

'Tis the Season

Pillar(s): Healthy Eating and Positive Social Environments
Division II
Grade Level(s): K-2
Core Curriculum Connections: Language Arts and Social Studies

I. Rationale: In Kindergarten and Grade 1 students start to explore who they are in relation to others in their world. They discover their uniqueness as well as how they are connected to other people and to their communities. Students are encouraged to express interest, sensitivity and responsibility in their interactions with others. Through inquiry into their social, physical, cultural and linguistic environments, students will see themselves as part of the larger world. They will have opportunities to share their personal stories and explore traditions and symbols that are reflected in their groups or communities.

II. Activity Objectives: Students examine what food does for people besides keep them healthy. Students describe traditional family celebrations and any special foods associated with them as well as illustrate the symbolic aspects of food use. This lesson exposes children to the concepts of diversity and multiculturalism through celebrating the foods that contribute meaning to their unique identity.

III. Curriculum Outcomes:

Social Studies: K-1	Language Arts: K-2
<p>KINDERGARTEN: Being Together K.1 I Am Unique General Outcome: Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity. Specific Outcomes: <i>K.1.3 examine what makes them unique individuals</i> <i>K.1.4 explore how we demonstrate respect for ourselves and others</i></p> <p>K.2 I Belong General Outcome: Students will demonstrate an understanding and appreciation of the characteristics and</p>	<p>1.1 Discover and Explore <i>1.1.1 Express ideas and develop understanding</i> <input type="checkbox"/> talk about ideas, experiences and familiar events <i>1.1.2 Experiment with language and forms</i> <input type="checkbox"/> talk and represent to explore, express and share stories, ideas and experiences</p> <p>1.2 Clarify and Extend <i>1.2.1 Consider others' ideas</i> <input type="checkbox"/> listen to experiences and feelings shared by others <i>1.2.3 Extend understanding</i> <input type="checkbox"/> express interest in new ideas and experiences</p> <p>3.1 Plan and Focus <i>3.1.1 Focus attention</i> <input type="checkbox"/> make statements about topics under discussion</p>

<p>interests that unite members of communities and groups. <i>K.2.1 value how personal stories express what it means to belong</i></p>	<p>3.4 Share and Review 3.4.1 Share ideas and information <input type="checkbox"/> share ideas and information about topics of interest</p>
<p>GRADE 1: Citizenship: Belonging and Connecting 1.1 My World: Home, School, and Community General Outcome Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities <i>1.1.1 value self and others as unique individuals in relation to their world</i></p>	<p>4.1 Enhance and Improve 4.1.1 Appraise own and others' work <input type="checkbox"/> make statements related to the content of own and others' pictures, stories or talk 4.1.4 Expand knowledge of language <input type="checkbox"/> explore and experiment with new words and terms associated with topics of interest 4.3 Present and Share 4.3.1 Present information <input type="checkbox"/> share ideas and information about own drawings and topics of personal interest 4.3.3 Use effective oral and visual communication <input type="checkbox"/> speak in a clear voice, with appropriate volume, to an audience 4.4.4 Demonstrate attentive listening and viewing <input type="checkbox"/> ask questions to clear up confusing information <input type="checkbox"/> be attentive and show interest during listening or viewing activities 5.1 Respect Others and Strengthen Community 5.1.1 Appreciate diversity <input type="checkbox"/> share personal experiences and family traditions related to oral, print and other media texts 5.1.2 Celebrate accomplishments and events <input type="checkbox"/> share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments 5.1.4 Use language to show respect <input type="checkbox"/> use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns 5.2 Work within a Group 5.2.1 Cooperate with others <input type="checkbox"/> work in partnerships and groups 5.2.2 Work in groups <input type="checkbox"/> ask questions and contribute ideas related to class investigations on topics of interest <input type="checkbox"/> take turns sharing ideas and information</p>

Background — For the Teacher

The tendency to add symbolic meaning to basic activities is an important aspect of human behaviour. Eating, food choice and sharing are important to people of all cultures.

This activity is an opportunity to consider examples of holiday rituals based on food and, therefore, agriculture. It can be scheduled to coincide with a particular holiday if you wish, but you will need to ensure that celebration meals from minority cultures be included as part of the discussion.

Procedure

Preparation

1. Choose a food that your own family serves on special occasions, and prepare to describe it to your students.
2. Make a copy of Student Resource Sheet One for each student.

Introduction

3. Ask your students what occasions their families celebrate with special meals.
4. Record the answers on the blackboard.

Activity

5. Distribute copies of Student Resource Sheet One to your class. Tell the story of your own family's celebration food.
6. Have students choose a particular food and complete the information on Student Resource Sheet One.

NOTE:

Your results will be most useful if no two students use the same food.

Conclusion

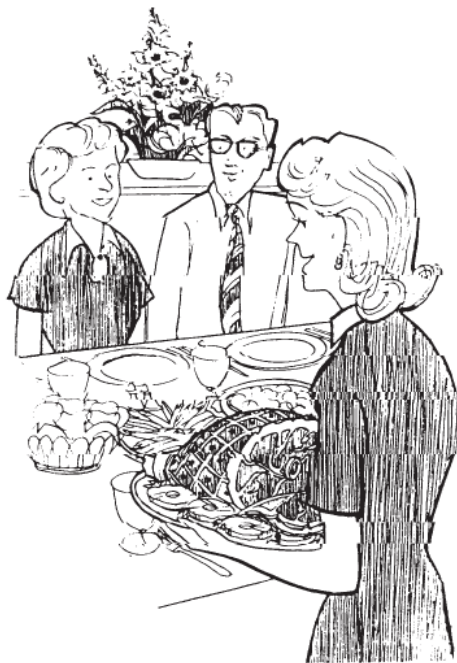
7. Have students explain the nature the holiday they are describing.
8. Have students calculate the total number of holidays celebrated by all the people in the class.

Discussion Questions

1. How does having several holiday traditions make this a more interesting place to be?
2. How do the foods and condiments we use in our celebrations tie Alberta to the rest of the world?
3. How do some foods tie us to our ancestors?
4. Are there any holiday food traditions that are unique to Canada or to Alberta?

Related Activities

1. Arrange with parents to have a holiday food sharing day in your school.
2. Investigate the history of a particular food.
3. Study how trade in particular foods began.



SHEET ONE —

My Family's Holiday Food



The Special Food is called _____ .

My family has it for _____ .

Our special food is made from:

The ingredients for this food are grown in:

PLACE

INGREDIENT