

Project Plan Expo: Inquiry and Perspective Taking Through Food and Culture

Description of the class:

Our main class for our project plan is grade 7. The class consists of 29 students, a mix between boys and girls. The class is very diverse with many different, cultures, nationalities, and personalities. This class is very energetic and consists of a varying level of engagement. The students in general are eager to learn and were excited to have us in their classrooms. The students were appreciative and welcoming. There are no real concerns with behavior although the class tends to be excitable and therefore the noise level can sometimes be a little high and the students need to be drawn back in.

Resource Critique:

The resource that was used for lesson one was a website on Canadian foods. We used this website for information, context as well as we printed out some of the pictures for our lesson hook, our mystery bag full of Canadian ingredients and food. The website is available online through the link http://www.huffingtonpost.ca/2013/06/28/canadian-food_n_2869764.html .

Strengths of the resource: The resource provides a variety of different Canadian foods on their list, many in which we were unaware about prior to looking at this website. This resource along with content, provided photos of the foods.

Concerns: This resource could provide more information on the origins of the foods. This resource although very helpful, was a more mainstream article not an academic research source, so in using this source you should be careful.

For lesson three a Venn diagram from google was used. This resource was used to compare and contrast the food dishes that were created in lesson two. This resource can be found through google images.

Strengths of resource: it helped in preparing for our lesson. It was used to compare and contrast food dishes and learn about cultures through research and collaborative work.

Concerns: This resource was only used for our worksheet so there are no concerns for the Venn Diagram.

For lesson four, images for perspective taking were used. They were images were illusions such as Marilyn Monroe vs Elbert Einstein, blue and black dress vs. gold and white dress, how many legs does the elephant have, how many faces do you see and the different views of the elephant which was used to show that people are unique and have different perspectives. These images can be found through google.

Strengths: These visuals were engagement and showed the students that people many have different perspectives.

Concerns: This resource although showed how people can perceive things differently, it only showed through sight and not real world examples.

For lesson four websites were used to find content on the interesting foods we brought to the class. Taro Root, Yucca Root, Kiwano Horned Melon and Water Caltrop were brought into the classroom. The resources can be found online.

The website for Kiwano Horned Melon : <http://parade.com/64398/linzlowe/what-the-heck-is-a-kiwano-melon-and-how-do-you-eat-it/> .

Strengths: This website provides interesting information on the Kiwano Horned Melon , providing information about what it is, where it's from and how you can eat it.

Concerns: This website, although does a good job in explaining Kiwano Horned Melon, is not an academic journal or article on the fruit therefore research and information may be limited.

The website for Yucca Root: http://www.specialtyproduce.com/produce/Yuca_Root_2008.php

Strengths: This website for Yucca Root provides a lot of information including description/taste, seasons/availability, current facts, nutritional value, applications, ethnic/ cultural information, geography. History, featured restaurants, and recipe ideas.

Concerns: This website, although very useful, it is not an academic journal or article so the research and information may be limited.

The website for Taro Root: <http://www.nutrition-and-you.com/taro.html>

Strengths: This website has bold headings so information is easily accessible. The language is simplified and easily read. There is information about the nutritional facts, uses, and health benefits of Taro Root which is very fascinating and interesting to read about. This website provides information on many different cultures use of this ingredient which brings diverse perspectives into the article.

Concerns: This website is not a credited website or from a well-known journal. There is no citation provided and there are a few advertisements within the article which reduces its credibility.

The website for Water Caltrop: <http://hubpages.com/health/What-Is-Water-Chestnut-Water-Caltrop-Or-Singhara-And-What-Are-Its-Health-Benefits>

Strengths: Like the other website, this too has very simplified information and headings to make accessing information easier. This website provides a great understanding of the ingredient by giving a brief description of what it is, its uses, and health benefits along with nutritional facts. It provides references and other articles that are linked to this one so further research can take place. It also provides videos of the ingredient being used in different dishes.

Concerns: It is not a credible website from a well-known academic journal.

LESSON PLAN #1**SUBJECT: Food and Canada****THEME: Food and Math****GRADE: 7****Curriculum Competencies/ Big Ideas/ Learning Standards****Core Competencies :** Communication, thinking and personal and social**Big Ideas:** Numbers can be represented in many forms and reflect different relationships, We can apply mathematics to inquiry questions and use it to communicate information and data**Rationale: (Why this lesson at this time)**

It is important for students to be able to connect math to everyday life. In this lesson students will be starting to think about Canadian identity and culture in relation to food. It's important for students to be able to make connections to the outside world and learn about Canada as a whole.

Lesson Hook:

Mystery Ingredients activity: Bag of pictures of different Canadian ingredients

Teacher, Student Activity/Response

Teachers pull out pictures of different Canadian ingredients from a bag. These ingredients include blueberries, maple syrup, poutine, game meat etc. Teachers go around the room and have students pull pictures from the bag as well.

Teacher Question: What do these foods have in common? What do you think these food items represent?

Teachers are going to lead a small group discussion. Write students guesses on the whiteboard. Explain to students that these are Canadian foods. We will add to list if necessary. Briefly discuss the importance of learning about Canadian foods.

Brain Break: Dance Pop

Introduce recipe activity. Show class an example that we made. Have students work in small groups to create a unique recipe featuring 4 Canadian ingredients that were talked about. Students will be instructed to include on the recipe: a list of ingredients, amount of each ingredient in the form of a fraction, procedure, and materials needed. Give instructions to students on how to add fractions so they can double the ingredients on the recipe. Once finished writing out the recipe on poster board, students will draw a picture of the Canadian dish and give it a name.

Debrief

Teacher question: What was the purpose of this activity?

Possible answers include: Culture, math, real life skills, Canadian identity

Assessment

Exit slip: What did you learn from this lesson and how can you apply it to your everyday life? What's your favorite dish and why?

Plan for Early Finishers/ Adaptations or Modifications for Individual Students

If students finish early they can do a quiet activity at their desk such as drawing on their whiteboards or reading.

Lesson Closure

Pose final questions:

What did you learn today?

What did you like about today's lesson?

How will you apply this to your everyday life?

What do you wonder about?

Exit slip to end off.

Transition:

Hand in exit slips

Hand in their recipe posters and get them to clean up their tables

Reflections and Notes for next time

After we completed our first lesson, we realized the importance of assigning roles to students. For our secondary class, we gave students roles that they were responsible for completing on the recipe such as procedure, materials, illustrator, ingredients and fractions. This allowed students to work effectively as a group and gave accountability for completing their parts of the recipe. We also realized that time management is very important. For next time, we will create lessons that are shorter in length because we now realize how fast the time goes by in a classroom. For this lesson, we didn't have time to complete the brain break. We have learned that in order to avoid rushing a lesson we need to manage our time better.

LESSON PLAN #2		
SUBJECT: Social Studies		
THEME: Food and Culture	GRADE: 7	
Curriculum Competencies/ Big Ideas/ Learning Standards		
<p>Curriculum Competencies Communication, thinking, personal and social</p> <p>Big Ideas Exploring and sharing multiple perspectives extends our thinking</p> <p>Rationale: (Why this lesson at this time) To create an understanding that Canada is made up of many different cultures. Canada is unified by its multiculturalism. By allowing students to connect to their own culture they are more aware of their identity. Students can relate to each other and learn different perspectives and about other students culture.</p>		
Lesson Hook:		Time
Restaurant skit performed by teachers involving a server and a customer ordering off of a menu. Ask questions to the students about what they observed in the skit.		3 min
Teacher, Student Activity/Response		Time
Teacher questions on skit: Where are we located? Who are we? What did you notice about the food ordered off of the menu?		2 min
Discuss the importance of including different ethnic foods in Canada. Have students discuss with a partner followed by a whole class discussion.		2 min
Introduce activity: Together, we are going to create a fusion inspired restaurant in Canada. Explain what a fusion restaurant is and how it includes menu items from many different ethnicities.		25 mins
Teacher question: Can you think of a particular food dish that is important to your culture or family tradition? It can be a dish that is seen at every family holiday or occasion or a dish that reminds you of your culture.		
Discuss with a partner for 1 minute. Ask for volunteers to share with the class.		
Explain to students that they are individually going to create a menu item dish that is related to their culture that will be found on the menu of our hypothetical 'fusion restaurant'. Students have to include a few lines describing the dish and its		

<p>importance using descriptive words, price of the item and a small picture. We are going to create a menu book composed of all of the student's dishes that can be handed out at the "restaurant." Hand out paper for the students to complete the activity.</p>	
<p>Assessment Criteria to be met includes: One completed page explaining a dish that is popular to their own culture and a completed drawing of the dish. A completed exit slip or wonders about culture.</p> <p>Exit slip: What did you learn and what do you still wonder about regarding food and culture?</p>	<p>Time (if need) 5 min</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Students can work on homework for another subject or read silently</p>	
<p>Lesson Closure Teacher asks student to fill out an exit slip about what they still wonder about regarding culture. These questions can be used for exploration for future lesson plans</p>	<p>Time 2 min</p>
<p>Transition: Have those who are finished their menu item hand in their completed work and hand in their exit slips. Those who are yet to finish can put their unfinished work in a binder in their desk.</p>	<p>Time 2 min</p>
<p>Reflections and Notes for next time</p> <p>After this lesson, we realized the importance of providing a model for the class to follow. When providing instruction, we need to give simplified steps that the students can follow and in this case an example of a menu dish would be beneficial. This allows the students with a reference to look back on and a point of guidance for their work. We verbally gave examples of what we expected for the menu item dish, however, we learned that students still require that extra guidance in order to complete their work effectively. For this lesson, there were many early finishers. For next time, we will provide additional work for students who complete the activity quickly.</p>	

LESSON PLAN #3		
SUBJECT: Social Studies		
THEME: Food and Culture	GRADE: 7	
Curriculum Competencies/ Big Ideas/ Learning Standards		
<p>Big Ideas Exploring and sharing multiple perspectives extends our thinking Learning about similarities and differences in individuals and groups influences community health.</p> <p>Curriculum Competencies Communication, thinking, personal and social Use Social Studies inquiry processes and skills to: Ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p> <p>Rationale: (Why this lesson at this time) It is important for students to learn about their own culture and identity and the cultures of their peers. Through research students can explore their own culture and have a better understanding about who they are and where they came from. Comparing food dishes allows students to understand how Canada is very multicultural and in doing so, they realize how Canada is actually united through different cultures.</p>		
<p>Lesson Hook: On the whiteboard, teachers will draw a Venn diagram. Teachers will have a brief conversation with one another about similarities and differences between them. Have students get with a partner (in their table group) and share similarities and differences between them (physical features, cultural, interests, hobbies, etc.)</p>		Time 5 min
<p>Teacher, Student Activity/Response Teacher questions: Does anyone want to share about what was talked about with your partner? Similarities/differences?</p> <p>Discuss as a class: Teachers are showing how even though we have differences and are different individuals and come from different backgrounds (Greek and Italian), we also have similarities that we share. We, like everyone in this class, live in Canada. Through conversation with others, we can learn about their cultural background.</p> <p>Teacher question: What did we do last time? We created a cultural dish for our fusion restaurant's menu. What did we learn? Canada is multicultural therefore it is important to learn about different cultures. Since we are focusing on food, it is</p>		Time 10 min

<p>important to know where these dishes came from and information about these dishes/cultures. Why do you think it's important to know about where these dishes originated from?</p> <p>Introduce activity: We will be exploring more about our dishes from our fusion menu that we created a couple of weeks ago. We will hand out your menu dishes and we will create partners for the students to work with. Students will fill out a Venn diagram about their dishes similarities and differences and will research about the different dishes together by using a Chromebook. Students will answer some questions provided to fill in the Venn diagram. They will work with their partner to compare and contrast the two dishes. First set of questions are about their individual dishes and the second set of questions is about comparing the two dishes. One side of the Venn diagram is for one dish, and the other side is for the other dish and the middle is for the comparison /similarities of dishes.</p> <p>Steps teachers will follow:</p> <ol style="list-style-type: none"> 1. Teachers will instruct students 2. Teachers will hand out menu dishes from last lesson and put students into partners 3. Students are to get a Chromebook (to share) 4. Students are to get started on the Venn diagram/questions. They will look up the answers to the questions provided. <p>On the worksheet there will be a large Venn diagram. They will write the name of their cultural dishes at the top. They will answer questions for each dish:</p> <ol style="list-style-type: none"> 1. What country does your dish originate from? 2. What percentage of this ethnic group live in Canada? 3. When is this dish primarily eaten? (E.g. daily, celebrations or festivals, holidays etc.) Name the celebration, festival, or holiday. 4. List 4 main ingredients of the dish <p>Comparison:</p> <ol style="list-style-type: none"> 1. What commonalities do these two dishes have? <ol style="list-style-type: none"> a) Ingredients? If any? b) Location? Did the dishes originate in the same country? Same continent? (E.g. European dishes, Asian dishes) c) When is the dish consumed? (E.g. daily, celebrations, holidays) d) Any other common features of the dishes? 	<p>20 min</p>
<p>Assessment Exit slip: What are two things you learned about your partner's dish?</p>	

<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students Students can read, draw or finish up work quietly at their table.</p>	
<p>Lesson Closure Have students fill out their exit slips answering the question: What are two things you learned about your partner's dish? This can be used to determine what students took away or learned from the lesson.</p>	<p>Time 3 min</p>
<p>Transition Students hand in their worksheets and exit slips.</p>	<p>Time 2 min</p>
<p>Reflections and Notes for next time The lesson went well. It was good how we provided the questions for the Venn diagram already written on a piece of chart paper for the students to follow. This provided guidance for the students. For next time, we could provide a list of suggested websites for the students. This would ensure that they stayed on task and would help the students find appropriate answers quickly.</p>	

LESSON #4		
SUBJECT: Language Arts		
THEME: Food & Perspective Taking	GRADE: 7	
Curriculum Competencies/ Big Ideas/ Learning Standards		
<p>Curriculum Competencies Communication, thinking, personal and social Exchange ideas and viewpoints to build shared understanding and extend thinking</p> <p>Big Ideas Exploring and sharing multiple perspectives extends our thinking. We experience many changes in our lives that influence how we see ourselves and others.</p> <p>Rationale: (Why this lesson at this time) Learning and understanding perspective taking allows students to extend their thinking on their community. Students will learn about how perspectives can differ and change through different experiences. This lesson summarizes our previous lessons on culture, multiculturalism within Canada and the importance of learning about each other's culture/diversity through the inquiry of food.</p>		
Lesson Hook: Show slide show of different illusions to show perspective.		Time 5 min
Teacher, Student Activity/Response As teachers go through the slides, stop at each one and ask students what they see. Questions include: How many heads do you see? How many legs does the elephant have? What color is the dress? Teacher questions: What are these pictures showing?		Time
Brainstorm as a class on the whiteboard what the word 'perspective' means and any synonyms/ words/phrases related to perspective. Example of such words include: Point of view, opinions, lens, outlook, angle, and attitude.		2 min

<p>Teacher questions: What is the importance of learning different perspectives? How does perspective fit in with our previous lessons?</p> <p>Teachers will explain what perspective is and how perspective was related to the previous lessons</p> <p>Lesson 1: Canadian foods: Stereotypical perspective of Canada; An outside perspective</p> <p>Lesson 2: Fusion restaurant: Connecting to their own culture and experiences through food using their own perspectives.</p> <p>Lesson 3: Venn diagram research on dishes: Learning about one another's dishes and culture examining each other's perspectives.</p> <p>Teachers will hand out a blank piece of paper to each student. Have students draw 3 columns on the sheet of paper. Demonstrate on the whiteboard what the students will label the 3 columns as. They will write down initial thoughts, after thoughts, and peer thoughts in the columns.</p>	<p>5 min</p>
<p>Explain how we are going to show items of food from different cultures. Hold the food items up and have students write down their initial thoughts, observations, and perspective on each food item. Give students 1 minute to do so. Repeat with four food items. After, teachers will tell students what each item is and a brief description about its origin, taste, and its uses. Now, students will write in the second column what their thoughts are now towards the food items. After they have filled the second column, students will share with a partner and compare their perspectives. They will fill the third column with their peers thoughts and perspectives towards the food items.</p>	<p>15 min</p>
<p>Teachers will briefly explain how Canada has many different food cultures but how many of these foods come from different places all over the world.</p> <p>Teachers will explain perspective taking worksheet.</p> <p>Perspective taking worksheet: There will be 3 sections where the students will reflect on their perspectives. The students will have to think about a particular food item. Section one will be about their individual perspective on that food item. Example: A food they did not like in the past, did not know about, and haven't tried (what they used to think). Section two will be about their present perspective on that food item (what they think now). It could be a food item they didn't try in the past but now have, a food they didn't like but now they do. They will reflect how their perspective has changed and what caused their perspective to change. Did their perspective change because of a social factor? Family? Religion? Section three is about what influences your perspective. Students will answer questions about what factors can change perspective in the future and why it is important to learn about different food cultures and perspectives. Examples of factors that can change perspective in relation to culture include going to University abroad, exposure to different cultures and food, and traveling.</p>	<p>15 min</p>

<p>Assessment Perspective taking worksheet /reflection.</p>	<p>Time (if need)</p>
<p>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</p> <p>Early finishers may quietly read, draw, or work on homework.</p>	
<p>Lesson Closure Asking the class if they have any questions or comments. Saying our goodbyes as it is our last lesson.</p>	<p>Time 2 min</p>
<p>Transition: Collecting the 3 column sheets and the perspective taking worksheets.</p>	<p>Time 1 min</p>
<p>Reflections and Notes for next time</p> <p>While we were showing the slide show at the beginning of the lesson, the students were very engaged which was great however the noise level escalated a bit. For next time, once we show a slide, we would have the students discuss quietly in their table groups and come to a consensus and then go around the room and have every group share their answer. This will help monitor for the noise level. Since the students had done a similar worksheet on perspective before, they had the necessary background knowledge which allowed the worksheet on perspective to be completed with ease. This taught us the importance of background knowledge in the classroom.</p>	

