.</li> <li>• Questions for discussion could include: <ul style="list-style-type: none"> <li>○ Who does the shopping in your family? Do they shop for food and other items?</li> <li>○ Is this the same as it was in your home country? Has it changed since you came to the United States?</li> <li>○ Who does the cooking?</li> <li>○ Who likes to cook in your family?</li> <li>○ Who is the best cook in your family? What do they like to make?</li> <li>○ Who chooses what you eat?</li> <li>○ Do you like to try new recipes or do you eat the same things each week?</li> <li>○ Who does the washing up?</li> <li>○ Do you always eat together as a family?</li> <li>○ Do you eat at a table and talk while you are eating, or do you watch TV or some other activity while you eat?</li> <li>○ Do small children eat at the same time as the adults do, or do they generally eat first?</li> </ul> </li> </ul>
<p><b>Activity:</b> Brainstorm!  <b>Time:</b> 15 minutes  <b>Focus points:</b> Recalling food names  <b>Materials:</b> Large piece of paper</p>	<ul style="list-style-type: none"> <li>• Divide students into two groups.</li> <li>• Set a timer for 5 minutes.</li> <li>• Each group thinks of as many foods as they can.</li> <li>• A teacher or volunteer from each group writes the foods on a large piece of paper or the white board.</li> <li>• See which group can think of the most. Students from each group can read their list.</li> </ul>
<p><b>Activity:</b> What Doesn't Belong?  <b>Time:</b> 10 minutes  <b>Focus points:</b> Listening, categorizing  <b>Materials:</b> Worksheet: Odd one out</p>	<ul style="list-style-type: none"> <li>• Using the teacher's worksheet 'Odd one out', read each group of words several times.</li> <li>• Students listen for the word in the group that doesn't belong.</li> <li>• If the same students answer each time, have the students answer by table group or pairs, discussing, and then answering.</li> </ul> <p style="text-align: center; font-size: small;">*Adapted from an idea in <a href="http://www.clese.org">www.clese.org</a></p>
<p><b>Activity:</b> Taste this!  <b>Time:</b> 15 minutes  <b>Focus points:</b> Identity flavors, expressing likes and dislikes  <b>Materials:</b> Foods from four flavor groups, white board</p>	<ul style="list-style-type: none"> <li>• Bring four types of food to class: sweet, salty, sour, and bitter, ex. fruit, salty pretzels, lemon, and dark chocolate, and place on plates.</li> <li>• Label each food with its flavor. Mix them up and have students re-label</li> <li>• Have students sample each food, saying the flavor before and after.</li> <li>• Write <i>This tastes _____</i>. and <i>These taste _____</i>. on the board.</li> <li>• Students can use these frames to describe the foods.</li> <li>• See if students can think of any other foods with these same flavors.</li> <li>• Write <i>I like _____</i>. and <i>I don't like _____</i>. on the white board.</li> <li>• Have students express their preference for each type of food.</li> </ul>

<p><b>Activity:</b> Who likes what?  <b>Time:</b> 20 minutes  <b>Focus Points:</b> Family members, food preferences, statements with <i>likes</i>, <i>don't like</i>, and <i>doesn't like</i>  <b>Materials:</b> Worksheet: Likes and dislikes</p>	<ul style="list-style-type: none"> <li>• Review family members – father, mother, grandfather, grandmother, aunt, uncle, son, daughter *You can find activities and materials for this in the <i>Family and Friends</i> lesson under <i>Community</i>.</li> <li>• Discuss who likes/doesn't like what in your family.</li> <li>• Pass out the likes and dislikes worksheet.</li> <li>• Have each student write their name or draw a picture of themselves in the first box.</li> <li>• They then need to choose three family members for the other boxes.</li> <li>• Have them draw/write their names and their relationship to them. For example, <i>My son, Ali</i>.</li> <li>• Model this on the white board with members of your own family.</li> <li>• Write/draw what each of those members likes and doesn't like.</li> <li>• Have them fill out the sentence frames using this information.</li> <li>• Have students share one or two of the boxes with the class or table group.</li> </ul>
<p><b>Activity:</b> Let's cook!  <b>Time:</b> 20 minutes  <b>Focus points:</b> Making a common American treat, following directions  <b>Materials:</b> Recipe and ingredients for treat, or bring in a treat or food already prepared, PPT that you have created of the process</p>	<p>***This activity will be dependent on whether you have access to cooking facilities. Some ideas to make are muffins, chocolate chip cookies, or rice crispie bars. If you don't have time/access, you can bring these in already prepared and share them. If you do this, bring a list of ingredients, and the steps you took to prepare it – with photos if possible – to share and to use as a model.</p> <ul style="list-style-type: none"> <li>• Choose a simple recipe your students can make in class.</li> <li>• Create a PowerPoint of the list of ingredients and the steps involved in making it.</li> <li>• Have students take turns following each part of the instructions.</li> <li>• Save the treat to share at the end of the class.</li> </ul>
<p><b>Activity:</b> Recipes  <b>Time:</b> 30 minutes  <b>Focus points:</b> Cultural sharing, lists, meal vocabulary  <b>Materials:</b> 4 large pieces of paper labeled Grocery Shopping, Cooking, Eating, and Washing up</p>	<p>***If you have a class who likes to cook and bring in food, you can arrange for each culture group to bring in a traditional dish to share with the class.</p> <ul style="list-style-type: none"> <li>• In language/culture groups, students choose a traditional dish in their culture.</li> <li>• Follow the model of the previous activity.</li> <li>• Give each group 4 pieces of paper. They should be labeled Grocery Shopping, Cooking, Eating, Washing up (or one large paper divided).</li> <li>• On each piece of paper, students will write information pertaining to the dish they have chosen. For example, on the shopping paper, they will list all the things they need to buy to make it (an ingredient list), on the cooking paper, they will write the steps to prepare the dish, on the eating paper, they will write or draw how you eat it (hands, cutlery, with bread, etc), on the washing up paper, what pots, pans, and other dishes were needed to prepare the dish that need to be cleaned. They can write in their first language to be translated later, English, or draw pictures.</li> <li>• Have groups share their recipe either with the class or with another group.</li> </ul> <p>*If they have brought in food, take photos of it. If you are making a books, save all of this information (ingredient list, directions, photos, etc) for inclusion.</p>

<p><b>Wrap-up:</b> Let's eat!  <b>Time:</b> 10-15 minutes  <b>Focus Points:</b> Sharing, enjoying food together  <b>Materials:</b> White board, food prepared or brought in by you or students</p>	<ul style="list-style-type: none"> <li>• Teach/review polite language for sharing food, including refusals and compliments.</li> <li>• Write <i>Would you like _____? Yes, please. No thank you. It's delicious!</i> on the white board.</li> <li>• Practice saying each of these, modeling with the students.</li> <li>• Enjoy the food you have prepared/brought in together!</li> </ul>
<p><b>Extension Activities</b></p>	<ul style="list-style-type: none"> <li>• Go to a restaurant or coffee shop as a class.</li> <li>• Have students bring traditional food from their culture to share for a celebration.</li> </ul>