

EATING LOCAL: MY KOSRAEAN/MARSHALLESE PLATE

Grade 3 / Essential Questions: Where does our food come from?

LEARNING GOALS

By the end of the lesson, students will be able to:

- Identify foods that are grown locally
- Explain where common imported foods come from
- Conduct an informal interview
- Make informed predictions
- Create a diagrams to organize information, including an infographic and a Venn diagram

Approximate Length of Unit: 3-4 sessions

Approximate Number of Minutes Daily: 45 minutes

SUMMATIVE ASSESSMENT

Students will write a letter to their grandchildren, recalling information gathered from their interview and with predictions about the future of food in Kosrae / the Marshall Islands

FORMATIVE ASSESSMENT TOOLS

- Venn diagram
- Student-created infographics
- Interview notes
- Student responses in discussions

FOCUSED LANGUAGE FEATURES

Language Functions	Examples	Vocabulary
Explain a concept (e.g., where foods come from)	We can buy _____ in the grocery store.	
State measurement	_____ traveled _____ miles from _____ to Kosrae.	
Summarize key points, observation, and measurement	My family had a _____ when my parents were young.	

	_____ traveled the most to reach the Marshall Islands.	
Make a prediction (e.g., about the future of food in a letter to their grandchildren)	In the future, we will not be able to buy _____.	

SEQUENCE

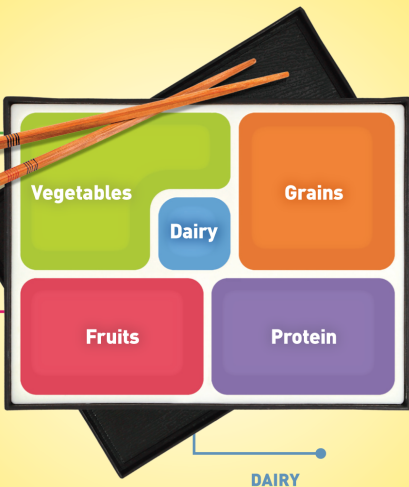
Activating Prior Knowledge: What Do We Eat?	Day 1	<p>On the board or chart paper, draw out a plate divided into sections = vegetables, grains, fruits, dairy, protein</p> <ul style="list-style-type: none"> • Use “My Hawaii Plate” infographic as inspiration • Explain or give examples of each category to class <p>Ask students to list 2-5 examples of each type of food</p> <ul style="list-style-type: none"> • Students can either call out or come up to the infographic to write a the list in each section of the plate • Can be done in local language and English <p>Discussion: Ask students to think about what they know about where foods come from.</p> <ul style="list-style-type: none"> • Which is my favorite food? • Which of these foods can we buy at a grocery store? • Which of these foods can be grown here?
Venn Diagram: Garden, Farm, or Store?	Day 1	<p>Students can work independently or in pairs to create a <u>Venn diagram = Garden or Farm versus Grocery Store</u></p> <ul style="list-style-type: none"> • Which of the examples given during the Activating Prior Knowledge activity come from a house garden? A farm? A grocery store? <p>Students can share their diagrams with the class or do a gallery walk</p> <p>Ask students to look at the diagrams and observe: Where do most of our foods come from?</p>
Homework	After Day 1	<p>Ask each student to bring 1-2 food wrappers to class that have a “place of origin” (e.g., “made in,” “packaged in”)</p>
Food Mapping + My Local Plate Infographic	Day 2	<p><u>Find our food on a map</u></p> <ul style="list-style-type: none"> • Ask each student to identify the places of origin of their food wrappers • Using a world map, find and label Kosrae and each place of origin (with location and foods) <p>How far did our food travel?</p> <ul style="list-style-type: none"> • Demonstrate how to measure distances on a map • Ask students to measure the distance between Kosrae and the places of origin • Create a class data table and have students track their data (see example) <p>Suggested discussion questions</p>

		<ul style="list-style-type: none"> • Which food traveled the most? • Which food traveled the least to Kosrae? • Where are most of the foods from? <p>Brainstorm: What are some local substitutes for these foods?</p> <p><u>My Local Plate Infographic*</u> = Ask students to create their own infographic with local substitutes for their favorite foods</p> <ul style="list-style-type: none"> • 1-2 examples in each sections; English and local language • Use the same format as the Activating Prior Knowledge activity
Interviewing Elders: Has Our Food Changed?	Day 3	<p>Ask students to develop 4-6 questions to ask their parents or grandparents about past food sources in Kosrae / Marshall Islands</p> <p>Students do interviews and record answers on a worksheet</p> <p>Sample questions</p> <ul style="list-style-type: none"> • As a child, where did your family get food? • Did your family have a garden or farm? Where? • Did your family buy food? From where? • Were there grocery stores? What were they like? What could you buy? • What was your favorite food when you were growing up? Where did you get it?
End Task: Letter to My Grandchildren*	Day 4	<p>Students can write a letter to their grandchildren, telling them about what food is like in Kosrae today (answering the same questions they asked their parents/grandparents)</p> <p>Ask students to write a letter to their grandchildren. The letter should:</p> <ul style="list-style-type: none"> • Recall some information gathered from their interview • Have a prediction about food will be like in Kosrae / the Marshall Islands <ul style="list-style-type: none"> ○ For example: Will your favorite food still be available? What new food will you be able to buy or grow? <p>*Keep copies of letters and infographics for bulletin board at library / museum</p>

RESOURCES

- Local plate infographic (pages 4-6)
- Venn diagram worksheet (page 7)
- World map (Pacific-centric) (page 8)
- Interview Worksheet (pages 9-11)

My Eat Local Hawai'i Plate



VEGETABLES

- Beet Greens
- Beets
- Bittermelon
- Bok Choy
- Broccoli
- Cabbage
- Carrots
- Celery
- Chard
- Collards
- Cucumbers
- Daikon (Radish)
- Edamame
- Eggplant
- Gobo (Burdock)
- Green Beans
- Green Onions
- Jicama (Chop Suey Potato)
- Kale
- Kohlrabi
- Lettuce
- Lu'au leaf
- Mushrooms
- Mustard Greens
- Okra
- Pak Choi
- Peppers
- Pipinola (Chayote)
- Purslane
- Radishes
- Salad Greens
- Seaweed
- Snow Peas
- Spinach
- Summer squash
- Sweet potato greens
- Tomato
- Warabi (Ho'i'o)
- Watercress
- Wing Beans
- Won Bok

FRUITS

- Avocado
- Banana
- Coconut
- Dragon Fruit
- Grapefruit
- Guava
- Jack Fruit
- Kumquat
- Lemon
- Lichee
- Limes
- Lilikoi
- Logan
- Mango
- Melon
- Mountain apple
- Orange
- Papaya
- Pineapple
- Poha Berries
- Pomelo
- Rambutan
- Sapote
- Soursop
- Star Fruit
- Strawberry
- Tangerine
- Watermelon

GRAINS - STARCH

- Breadfruit
- Cassava
- Cooking Banana
- Corn
- Dasheen
- Kabocha Squash
- Okinawan Sweet Potato
- Pumpkin
- Potato
- Taro
- Uhi (Yam)

PROTEIN

- Beef
- Chicken
- Edamame
- Eggs
- Fish
- Lamb
- Pork
- Macadamia Nuts
- Seafood (Shrimp and Abalone)

OIL-SWEET-SALT

- Cane Sugar
- Chocolate
- Hawaiian Salt
- Honey
- Mac Nut Oil
- Vanilla

DAIRY

- Butter
- Goat Cheese
- Milk - KTA's Mountain Apple Brand
- Ricotta Cheese - Homemade
- Yogurt - Homemade

EAT LOCAL PLATE MENU IDEAS

Follow the portion sizes on the plate above with 50% or greater of the meal or snack coming from the fruit and vegetable group.

Breakfast Ideas

- Eggs, veggies and herbs, meat, sautéed potatoes or breadfruit
- Potato or cassava pancakes with onion and egg
- Fruit salad with mac nuts, honey and homemade yogurt or ricotta or fresh coconut
- Smoothie with milk and fruit
- Sautéed banana with honey, nuts and fresh ricotta
- Baked custard cup with fruit
- Poi and fruit

Quick Lunch or Dinner

- Avocado stuffed with flaked fish, tomatoes and onion with a squeeze of lemon
- Potato/sweet potato salad with hard cooked egg and veggies
- Salad with grilled fish or meat, hard cooked eggs, goat cheese
- Grilled veggies with fish, meat, eggs or goat cheese or homemade ricotta
- Use a lettuce wrap for chopped meat/fish or veggies
- Soups—meat and veggies or veggie thickened with any of the starchy veggies listed.

Snacks

- Fruit
- Raw veggies
- Hard cooked egg
- Mac nuts
- Guacamole with veggies
- Boiled or baked sweet potatoes

Salad Dressing and Seasoning

- Mac nut oil and lemon, lilikoi or lime, herbs
- Thinned down guacamole
- Fresh herbs, onions, ginger, chili
- Zest of lemon and limes, fruit
- Homemade mayo with egg, lemon juice and mac nut oil
- Homemade Yogurt- flavor as you like

Menu suggestions from Vivienne Aronowitz M.P.H., R.D, Nutritionist




Resources

Look for locally grown at island food stores and buy local!
Ask the produce manager at your food store to carry more locally grown fruits, vegetables and products.

Farmers Markets and CSA's:
hawaiihomegrown.net/resources/farmers-marketscsas

Hawaii Organic Marketplace:
hawaiiorganic.org/organic-marketplace

Learn More Online
eatlocalhi.org | hawaiihomegrown.net | hawaiifruit.net
slowfoodhawaii.org | hawaiiorganic.org | hawaiifoods.hawaii.edu


The North Kohala Eat Locally Grown initiative is sponsored by Kaiser Permanente and the County of Hawai'i-Department of Research and Development and the County Council. The North Kohala Eat Locally Grown Campaign is a project of the North Kohala Community Resource Center.

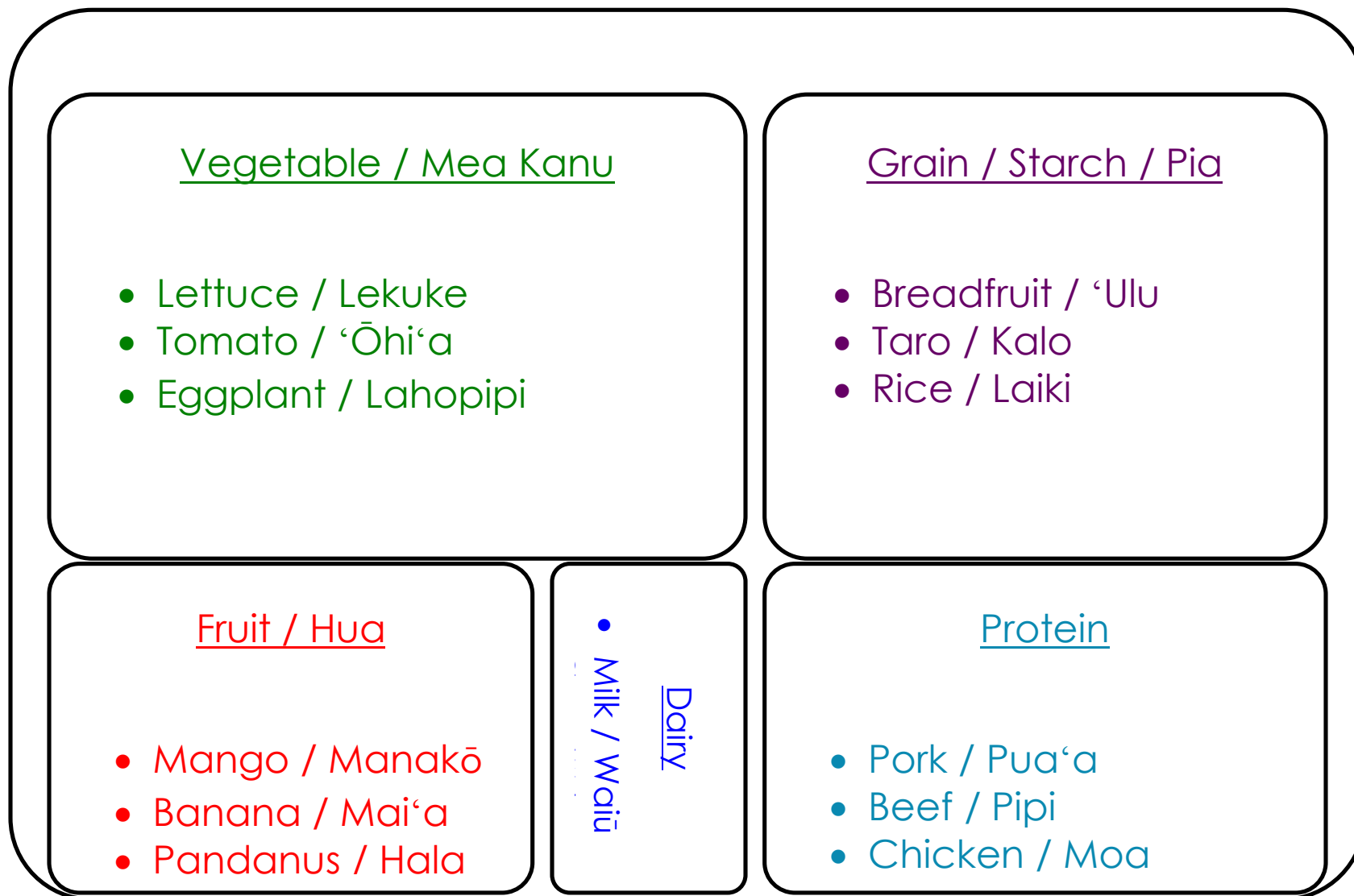
For posters or permission to post contact us online at eatlocalhi.org

From Food Hub Kohala: <http://foodhubkohala.org/wp-content/uploads/2012/02/Eat-Local-Hawaii-Plate1.pdf>

My Local Plate

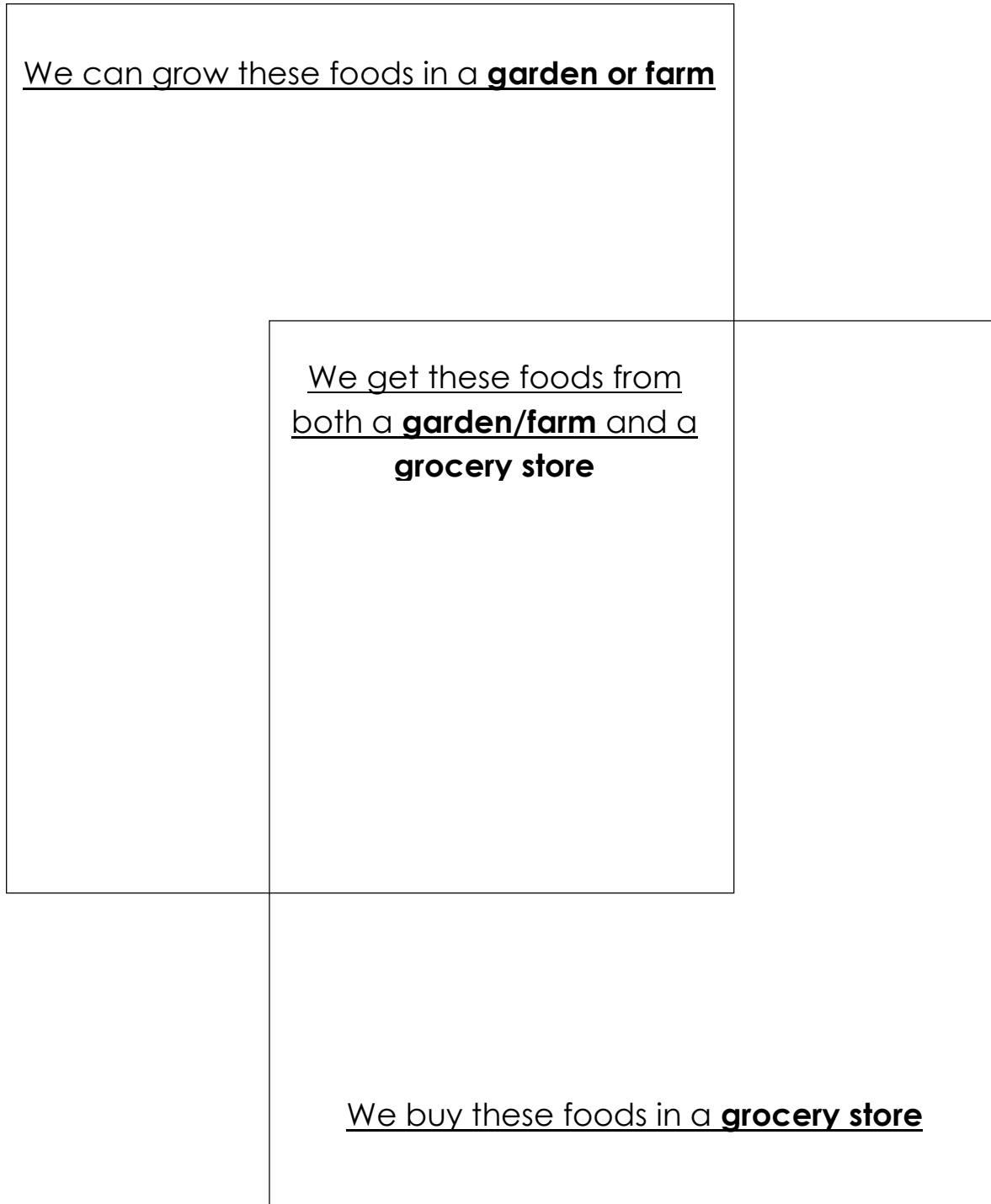
<u>Vegetable</u>		<u>Grain / Starch</u>
<u>Fruit</u>	<u>Dairy</u>	<u>Protein</u>

My Local Plate (Hawaii / Bilingual Example)



Garden / Farm or Grocery Store?

Venn Diagram





How Far Did Our Food Travel? Data Table

Food	Place of Origin	Miles from Kosrae

Which food traveled the most distance?

Which food traveled the least distance?

Where are most of our foods from?

Interviewing Elders: Has Our Food Changed?

1. As a child, where did your family get food?

2. Did your family have a garden or farm? Where?

3. Did your family buy food? From where?

4. Were there grocery stores? What were they like? What could you buy?

5. What was your favorite food when you were growing up? Where did you get it?
