

## **Cultural Foods Unit**

**Instructors:** Mrs. Irving, Mrs. Hernandez

**Field of Study:** Family and Consumer Sciences, Grades 10-12, Advanced Foods

**Focus:** This unit will discuss and provide a global perspective on food and focus on nutrition, health issues, family, ethnic traditions and culture. Students will discover more about their own background as they research their own heritage and history. Since public speaking is a valuable skill to have, this unit will also incorporate in-class presentations given by each student based on their research. This unit is designed to be near the beginning of a semester. Our intent is for students to get to know one another personally from the start of the semester. This unit is taught with a “No Put-down” policy that is discussed in our introductory lesson. “No Put-down” is a theme that will run throughout the entire semester, and a mindset we hope will be in place far after the completion of this class. Students will also discover the uniqueness of other cultures as they learn more about their peers through in-class presentations.

**Goals:** There are four main goals we have for this unit:

1. The first goal would be for students to discover more about their own background through food and nutrition, as they research their own heritage and history.
2. Our second goal would be for students to develop an interest and appreciation for social and cultural diversity among their peers.
3. Our third goal is to demonstrate proficiency in researching, interviewing, and public speaking.
4. Our final goal is for students to prepare and sample foods from different cultures in a group setting seated at the table.

### **Student Objectives, General and Specific:**

#### **Students will:**

- Identify cultural influences on food choices and analyze the nutrition of different cultures.
- Develop an awareness of food on a global scale and see how it relates to nutrition and our health issues.
- Give examples of how the family plays a major role in teaching culture and traditions across the life span.
- Have the opportunity to include research on the economy, industry and the political climate of their personal projects.
- Develop public speaking skills.

**Prior Knowledge:** These high school students already have a working knowledge of nutrition, food preparation, and kitchen safety. They are familiar with reading recipes, working in groups and executing a plan. Students are ready to take a step further in their food and nutrition exploration.

#### **There are five lesson plans attached to this unit:**

- Who and I? Family Tree?
- The Interview Process
- Food from Around the World
- Teacher Modeling
- Student Presentations

**Lesson Plan: Social Skill, Who Am I? and My Family Tree**

**Instructors:** Mrs. Irving, Mrs. Hernandez

**Name of School:**

**Field of Study:** Family and Consumer Sciences

**Grade Level:** Grades 10-12

**Topics in the Standard Curriculum:** Advanced Foods

**Number of Participants:** 12-15 students

**Subset of the Curriculum:** Cultural Foods Unit—Social Skill “No Put-downs” , “Who Am I?” and “My Family Tree”

**Prerequisites:** Students must have completed and passed “Introduction to Foods” class

**Length of Lesson:** 43 minutes

**Key Vocabulary, Concepts, Themes, Issues, Concerns:**

The lesson will begin by having the students learn the social skill “No Put-downs”.

Students will get to know themselves better through an identity web. They will share in a small group some information about themselves. This group will be their kitchen lab so this also serves as a team-building exercise. They will then begin to work on their family tree.

**Vocab words:** No Put-downs, Identity, Family tree.

**Concerns:** Some students may not know their biological lineage. Others may not have a way to fill out the complete family tree. Some students may be reluctant to participate because of the configuration of their family may not fit “neatly” into the family tree. They are encouraged to elicit the help of family members to make the most complete family tree they can. If they want to include cousins, aunts, uncles, etc. they are encouraged to do so.

The purpose is to find their personal family history. They will not be forced to share their family tree. It will be a part of the final project and a brief explanation to the teacher is requested.

However, it is important to be accurate. If names, dates and other information are incorrect, and if that information gets passed down, the next person assumes it to be correct. If incorrect information is shared, the history is inaccurate.

**Focus:** The focus of this lesson is for the students to use words to identify themselves. They will begin to the process of identifying their family background with a family tree.

**Goals:**

- To gain an understanding of who they are as individuals.
- To gain an understanding of classmates.
- To trace generations of ancestors.
- To work with others with no put-downs.

**Student Objectives, General and Specific:**

Students will:

- List words to describe their identities.
- Summarize their list of identities in a small group.
- Develop team building skills.
- Name ancestors along with birth dates/location and death dates/locations.

**Prior Knowledge:** Students will need to write or use some method to record answers.

**Content Generalization:** Students will conduct a self-analysis and determine words that describe themselves. They will then begin to explore their family history using a family tree.

**Teacher Strategies: Part One:** The class will begin by learning the social skill “No Put-downs”. The teacher will put a T-chart on the board and students will do the same on a piece of paper. One side of the T-chart will say “Looks Like” and the other will say “Sounds Like”. What they think “No Put-downs” looks like and sounds like will be put in the respective locations on the T-chart. Individually, the students will fill in their T-chart. As a class, students will fill in the T-chart on the board. The teacher will remind the students that throughout the unit and the class, others will be sharing person information and they will be working together in groups. To be successful and considerate of others, we need to remember our “No Put-downs” policy. The class T-chart will be on the board and serve as a reminder and reference to our social skill lesson.

**Part Two:**

Write the word “Identity” on the board. Ask the students what the word means to them.

Each student will take out a piece of paper. In the center of the paper, they are to write ME and draw a circle around it. Next they are to draw lines out from the center circle. Have them draw a circle at the end of each line. In each circle, they are to write another one of their identity characteristics. **LET THEM KNOW THAT THEY WILL BE SHARING WITH CLASS MEMBERS SO IF THERE IS SOMETHING THEY WOULD RATHER NOT SHARE, DO NOT INCLUDE THAT ON THEIR WEB.**

On the back of your paper list:

- Come up with 3 words you would use to describe yourself.
- What 3 words would family and friends use to describe you.
- What 3 words would you want to describe yourself 10 years from now?

Put students in small groups. These students will work together in their kitchen labs. Share Identity Webs in the small groups. They can do this in a round-robin fashion. They can also share their 3 sets of 3 words from the above bullet points.

After they have shared within their group, then the group will come up with a group name. The name needs to incorporate something from each individual’s identity web. Along with this, they are to create a group identifier. This could be a symbol or logo. This can include the group name or it could be some other symbol. The key is it needs to incorporate something from each group member.

This group work serves as a team building exercise for the kitchen lab partners.

**Part Three:**

Next, introduce and hand out My Family Tree. Provide instructions. Students will probably need to fill out with the help of another family member. They can do this along with their interview questions for the next lesson. Students will fill in names (full names, not nicknames),

birth date/location and death date/location for ancestors. If the students wish to choose another format for their family tree, they may do so.

Example of instructions: Now that we've thought about each of us as individuals, we're going to branch out and explore more of our heritage—our personal history. We're going to do this with by filling a family tree. This is a way to learn more about your family.

**Guiding Questions:**

- What words would you use to describe yourself?
- Why is it important to know who you are? Why is it important for others to know you?
- Why is it important to know others?
- Has there ever been a time when you wished someone would understand you better? How did you feel? Were you able to communicate your feelings or thoughts to that other person?
- Define traditional family. Define non-traditional family. Remember we want to be sensitive to everyone in our class no matter if their family is similar or different than yours. Just as your family is a part of you, their families are a part of them.

**Materials Needed:** Students will need paper and pencil. Teacher will provide My Family Tree handout. On this handout, the teacher will include what the students are to include for each ancestor.

**Evaluation:**

The teacher will monitor the classroom work to assure students are focused on the assignment. The individual T-charts, Who am I? and My Family Tree will be turned in to the teacher. Each is worth **5 points**.

**Bibliography and Resources:**

[www.thirteen.org/edonlin/lessons.whoami/b.html](http://www.thirteen.org/edonlin/lessons.whoami/b.html)

[www.ancestry.com](http://www.ancestry.com)

<http://www.familytreemag.com>

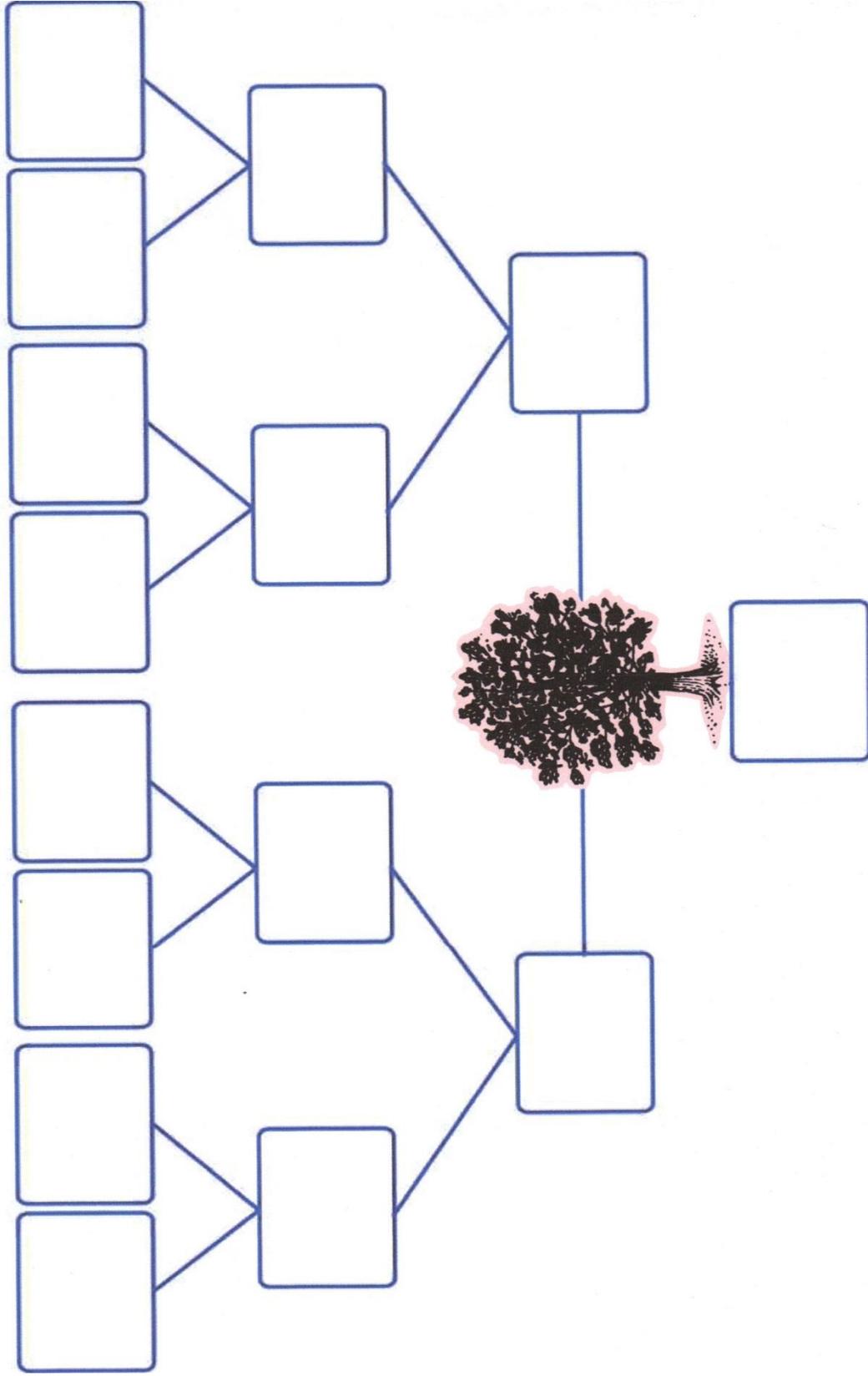
## My Family Tree Instructions

1. You may use this format or another of your choice. It needs to include at least 4 generations
2. Include full names (no nicknames), birth dates and location, and, if the person is deceased, death dates and location.
3. Information needs to be accurate. This is important because if the information is shared with others, they will assume it is correct. Incorrect information changes history and makes this recording of history inaccurate.
4. You may include other family members such as aunt and uncles, cousins, siblings, etc.
5. If you are unable to gather family information, please let Mrs. Irving or Mrs. Hernandez know.
6. If needed, and if the person you are interviewing can help, use that time to help fill out your family tree.

**All families are unique. Remember: no matter if traditional or non-traditional, what makes a family special is that it is yours!**

NAME:

FAMILY TREE



**Lesson Plan: “The Interview Process”**

**Instructors:** Mrs. Irving, Mrs. Hernandez

**Name of School:**

**Field of Study:** Family and Consumer Sciences

**Grade Level:** Grades 10-12

**Topics in the Standard Curriculum:** Advanced Foods

**Number of Participants:** 12-15 students

**Subset of the Curriculum:** Cultural Foods Unit-“The Interview Process”

**Prerequisites:** Students must have completed and passed “Introduction to Foods” class

**Length of Lesson:** 43 minutes

**Key Vocabulary, Concepts, Themes, Issues, Concerns:** Students will become familiar with these interview and recording methods: Skype, video recording, audio recording, e-mail, pen and paper, telephone, face to face.

    Troubleshooting: Students will have backup methods for recording data.

    Open-ended questions: Students will learn how to ask interview-style questions

Concerns: Students may not know or care to interview a family member because of a difficult situation. Students will still be encouraged to find an extended family member or close family friend to complete the interview experience and participate in this unit.

**Focus:** The focus of this lesson is to prepare students for the interview they will be conducting with a family member or close friend.

**Goals:**

- To learn how and why to conduct an interview.
- To gain perspective of family history through grandparents or interviewee
- To demonstrate proficiency in researching, interviewing, and recording techniques

**Student Objectives, General and Specific:**

**Students will:**

- Identify/determine appropriate techniques for conducting individual interviews.
- Develop and practice good listening skills.
- Determine good interviewing questions.

**Prior Knowledge:** Students will need to have some basic knowledge about the type of equipment they plan on using for their interview segment. Students will have had Lesson One: “Who am I & Family Tree”, and are already familiar with the importance of keeping family traditions alive and being aware of family heritage.

**Content Generalization:** Students will connect their family background with a particular food dish that is unique to their family. Interviewing techniques and different methods of recording date will be used to bridge understanding through communication.

## **Teacher Strategies:**

### **Part One: Review**

The instructor will review the previous day's lesson and start out class with a discussion question: "Why do you think this assignment could be relevant to you? Give an overview of the entire unit and review the goals for the unit written on the blackboard.

### **Part Two: The interview process and its importance**

Today we will be discussing proper interview strategies.

Liz Fuller with BBC

[http://www.metacafe.com/watch/6567831/how\\_to\\_do\\_a\\_good\\_tv\\_interview/](http://www.metacafe.com/watch/6567831/how_to_do_a_good_tv_interview/)

A good interview is educating

A good interview is informative

A good interview is entertaining

Instructor will talk about the importance of being a good listener. (We will talk about the importance of listening as it relates to the example of a goat mentioned on the above link.)

### **Part Two: Interview questions**

PP Slide of my sample questions. What do all my questions have in common?

Answer: You cannot answer them with a yes or no; they will need some type of explanation.

Ask the class, why is this type of questioning important?

### **Part Three: Equipment to use**

**Demonstration:** Skype, video recording, audio recording, e-mail, pen and paper, telephone, face to face.

In class demonstration: Have a student and interviewer sit in front of the class. Set up camera. Show a proper head and shoulders shot, hook up camera to monitor, show importance of tripod in interviews and placement of microphone. Remind students that their presentations could be highlighted on Parents Night. A video shoot may be more time-consuming but well worth the extra effort. A properly produced video could be aired on the Public Access or school cable channel.

### **Part Four: In class activity:**

#### **Show a poorly written question:**

Mrs. Hernandez will interview Mrs. Irving using a series of 5 poorly worded questions.

#### **Show a well-written question:**

Mrs. Hernandez will interview Mrs. Irving using a series of 5 well-written questions. Students will come up with 5 interview-type questions and practice them on their shoulder buddy. If time permits students will take 2 minutes each and introduce their shoulder buddy to the class.

**Guiding Questions:**

1. What makes the person you are going to interview interesting?
2. How are you going to make your interview special?
3. Why do you think this unit is important for you?

**Tease the Next Day's Lesson:**

Tomorrow we will discuss the Food from around the world. Remind students how we are tying this unit all together.

**Materials Needed:** School Video Camera, My cell phone, Voice Recorder, Television monitor, (Make sure video cable is attached) Laptop computer, homework sheets

**Evaluation:** Students will practice their interview skills with their shoulder buddy. The instructors will monitor the classroom activity.

**Homework assignment:** Pass out homework sheet. Students will come up with 20 interview style questions to ask their family member or close friend. Questions will be turned in with other assignments from the unit, due prior to interview day.

**Bibliography and Resources:**

[http://www.metacafe.com/watch/6567831/how\\_to\\_do\\_a\\_good\\_tv\\_interview/](http://www.metacafe.com/watch/6567831/how_to_do_a_good_tv_interview/)

[www.ancestry.com](http://www.ancestry.com)

Here are some sample questions you may want to ask your Grandparent or special senior. Please have a list of at least 25 questions available. You may or may not need them all.

1. When and where were you born?
2. How did your family come to live there?
3. What kind of games or toys do you remember playing with?
4. What was your favorite thing to do for fun?
5. What family chores do you remember having?
6. What was school like for you? What were your best subjects? Worst subjects?
7. Do you remember any fads from your youth?
8. What world events had the most impact on you?
9. Did any world events affect your family personally?
10. Are there any family stories you would like to share?
11. Who was the oldest family member that you can remember?
12. When did you meet your spouse?
13. What did you do when you were dating?
14. What parenting skills did you like about your parents? What did you dislike?
15. Describe a typical family holiday dinner. What were your favorite foods?
16. Did your family have any special traditions?
17. Do you remember any times of rationing or abundance of food?
18. What food was most often on the dinner table?
19. What food was always on the table during a holiday celebration?
20. What holidays did your family celebrate?
21. What recipe would you like to see passed down in your family?
22. What was your proudest moment as a parent?

23. What parenting skills did you find useful while parenting?

24. What would you most like to be remembered for?

25. What else would you like to share?

Tips to Remember When Preparing for an Interview:

**Preparation for an interview:**

1. Generate an initial list of questions
2. Eliminate any questions that can be answered yes or no
3. Eliminate any questions that can be answered from other sources, biographies, encyclopedias, or reference books
4. What interests you about the perceptions of the person you are interviewing? Make a list of understandings, concepts, or attitudes you would like to find out about.
5. Using the sentence stems from your draft of questions, generate a list of final questions to be used in the interview.

**Lesson Plan: Food From Around The World**

**Instructors:** Mrs. Irving, Mrs. Hernandez

**Name of School:**

**Field of Study:** Family and Consumer Sciences

**Grade Level:** Grades 10-12

**Topics in the Standard Curriculum:** Advanced Foods

**Number of Participants:** 12-15 students

**Subset of the Curriculum:** Cultural Foods Unit-“Food From Around the World”

**Prerequisites:** Students must have completed and passed “Introduction to Foods” class

**Length of Lesson:** 43 minutes

**Key Vocabulary, Concepts, Themes, Issues, Concerns:** Students will be introduced to ten different food pyramids from around the world. Students will learn about nutritional requirements, trends, and growing capabilities from around the world. We will focus on different parts of the world and the food available in different countries. We will discover themes of food that are similar in all cultures.

Concerns could be a lack of information from certain parts of the world.

**Focus:** Students will discover more about their own background as they research their own heritage and history as they research foods from around the world.

**Goals:**

- Find out where a student can trace his or her heritage.
- Develop an understanding of the different types of food from around the world.
- Introduce a global awareness of the types of food recommended by different governmental agencies from around the world.

**Student Objectives, General and Specific:**

**Students will:**

- Identify cultural influences on food choices and analyze the nutrition of different cultures.
- Develop an awareness of food on a global scale and see how it relates to nutrition and our health issues in the United States.
- Discover the 10 different food pyramids from around the world.
- Identify any themes or patterns in food from our ancestors to what we eat today.

**Prior Knowledge:** These high school students already have a working knowledge of basic nutrition

**Content Generalization:** Students will connect their family background with the type of food, particularly staple items, that would be unique to their ancestors. Students will compare what they eat today with what foods their ancestors consumed.

**Teacher Strategies:****Part One: Review**

The instructor will review the material covered the previous day and review the goals for today's lesson. The instructor will give an overview of the entire unit and review the goals for the unit written on the blackboard.

**Part Two: Introduction to Food Pyramids**

Today we will be discovering 10 different Food Pyramids from around the world. First we will take a brief look at the current "U.S. Food Plate," which recently replaced the Food Pyramid. (Students already have working knowledge of the Food Plate.) The screen will then be divided with the Food Plate on the left and the 10 Food Pyramids on the right. Different foods will be identified and discussed. Comparisons will be made to the U.S. Food Plate.

<http://www.huffingtonpost.com/food>

1. UK's Eatwell Plate
2. China's Food Pagoda
3. France's Food Stairs
4. Germany's 3D Pyramid
5. Greece's Food Pyramid
6. Hungary's Food House
7. Japan's Spinning Top
8. Poland's Food Pyramid
9. Slovenia's Food Pyramid
10. Spain's Food Pyramid

**Part Three: In Class Activity:**

International Food Game: Feast or Forbidden. This is a fun activity to play, meant to educate students about the diversity in foods across cultures and countries.

Instructor will have pictures on the overhead and the words "Feast or Forbidden" written under the item. Students will have the choice to say: "Feast or Forbidden," if the particular item is consumed in the United States. Example: Teacher will hold up a picture of a grasshopper. Most students will say: "Forbidden," since most people in the U.S. do not eat grasshoppers. Once everyone has had a good laugh, instructor will mention that in several countries, such as Oaxaca Mexico and parts of Japan, grasshoppers are eaten as a delicacy and for their high source of protein.

**Guiding Questions:**

1. What do you see as one of the biggest differences in the way our country eats, versus another country?
2. If you were traveling in one of the countries we talked about today, what would you eat? What new foods would you be willing to try?

3. If you hosted a person from another country in your home, what would you prepare for dinner?

**Tease the Next Day's Lesson:**

Tomorrow we will discuss the presentations the class will be giving. Remind students how we are tying this unit all together.

**Materials Needed:** Laptop computer for Food Pyramids and Feast or Forbidden Game,

**Evaluation:** Ticket out the door: Name a new food from another country you would try!

**Bibliography and Resources:**

## **Feast or Forbidden??**

### **Picture: Bottle of Coke Feast**

In some Jewish cultures during Passover, soda is forbidden. During Passover, some Jews refrain from eating barley, wheat, rye, oats, spelt, corn rice, peanuts and legumes.

Most sodas contain corn syrup. Since eating corn is a no-no, soda containing corn syrup is also out. Even if corn syrup is not used, sodas generally have "additional flavorings" which are not divulged and could be derived from grains. Only sodas produced under supervision of a rabbi or other official certified agencies are acceptable.

Read more: [Passover: Feast Without Yeast — Infoplease.com](http://www.infoplease.com/spot/kosher1.html#ixzz1fFbiH4Eb)  
<http://www.infoplease.com/spot/kosher1.html#ixzz1fFbiH4Eb>

### **Picture: Pork Ribs Feast**

Pork, lard, or any porcine substance is forbidden in the Muslim diet

<http://www.faithandfood.com/Islam.php#foodBeliefs>

### **Picture: Whale Forbidden**

It's similar to reindeer or moose. Whale tastes much more like its hairy cousins on land than its gilled neighbors in the sea. In places where gamey meats are common—like Norway, Iceland, and among the indigenous people of Alaska—whale is served straight up with little or no seasoning. For those who find its unrefined flavor off-putting, whale is cured, marinated, or slathered with a flavorful sauce.

[http://www.slate.com/articles/news\\_and\\_politics/explainer/2010/03/what\\_does\\_whale\\_taste\\_like.html](http://www.slate.com/articles/news_and_politics/explainer/2010/03/what_does_whale_taste_like.html)

### **Picture: Horse Forbidden**

Despite Americans' qualms, the delicacy is common in other parts of the world, especially Belgium, France, Germany and Japan.

[http://money.cnn.com/galleries/2008/fsb/0804/gallery.forbidden\\_foods.fsb/6.html](http://money.cnn.com/galleries/2008/fsb/0804/gallery.forbidden_foods.fsb/6.html)

### **Picture: A big, red, juicy, apple Feast!!!**

I found no instances where an apple was forbidden in any culture!!

<http://whfoods.org/foodstoc.php>

**Lesson Plan: The Instructor's Presentations****Instructors:** Mrs. Irving, Mrs. Hernandez**Name of School:****Field of Study:** Family and Consumer Sciences**Grade Level:** Grades 10-12**Topics in the Standard Curriculum:** Advanced Foods**Number of Participants:** 12-15 students**Subset of the Curriculum:** Cultural Foods Unit-“The Instructor’s Presentation”**Prerequisites:** Students must have completed and passed “Introduction to Foods” class

Length of Lesson: 43 minutes

**Key Vocabulary, Concepts, Themes, Issues, Concerns:** Students will be reminded of “No Put-downs” policy. Instructors will be modeling the presentations for the students. Students will be learning the importance of keeping family traditions alive and about nutritional trends from around the world. We will focus on Sweden and Norway and some of the food available to our ancestors in those countries. Students will taste foods from the instructor’s presentations.

**Concerns:** There may be food allergies or sensitivities that the students may have. We will find out ahead of time if any exist.

**Focus:** The focus of this lesson will be for students to see how a presentation is modeled for them. Students will note public speaking skills. Students will be able to see how different cultures and their food preferences were brought to the United States or were passed down from generation to generation.

**Goals:**

- Develop an understanding of the instructor’s heritage.
- Develop an understanding of the different types of food from Sweden and Norway.
- Develop a global awareness of the types of food available to our ancestors and how they were brought or not brought to our country.
- To show the importance of good public speaking skills.

**Student Objectives, General and Specific:**

Students will:

- Develop an awareness of food on a global scale and see how it relates to nutrition and our health issues of today.
- Develop an understanding of the teachers background
- Devise a personal strategy on how to create an interesting presentation

**Prior Knowledge:** Students will have had previous lessons on “Who am I & Family Tree,” “The Interview Process,” and “Food Pyramids from Around the World.” Students are familiar with the importance of keeping family traditions alive and being made aware of their family heritage.

**Content Generalization:** Students will observe their instructors and their presentations. Students will have the opportunity to see how an effective presentation is given. Students will have the opportunity to learn about their instructors and make a connection with a family’s

background and a type of food, particularly a staple items, that would be unique to their ancestors.

**Teacher Strategies:**

**Part One:** Review

The instructor will give students an overview of the entire unit and review the goals for the unit written on the blackboard. We will review the “No Put-down” policy. We will start with a brief discussion on why this unit is so important to the class. Hand out and explain the rubric students will be using to comment on their classmate’s presentations.

**Part Two:** Mrs. Irving’s Model Presentation

Introduction: Sweden

- I. List interesting facts about Sweden:  
Population, climate, government, foods available, crops grown, etc.
- II. Share journal of Grandparents who were from Sweden.
- III. Share pictures and artifacts with the class
- IV: Present my family recipe
- V: Share Swedish tea ring/meatballs with the class

Mrs. Hernandez’s Model Presentation

Introduction: Norway

- I. List my interesting facts about Norway  
Population, climate, government, foods available, crops grown, etc.
- II. Share interview from my Great-Grandparents who came from Norway
- III. Share pictures and artifacts with the class
- IV: Present my family recipe
- V: Share kringla with the class

**Part Three:**

**Bulletin Boards:** After the instructors have modeled their presentations, they will then go over to the bulletin board designed specifically for this unit. Instructor will find her name pin, place it on the country of origin and stretch it to Central Iowa. By the end of the unit and after all presentations, the map will be filled with a web of lines spanning from Ames Iowa to some interesting places around the world.

**Guiding Questions:**

- What do you think the importance of this unit is?
- Why is it important to be proficient at public speaking?
- What did you learn about Sweden, Norway, and your instructors today?

**Tease the Next Day’s Lesson:** Review the assignment and see if there are any questions about presentations.

**Materials Needed:** Map for bulletin board, straight pins with flags, comment sheets, material for family presentation Mrs. Irving and Mrs. Hernandez will need. Presentation food and napkins.

**Evaluation:** Students will fill out a KWL for their instructor's presentations. Depending on the time remaining at the end of class, we will review presentations and discuss something new we learned today.

**Bibliography and Resources:** Teachers will provide a resource list of at least three references along with their presentation.

## Checklist for Student Presentation

**Directions:** Watch and listen to the demonstration carefully. Check yes or no as it applies to the presenter. Reflect on the "No Put-down" social skills rules. Write your

comments in the right hand column and your final thoughts below. Thank you!

The Presenter	Yes	No	Comments
Introduces herself/himself			
Uses professional manner			
Used effective audience “grabber”			
Is animated and interesting to watch			
Maintains good posture			
Has good eye contact			
Speaks slowly, clearly and with appropriate pace			
Met 5-7 minute requirement			
Does not read off notes			
Covers background material			
Knowledgeable about family background			
Answers questions thoroughly			
Uses a strong conclusion			

**Please list at least one item you found interesting about this presentation:**

## Rubric: Cultural Foods Presentation

### Cultural Foods Presentation

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**iRubric**

	<b>Poor (N/A)</b> 1-3 points	<b>Good (N/A)</b> 4-6 points	<b>Great! (N/A)</b> 7-10 points	<b>Points and comments (N/A)</b>
<b>Presentation Skills</b> Eye contact, good posture, not nervous. 5-7 minutes in length. Speaks clearly.	<b>Poor</b> Student only has one or two of the requirements for this category.  Presentation falls outside of time requirement.	<b>Good</b> Student meets three of more of the components of this category but not all.  Presentation is with in 30 seconds of the time requirement.	<b>Great!</b> Student maintains eye contact, good posture, and does not appear to be nervous.  Meets time requirement	Points and comments
<b>Presentation Format</b> Contains introduction, body and conclusion. Does not rely on notes. Uses a visual aid.	<b>Poor</b> Presentation only has one of the elements.  Lacks clarity and logic.  Does not have a visual aid.	<b>Good</b> Presentation has two of the elements but not all three.  Lacks clarity and/or logical.  Has a visual aid but relevance is not clear.	<b>Great!</b> Student presentation contains introduction, body and conclusion. Information presented in a logical format.  Has a visual aid that contributes to the presentation.	Points and comments
<b>Presentation Content</b> Student researched and is knowledgeable about ethnic/culture. Able to answer questions. Interesting to listen to.	<b>Poor</b> Research is very limited.  Not able to answer questions.  No references provided.	<b>Good</b> Research is minimal.  Answers questions with some difficulty.  1 or 2 references	<b>Great!</b> Student is very knowledgeable about the subject.  Able to answer questions or indicates will find out answer and reply  3 or more references	Points and comments

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Rubric Code: **X66A77**

**Lesson Plan: Cultural Food Lab****Instructors:** Mrs. Irving, Mrs. Hernandez**Name of School:****Field of Study:** Family and Consumer Sciences**Grade Level:** Grades 10-12**Topics in the Standard Curriculum:** Advanced Foods**Number of Participants:** 12-15 students**Subset of the Curriculum:** Cultural Foods Unit –Food Lab**Prerequisites:** Students must have completed and passed “Introduction to Foods” class**Length of Lesson:** 43 minutes**Key Vocabulary, Concepts, Themes, Issues, Concerns:**

With the recipes the students have contributed, the kitchens will prepare foods from different cultures to share with the rest of the class. Students will fill out a Lab Worksheet to help prepare for the food lab. Because this is a Food II class, they should be familiar with terms used in the class and recipe; however, this would also be a good time for a review if the teachers feel the students need one.

**Focus:** The focus of this lesson to prepare foods from different cultures. The student will then have the opportunity to sample the foods.

**Goals:**

- To develop a shopping list for the recipe including adjusting quantities if necessary for a class of 15 students.
- To sample foods from different cultures.

**Student Objectives, General and Specific:****Students will:**

- Develop a shopping list.
- Adjust the quantity of ingredients if necessary.
- Prepare the recipe
- Sample the completed product and critique the final product.

**Prior Knowledge:** These high school students already have a working knowledge of nutrition, food preparation, and kitchen safety. They are familiar with reading recipes, working in groups and executing a plan.

**Content Generalization:** Students will connect their family heritage with a traditional food. They will bring in two recipes, either a family favorite or a cultural or ethnic food that has a connection to the student’s background.

**Teacher Strategies:** The students will need to bring in their recipes by (DATE). The teachers will review. Together, they will plan and make any adjustments so that the recipe can be completed within 2 class periods (one for prep, one for cooking/baking.). If the recipe needs to be adjusted to either increase or decrease the quantity, the student may do so on the computer and with the help of [www.allrecipes.com](http://www.allrecipes.com).

The students will also prepare the shopping list. Depending on what is needed and what is on hand, the students may go to the local grocery store for ingredients. They will also need to make

sure all the necessary tools are on hand. If the recipe requires a special tool, the teacher and student will work together to get or borrow what is needed.

Although students have completed Foods I, the teacher will review with them the posted foods lab procedures. (See attached).

The student who brought in the recipe will be the head chef for the lab day. The head chef will assign the assistant duties. These responsibilities will rotate for different recipes with each student having the duties one time.

**Guiding Questions:**

- Discuss the outcomes. What went well? What would you do differently?
- Was the recipe easy to follow?
- Was your shopping list accurate?
- What food group (s) does this recipe fall into?
- Let's evaluate nutritional information. Is this food high in (fiber, fat, calories, etc)?

**Materials Needed:**

Recipe ingredients, Tools, Serving pieces, Recipes, Towels, Cleaning supplies  
All equipment must be in working condition.

**Evaluation:** How Well Did We Do? (See attached Lab Evaluation)  
Also, Food Lab Rubric worth 30 points.

**Bibliography and Resources:**

*Food and Nutrition Activity Guide*. Family and Consumer Sciences, Ames Community Schools. (2009-2010.). Pages 23-27.

Grosvenor, M., & Smolin, L. (2010). *Visualizing nutrition: Everyday choices*. (1<sup>st</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

## **LAB WORK SHEET**

Kitchen \_\_\_\_\_ Period \_\_\_\_\_

Product \_\_\_\_\_

Preparation Procedures:

Do you need the oven? Y or N    What temperature? \_\_\_\_\_

What dry ingredients do you need?

What ingredients do you need from the refrigerator?

What ingredients do you need from the freezer?

What ingredients do you need from the pantry?

Do you need any special equipment?

What questions do you have for the teacher about this recipe?

Pre-Preparation procedures:

Utensils and equipment needed:

List ingredients below. Indicate where the ingredients are located and if there is enough for your recipe. Note what needs to be purchased.

Ingredient	Dry ingredient (On cart)	Refrigerator	Freezer	Pantry	Need to purchase

# **LAB EVALUATION**

Kitchen name: \_\_\_\_\_

Students: \_\_\_\_\_

Lab/recipe name:

	<b>4 (easy!)</b>	<b>2 (Difficult)</b>	<b>1(Challenging)</b>
<b>Preparation</b>			
<b>Product/Taste</b>			
<b>Team Work</b>			
<b>Clean-up</b>			
<b>Time Management</b>			

**Cooking skills used:**

**One thing we can improve on:**

**One thing we did well:**

## **Lab Responsibilities:**

Head Chef

- Picks up supplies for lab from supply cart
- Directs clean up
- Makes sure all equipment is put away correctly
- Checks out with Teacher—Evaluation filled out

Assistant Chef 1

- Starts dish water with hot water and detergent
- Washes and rinses dishes
- Wipes out sink, faucet and backsplash

Assistant chef 2

- Get out clean up supplies (detergent, sponges, towels, disinfectant)
- Cleans counters BEFORE and AFTER lab
- Put Cleaning supplies back into storage

Assistant Chef 3

- Gets out measuring supplies and other needed equipment
- Dries and put away dishes
- Place dirty towels in washer

### Rubric: Food Lab

<b>Food Lab Rubric</b>			
	<b>Poor 1 pts</b>	<b>Good 3 pts</b>	<b>Great! 5 pts</b>
<b>Recipe Preparation</b>	<p><b>Poor</b></p> <p>Did not pay attention while the recipe was previewed. Did not prepare shopping list.</p>	<p><b>Good</b></p> <p>Only paid attention part of the time when the recipe was previewed. Shopping list not complete.</p>	<p><b>Great!</b></p> <p>Very attentive when the recipe was previewed. Shopping list was prepared and complete. Ingredients ready.</p>
<b>Cooking Preparation</b>	<p><b>Poor</b></p> <p>Did not wash hands or tie back hair. Did not rewash hands after touching face, hair, garbage, etc.</p>	<p><b>Good</b></p> <p>Only washed hands or tied back hair, not both.</p>	<p><b>Great!</b></p> <p>Exhibited personal cleanliness at all times.</p>
<b>Cooperation</b>	<p><b>Poor</b></p> <p>Only worked when reminded to do so. Did not participate in all tasks. Did not demonstrate a willingness to work with others.</p>	<p><b>Good</b></p> <p>Worked but complained, refused non-preferred tasks, or quit before all tasks were complete.</p>	<p><b>Great!</b></p> <p>Demonstrated a willingness to complete all tasks including clean up. Worked steadily through the lab/ participated in all kitchen tasks.</p>
<b>Skill Practice</b>	<p><b>Poor</b></p> <p>Did not practice demonstrated techniques for food preparation.</p>	<p><b>Good</b></p> <p>Used some of the demonstrated techniques. Paid attention to some detail.</p>	<p><b>Great!</b></p> <p>Used the demonstrated techniques for food preparation during the lab. Paid attention to details.</p>
<b>Safety</b>	<p><b>Poor</b></p> <p>Did not follow safety rules. Did not use kitchen equipment in a safe manner. Did not clean up during preparation to prevent accidents.</p>	<p><b>Good</b></p> <p>Demonstrated some use of equipment safety but not all the time. Followed some safe food handling procedures.</p>	<p><b>Great!</b></p> <p>Demonstrated safe and correct use of all kitchen equipment. Student followed safe food handling procedures.</p>
<b>Kitchen clean-up</b>	<p><b>Poor</b></p> <p>Left unwashed items. Counters and tables were not cleaned, items not put away, and towels and dish clothes left in kitchen.</p>	<p><b>Good</b></p> <p>Either cleaned counters and tables or dishes but not both. Some of the laundry was put in dirty laundry basket.</p>	<p><b>Great!</b></p> <p>Left the kitchen clean and orderly. All dishes washed/dried/ put away. Tables/ counters clean/dry. All laundry gathered up/ put in dirty laundry basket.</p>

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Rubric Code: **M66A67**

## **Additional Teaching Materials**

**Bulletin Board:** These bulletin boards will be related to this unit:

**World Map:** Student will be able to connect where they live now to a country of their ancestors. This will provide a visual not only for the student but their classmates and other who visit the classroom.

**T-chart of No Put-downs social skill:** After the students have completed the lesson “No Put-downs”, a section of the white board will be devoted to examples and will be referred to throughout the class.

**MyPlate.gov:** A section of the bulletin board will display examples of the MyPlate. An example is follows. Depending on funds and what is available, ideally larger laminated posters will be on display. The justification for the purchase of these visuals is that they will not only be used for this class and unit, they will also be needed for the Foods I class.

**Video:** This series of videos (about 2-4 minutes each) may be included throughout the unit as they fit in. Since they are relatively short, one may be viewed each day or several may be viewed during one class period. A graphic organizer or ticket out the door, such as “What’s one new thing you learned?”, could be used along with the video. These could be handy if an alternative is needed on a given day because of an shortened class period or the need to have a substitute teacher.

Extreme Cuisine with Jeff Corwin

<http://www.foodnetwork.com/extreme-cuisine-with-jeff-corwin/index.html>

**Timeline:** A timeline for the unit will decided upon by the teachers. This is primarily to determine dates for students’ presentations and food labs. Ideally, a student presentation and their related recipe will be offered to the class close together for the most impact. However, a timeline will need to be worked out and allowances incorporated since the recipes could be new to the student and teachers.

**Checklist:** The following checklist is to help organization. With several instructors and several components to this unit, a checklist, will help keep both the teachers and students organized.



### **Unit Conclusion and Summary:**

This Foods II unit was created to provide students a global perspective on food and nutrition and realize how it relates to them. This unit offers student the opportunity to explore and share topics of their choice. Many times students must choose from a predetermined list of topics and, many times, these topics mean relatively little to them. With this learning experience, the students will select a culture which they have a personal connection. This creates a deeper interest in the learning opportunity and students will become experts on their culture. Through research of their own personal heritage, or that of a close friend, this unit was designed so students would discover the importance of food on family, ethnic traditions and culture. In the process, our hope was for students to discover more about their own background and relate it to where they are at today. We set out with three basic goals for this unit.

1. For students to discover more about their own background through food and nutrition.
2. For students to develop an interest and appreciation for social and cultural diversity among their peers.
3. For students to demonstrate proficiency in researching, interviewing and public speaking.

We know the importance that food has on a family. Since both of us have been around the family dinner table for several decades by now, we know it is a tradition that must kept alive, shared and passed on. Family and traditions hold strong ties for many people. Through this unit, students will find out the importance of passing down family recipes and keeping positive traditions alive.

There is a very special bond that develops between children and their grandparents. If children do not have this relationship, for whatever reason, we are encouraging them to find a family member or close friend to develop a unique bond. After this unit, we hope students will

reflect on their family traditions, find out where some of them come from, and perhaps create a few more to pass on to future generations.

The uniqueness of this unit is the endless possibilities that can be crafted into this class for maximum learning potential. Several ideas include:

- “Guest Chefs” could come into the class to demonstrate their particular style of cooking. “Guest chefs” could be some of the grandparents or others interviewed for this project, community members, or parents willing to share a particular dish that would be unique to a culture. Some examples could include:

Corn/flour tortillas	(Mexico)	Possible bread unit
Dublin Stew	(Ireland)	Possible soup/stew unit
Dumplings	(Chinese)	Possible bread unit
Kringla	(Norway)	Possible dessert unit
Challah bread	(Israel)	Possible bread unit
Sushi	(Japan)	Possible vegetarian unit
Eggrolls	(Asia)	Possible staple food unit
Dutch Letters	(Holland)	Possible dessert unit

Other areas for expansion with this unit are:

- Developing a class cookbook from recipes presented.
- Students providing food from around the world during Parent Teacher conferences to promote the unit.
- Field trips to ethnic grocery stores.
- Growing our own specialized herbs and edible plants indoors.
- Invite parents to an “Around the World” night to sample dishes from different cultures and to perhaps view several student presentations. The presentations could become a component when showcasing students’ work. It would also be combined with other content areas such as foreign languages, cultural or world geography, or speech class. Community members, parents, administration, school board would all be welcomed audiences.
- The unit could also contribute to a vocational program by providing recipes for a cookbook. In addition, if the school has a student-run café or catering service, the recipes could be included on the menu.