



What am I? Food literacy activity

Grades K-3

Overview

This is an inquiry-based food activity that supports students with building food literacy skills by reflecting on food's physical properties, where it comes from, and how it's prepared and eaten.

Just like reading, learning to enjoy a variety of foods is a process. Providing positive food experiences helps students develop food acceptance skills and life-long healthy eating habits. Students learn best when they have many opportunities to explore and become familiar with foods, without pressure.

Curricular links	BC curricular competencies
<ul style="list-style-type: none">• Physical & Health Education• Science• English Language Arts	<ul style="list-style-type: none">• Identify and explore a variety of foods• Demonstrate curiosity about the world• Ask questions about familiar objects• Name local plant and animal foods• Use language to share ideas and opinions

Time

30 minutes (varies by grade level and whether hands-on food exploration is included)

Material

- Food(s) of choice
- Bag, box, or blanket to cover the food
- Food samples (optional; consider [food allergies](#))

Tip: Aim to explore foods that are readily affordable, available, and when possible, familiar in many cultures. Examples include: rice, berries, dried beans or lentils, apple, eggs, cheese, oat flakes, squash, fish, yogurt, cabbage, sunflower seeds, carrots, seaweed. [Food pictures](#) can also be used in lieu of real food.

What am I? Lesson

1. Place a food item in a bag, box, or under a blanket, where it cannot be seen
2. Give each student a turn to ask a question about the food, such as:
 - Am I (a certain colour)?
 - Am I more than one colour?
 - Am I small? Or big?
 - Am I (a certain shape)?
 - Am I soft? Firm? Smooth? Rough?
 - Do I come from a plant or an animal?
 - Do I grow in the ground? Or on a tree?
 - Am I sweet? Sour? Crunchy? Chewy?
 - Do I need to be cooked?
 - Are there parts of me you wouldn't eat?
3. Students apply critical thinking and use the process of elimination to discover what the food item is
4. After the food is revealed:
 - What is it?
 - Is there an Indigenous name for this food (if appropriate)?
 - Has anyone seen or eaten this food before? Where did you see it? How did you eat it?
 - What are different ways this food can be eaten?
5. Hands-on food exploration (optional)
 - With [food safety measures](#) in place, offer a sample of the food item to students



Lesson leading adaptations:

Leadership inquiry: Students take turns knowing what is under the blanket. With support from an educator, they give yes and no answers after their peers ask each question.

Collaboration: Think-Pair-Share – students come up with questions in pairs. Each pair asks their question to the speaker at front of the room.

Extension activities

- Have student write a poem, story or journal about the food or their food experience
- See the “[Fresh Story](#)” series for more curriculum-linked activities

Additional Resources

- [Food-based learning: Tips for elementary schools during COVID-19](#) (Northern Health)
- [Vegetables: A kid-friendly approach](#) (Northern Health)

This resource was developed by public and population health dietitians in Vancouver Coastal Health and Northern Health.