



L is for Lunchbox Moment | ABC's of AAPIs

This lesson is about food culture and its importance to people of all identities.

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In partnership with the Asian American Advocacy Fund (AAAF), WQED Education took AAAF's ABC's of AAPIs coloring book project and created lesson plans for educators to use in the classroom to provide a creative activity and resource for AAPI Studies.

Time Allotment: 1 class period

Learning Objectives

- Discuss the cultural importance of food
- Make connections to personal culinary experiences to educate on the hurtfulness of stereotypes and being disrespectful towards other's food cultures

Prep for Teachers

- Have video clips ready to view: [Why is Culturally Relevant Food Important](#) and [Cooking with Culture](#)
- Print enough copies of the coloring sheet and poem

Supplies

- "L is for Lunchbox Moment" coloring sheet
- Pencil
- Paper
- Coloring supplies
- Video viewing technology

Learning Activities

1. As a class, create a word bubble on a board digitally or writing it. You can also have students write their own words on the board. Answer the questions: What does food mean to you? What words come up when you think of a home-cooked meal?
2. Reflect as a class what themes came up during this exercise. Could the answers we categorized as "practical" i.e. sustenance, nourishment, basic needs or can they be categorized as "sentimental" i.e. home, life, grandma, family, love, tradition, etc.?
3. View the videos below:

WQED

- Video: [Why Is Culturally Relevant Food Important? | At the Table](#)
 - Video: [Cooking with Culture](#)
4. Food is so deeply ingrained in our culture. Continue class discussion about how culture impacts the food we eat. Relate them to not just race and ethnicity backgrounds but also perhaps to economic or historical contexts i.e. not wasting food because grandparents struggled during the Great Depression or cutting off ends of turkeys because they wouldn't fit in the oven sizes of the time.
 5. How does our food culture define our identities and ways of life?
 6. What food traditions does your family have? Anything that might be considered unusual? What about unusual combinations like fries and milkshakes? What are some food traditions that might be considered odd to non-Americans? i.e. peanut butter and jelly? Bacon on everything?
 7. What are some negative or positive responses you might get when you talk about these more "unusual" things that you really like? How does that make you feel?
 8. What are some ways we can talk about food more positively even though we may not understand it or know what it is? How can we be respectful when faced with other culture's foods?
 9. Distribute copies of the coloring sheet and put students into small groups to read and analyze the poem.
 10. Have students write their own version of the poem based on their findings, their reflections