

Food Studies 10: We

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EDCP 491 93S

# Food Studies 10

## Topic Outline

### Unit 1: We as Consumers

*Goal - to understand and explore who eats, what we eat, when we eat, where we choose to eat, why why we eat, and how we eat.*

- Observe and research the context of a meal preparation task or process
- Identify and analyze points of view for a chosen meal design task or process
- Identify potential consumers and contexts Identify criteria for success, intended impact, and any constraints
- Identify the physical capacities and limitations of workspaces
- Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation
- Demonstrate an awareness of precautionary and emergency safety procedures for self and others
- Identify and assess their skills and skill levels
- Develop specific plans to refine existing skills or learn new skills

### Unit 2: We as Creators

*Goal - to understand and explore leaders and creators in the food industry, gaps in the food industry, and how we can fill those gaps through prototyping and working together, with a focus on waste reduction and sustainability.*

- Engage in appropriate risk taking to creatively respond to challenges
- Choose an idea to pursue, using sources of inspiration and information
- Maintain an open mind about potentially viable ideas
- Select and combine appropriate levels of form, scale, and detail for prototyping
- Experiment with a variety of tools, ingredients, and processes to create and refine food products
- Compare, select, and employ techniques that facilitate a given task or process
- Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability
- Identify sources of feedback
- Develop appropriate tests for the prototype
- Use feedback to make appropriate changes
- Make a step-by-step plan for production
- Create food products, working individually or collaboratively, and making changes as needed
- Use food materials in ways that minimize waste
- Identify and use appropriate tools, technologies, materials, and processes for production
- Decide on how and with whom to share prepared food products
- Critically evaluate the success of meals, and explain how design ideas contribute to the individual, family, community, and environment
- Assess their ability to work effectively both as individuals and collaboratively

**Unit 3: We as Leaders**

*Goal - to understand and explore influencers in the food industry and our role in the food industry in the context of sustainability and conserving natural resources.*

- Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for food preparation tasks
- Evaluate impacts, including unintended negative consequences, of choices made about technology use
- Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies

# Food Studies 10

*Theme: We*

## Course Outline

Unit Topic & Learning Outcomes	Possible Sub-Topics	Possible Teaching Activities (not currently developed with students, but students would provide input upon starting the course)	Possible Assessment Activities
<p><b>We as Consumers</b> <u>Understanding Context:</u></p> <ul style="list-style-type: none"> <li>Observe and research the context of a meal preparation task or process</li> </ul> <p><u>Defining:</u></p> <ul style="list-style-type: none"> <li>Identify and analyze points of view for a chosen meal design task or process</li> <li>Identify potential consumers and contexts Identify criteria for success, intended impact, and any constraints</li> <li>Identify the physical capacities and limitations of workspaces</li> </ul> <p><u>Ideating:</u></p> <ul style="list-style-type: none"> <li>Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation</li> </ul>	<p><b>Who eats?</b></p> <ul style="list-style-type: none"> <li>Kids</li> <li>Teens</li> <li>Adults</li> <li>Seniors</li> </ul> <p><b>What do we eat?</b></p> <ul style="list-style-type: none"> <li>Regionally</li> <li>Nationally</li> <li>Internationally</li> </ul> <p><b>When do we eat?</b></p> <ul style="list-style-type: none"> <li>Comparison between Canadian dinner times and European dinner times</li> <li>What makes us full?</li> </ul> <p><b>Where do we eat?</b></p> <ul style="list-style-type: none"> <li>Regional restaurants</li> <li>Local restaurants</li> </ul> <p><b>Why do we eat?</b></p> <ul style="list-style-type: none"> <li>Nutrition</li> </ul> <p><b>How do we eat?</b></p> <ul style="list-style-type: none"> <li>Choices in preparing different ingredients</li> </ul>	<ul style="list-style-type: none"> <li>HiHo Kids (Kids Try videos) <a href="https://www.youtube.com/channel/UCqa2MPu8bLY1PwVFUpSyVhQ">https://www.youtube.com/channel/UCqa2MPu8bLY1PwVFUpSyVhQ</a></li> <li>Time Magazine Photo Essay - What the World Eats <a href="http://time.com/8515/what-the-world-eats-hungry-plan-et/">http://time.com/8515/what-the-world-eats-hungry-plan-et/</a></li> <li>Noticing similarities, access, and preferences</li> <li>European lifestyle compared to the Canadian lifestyle</li> <li>Restaurant tour</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition requirements quiz</li> <li>Regional, national, or international food brochure for travellers</li> <li>Meal clock - students create a clock of when they eat meals and compare it to a clock they make of meal times from a European country</li> <li>Regional restaurant specials - students create a menu of regional foods with descriptions</li> </ul>

<p><u>Applied Skills:</u></p> <ul style="list-style-type: none"><li>• Demonstrate an awareness of precautionary and emergency safety procedures for self and others</li><li>• Identify and assess their skills and skill levels</li><li>• Develop specific plans to refine existing skills or learn new skills</li></ul>		<ul style="list-style-type: none"><li>• Pantry photo examination</li><li>• Reading nutrition labels</li><li>• Generation cookbook comparison</li></ul>	<ul style="list-style-type: none"><li>• Healthy eating personal requirements</li><li>• Kitchen safety quiz</li> <li>• Group Lab - prepare one ingredient in three different ways</li></ul>
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Unit Topic & Learning Outcomes	Possible Sub-Topics	Possible Teaching Activities (not currently developed with students, but students would provide input upon starting the course)	Possible Assessment Activities
<p><b>We as Creators</b> <u>Ideating:</u></p> <ul style="list-style-type: none"> <li>● Engage in appropriate risk taking to creatively respond to challenges</li> <li>● Choose an idea to pursue, using sources of inspiration and information</li> <li>● Maintain an open mind about potentially viable ideas</li> </ul> <p><u>Prototyping:</u></p> <ul style="list-style-type: none"> <li>● Select and combine appropriate levels of form, scale, and detail for prototyping</li> <li>● Experiment with a variety of tools, ingredients, and processes to create and refine food products</li> <li>● Compare, select, and employ techniques that facilitate a given task or process</li> </ul>	<p><b>Who are leaders in Foods Studies?</b> - e.g. Otto Frederick Rohwedder, Ezra Warner, Dr. John Stith Pemberton, Dr. Percy LeBaron Spencer, and George Crum</p> <p><b>What is the role of a creator in the food industry?</b> - There are many jobs (e.g. Lawmaker, Manager, Educator, Farmer, Chef, Food Stylist)</p> <p>- Fill voids in kitchens, homes, and restaurants</p> <p>- Identify needs/problems and creates solutions</p> <p><b>What needs to be created?</b> - Student ideas required</p> <p>- Suggestions: app to provide recipes based on what is in your fridge or pantry, food processor which scrapes down the sides without removing the top, top</p>	<ul style="list-style-type: none"> <li>● Identify “must have” inventions in kitchens, determine alternatives to kitchen appliances</li> <li>● Identify possible food stylings in advertisements (real vs fake foods), watch BuzzFeed’s Tasty behind the scenes videos</li> <li>● Practice food styling</li> <li>● Brainstorm ideas for items to be created, discuss why no one has invented it yet</li> <li>● Examine early prototypes for inventions</li> </ul>	<ul style="list-style-type: none"> <li>● Journal entry indicating the top five items to have in a kitchen</li> <li>● Create a wanted ad for an item which should be invented</li> <li>● Research a kitchen invention (e.g. stand mixers, graters, different knives, decanters, pepper mills)</li> <li>● Create a prototype for an item to be used in a restaurant or home kitchen</li> <li>● Alter a recipe to make it more sustainable</li> </ul>

<ul style="list-style-type: none"> <li>● Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability</li> </ul> <p><u>Testing:</u></p> <ul style="list-style-type: none"> <li>● Identify sources of feedback</li> <li>● Develop appropriate tests for the prototype</li> <li>● Use feedback to make appropriate changes</li> </ul> <p><u>Making:</u></p> <ul style="list-style-type: none"> <li>● Make a step-by-step plan for production</li> <li>● Create food products, working individually or collaboratively, and making changes as needed</li> <li>● Use food materials in ways that minimize waste</li> <li>● Identify and use appropriate tools, technologies, materials, and processes for production</li> </ul> <p><u>Sharing:</u></p> <ul style="list-style-type: none"> <li>● Decide on how and with whom to share prepared food products</li> <li>● Critically evaluate the success of</li> </ul>	<p>heavy whisk</p> <p><b>Why do we need to create in Foods?</b></p> <ul style="list-style-type: none"> <li>- There are always ways to make things more efficient or safe in the kitchen</li> <li>- There are always new recipes to be created</li> <li>- Sustainability</li> <li>- Minimize waste</li> </ul>	<ul style="list-style-type: none"> <li>● Compare kitchens across decades to determine safety and efficiency</li> <li>● Examine and compare recipes to reduce cost, increase accessibility, and minimize waste</li> </ul>	<ul style="list-style-type: none"> <li>● Alter a shopping list to reduce waste</li> <li>● Journal writing to document prototype for invention</li> </ul>
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<p>meals, and explain how design ideas contribute to the individual, family, community, and environment</p> <ul style="list-style-type: none"><li>● Assess their ability to work effectively both as individuals and collaboratively</li></ul>			
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Unit Topic & Learning Outcomes	Possible Sub-Topics	Possible Teaching Activities (not currently developed with students, but students would provide input upon starting the course)	Possible Assessment Activities
<p><b>We as Leaders</b> <u>Applied Technologies:</u></p> <ul style="list-style-type: none"> <li>Choose, adapt, and if necessary learn more about appropriate tools and technologies to use for food preparation tasks</li> <li>Evaluate impacts, including unintended negative consequences, of choices made about technology use</li> <li>Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies</li> </ul>	<p><b>Who is an influencer/creator in the food industry?</b> - Famous influential people in the food industry (e.g. Ted Allen, Anthony Bourdain, Ashley McCollum, and Vikram Vij) - Anyone!</p> <p><b>What makes a leader in Food Studies?</b> - Identify common characteristics in influencers and creators</p> <p><b>What is our role in Food Studies?</b> - Sustainability, waste management, and environmental factors - Conserve natural resources</p>	<ul style="list-style-type: none"> <li>Preview clips of influential people in the food industry (e.g. <i>Chopped</i>, <i>Beat Bobby Flay</i>, <i>You Gotta Eat Here</i>, and Tasty videos via BuzzFeed's YouTube channel) Compare and contrast contributions to the food industry, research how they became an influencer</li> <li>Compare leaders in the food industry by category (chefs, owners, critics)</li> </ul>	<ul style="list-style-type: none"> <li>Research and present about a significant influencer or creator in the food industry (student choice)</li> <li>Create a job application for a Food Studies Leader - the description should include characteristics of leaders in the food industry</li> <li>Implement a waste management program at home</li> <li>Start a recycling program at a local school</li> </ul>

		<ul style="list-style-type: none"><li>● Research sustainable kitchens, how composting is handled in the community, and eco-friendly alternatives to chemicals used for cleaning</li><li>● Explore gardening techniques and urban farming</li></ul>	<ul style="list-style-type: none"><li>● Create an awareness campaign to conserve natural resources in the community</li></ul>
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**Unit Outline**

Name of Course: Food Studies

Grade: 10

Topic: We as Consumers

**Objectives of the unit (SWBAT):**

- Identify food choices and preferences from a variety of age groups across decades
- Identify regional, national, and international foods
- Explain choices in meal times across countries
- Identify and make recommendations for restaurants in the area
- Explain why eating a balanced diet is necessary
- Practice preparing ingredients in a variety of ways

**Related Learning Outcomes (from Ministry mandated documents):**

- Observe and research the context of a meal preparation task or process
- Identify and analyze points of view for a chosen meal design task or process
- Identify potential consumers and contexts Identify criteria for success, intended impact, and any constraints
- Identify the physical capacities and limitations of workspaces
- Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation
- Demonstrate an awareness of precautionary and emergency safety procedures for self and others
- Identify and assess their skills and skill levels
- Develop specific plans to refine existing skills or learn new skills

**Final Test or Culminating Project or Performance Activity:**

Students will prepare a local meal for two different age groups, inspired by a local restaurant.

**Unit Outline Continued**

Lesson / Topic	Objectives	Teaching Activities / Learning Experiences	Materials / Resources	Assessment / Evaluation
<p><b>Who eats?</b></p> <ul style="list-style-type: none"> <li>- Kids</li> <li>- Teens</li> <li>- Adults</li> <li>- Seniors</li> </ul>	<p>Identify potential consumers and contexts</p>	<p>KWL Chart - know, want to know, learned</p> <p>Table group brainstorm, class brainstorm of generational food preferences</p> <p>How Much Food You Need Every Day</p> <p>Positive/Negative chart</p>	<ul style="list-style-type: none"> <li>● KWL Chart</li> <li>● Markers</li> <li>● Whiteboard</li> <li>● Canada's Food Guide</li> <li>● How Much Food You Need Every Day <a href="https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/food-guide-basics/much-food-you-need-every-day.html">https://www.canada.ca/en/health-canada/services/food-nutrition/canada-food-guide/food-guide-basics/much-food-you-need-every-day.html</a></li> <li>● Videos: People vs. Food playlist <a href="https://www.youtube.com/playlist?list=PL73YndQawY3MC79qrr7Oj7Cq_I2iQvJao">https://www.youtube.com/playlist?list=PL73YndQawY3MC79qrr7Oj7Cq_I2iQvJao</a> choose videos based on student interest</li> <li>● Positive / Negative</li> </ul>	<ul style="list-style-type: none"> <li>● KWL - Completion of first two columns</li> <li>● Participation (formative)</li> <li>● Positive/Negative chart - completion</li> <li>● Food guide servings quiz</li> </ul>

			chart	
<p><b>What do we eat?</b></p> <ul style="list-style-type: none"> <li>- Regionally</li> <li>- Nationally</li> <li>- Internationally</li> </ul>	<p>Identify and analyze points of view for a chosen meal design task or process</p>	<p>Restaurant walk around town</p> <p>Google restaurant review activity</p> <p><i>Canadian food stereotypes</i> brainstorm and article analysis</p> <p>Kids' reactions to Canadian food</p> <p><i>What people eat for dinner around the world</i> article analysis</p> <p>What the World Eats Photo Essay - noticing similarities, access, and preferences (<b>critical thinking lesson</b>)</p> <p>Kids react to international foods</p>	<ul style="list-style-type: none"> <li>● Permission form</li> <li>● Computers</li> <li>● Google Restaurant Review worksheet</li> <li>● <i>Canadian Food Stereotypes</i> Huffington Post article: <a href="https://www.huffingtonpost.ca/2013/06/28/canadian-food_n_2869764.html">https://www.huffingtonpost.ca/2013/06/28/canadian-food_n_2869764.html</a></li> <li>● Kids Eat Canadian Food - <a href="https://www.youtube.com/watch?v=5bTQ7hxMWL0">https://www.youtube.com/watch?v=5bTQ7hxMWL0</a></li> <li>● <i>What people eat for dinner around the world</i> article: <a href="https://www.independent.co.uk/life-style/food-and-drink/what-people-eat-for-dinner-around-the-world-a6732036.html">https://www.independent.co.uk/life-style/food-and-drink/what-people-eat-for-dinner-around-the-world-a6732036.html</a></li> </ul>	<p>Cuisine tally chart</p> <p>Google restaurant review worksheet - completion</p> <p>Time Magazine three-part venn diagram</p> <p>Regional, national, or international food brochure for travellers</p>

			<ul style="list-style-type: none"><li>• Time Magazine Photo Essay - What the World Eats <a href="http://time.com/8515/what-the-world-eats-hungry-planet/">http://time.com/8515/what-the-world-eats-hungry-planet/</a></li><li>• International food taste testing: HiHo kids playlist (choose videos based off student interest) <a href="https://www.youtube.com/playlist?list=PL2etPlnTb9sVxgqJsqelbBfixN-mwrA3d">https://www.youtube.com/playlist?list=PL2etPlnTb9sVxgqJsqelbBfixN-mwrA3d</a></li></ul>	
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<p><b>When do we eat?</b>  - Comparison between Canadian dinner times and European dinner times  - What makes us full?</p>	<p>Observe and research the context of a meal preparation task or process</p>	<p>European lifestyle compared to the Canadian lifestyle - students research various meal times and reasons why meal times are different</p> <p>How to create a filling meal without overfilling the plate (refresh Canada's Food Guide, go over protein and dietary requirements, <b>demonstration lesson</b>) - have students create a balanced plate based on a country they researched</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Canada's Food Guide</li> <li>● Demonstration lesson materials</li> <li>● Meal preparation resource books (available from the library)</li> </ul>	<p>Meal clock - students create a clock of when they eat meals and compare it to a clock they make of meal times from a European country</p> <p>Journal entry: Why are meal times so different?</p> <p>Balanced plate - completion and accuracy</p>

<p><b>Where do we eat?</b></p> <ul style="list-style-type: none"> <li>- Regional restaurants</li> <li>- Local restaurants</li> </ul>	<p>Identify the physical capacities and limitations of workspaces</p>	<p>Restaurant tour - have students identify areas of efficiencies and limitations in terms of the workspace</p> <p>Pantry photo examination</p>	<ul style="list-style-type: none"> <li>● Arrange a restaurant tour with a local restaurant</li> <li>● Computers</li> <li>● Various photos of pantries across the world (Google search)</li> </ul>	<p>Regional restaurant specials - students create a menu of regional foods with descriptions</p> <p>Design an efficient restaurant kitchen</p> <p>Journal entry: reflection on personal pantry at home (what is positive about what is there, what could improve)</p>

<p><b>Why do we eat?</b> - Nutrition - Emotions</p>	<p>Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation Identify criteria for success, intended impact, and any constraints</p>	<p>Reading nutrition labels (serving size, calories, fibre, fat, carbohydrates, sodium, daily values)</p> <p>Access to healthy foods</p> <p>Emotional/stress eating <b>discussion lesson</b></p>	<ul style="list-style-type: none"> <li>● Nutrition labels from everyday foods</li> <li>● <i>What we need:</i> <a href="http://www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/food-guide-aliment/my-guide-mon-guide/index-eng.php">http://www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/food-guide-aliment/my-guide-mon-guide/index-eng.php</a></li> <li>● <i>Access to Affordable Healthy Foods</i> (Heart and Stroke Foundation): <a href="http://www.heartandstroke.ca/-/media/pdf-files/canada/2017-position-statements/access-to-affordable-healthy-nutritious-foods-ps-eng.aspx?la=en">http://www.heartandstroke.ca/-/media/pdf-files/canada/2017-position-statements/access-to-affordable-healthy-nutritious-foods-ps-eng.aspx?la=en</a></li> <li>● <i>Emotional eating:</i> <a href="https://kidshealth.org/en/">https://kidshealth.org/en/</a></li> </ul>	<p>Healthy eating personal requirements</p> <p>Letter to government official regarding access to healthy foods</p> <p>Journal entry: How does emotional eating or stress eating affect me or others I know? What can I do about it?</p>

			<a href="#">teens/emotional-eating.html</a>	
<p><b>How do we eat?</b></p> <ul style="list-style-type: none"> <li>- Food safety</li> <li>- Choices in preparing different ingredients</li> </ul>	<p>Demonstrate an awareness of precautionary and emergency safety procedures for self and others</p> <p>Identify and assess their skills and skill levels</p> <p>Develop specific plans to refine existing skills or learn new skills</p>	<p>Generation cookbook comparison (e.g. Mary Moore, Company's Coming, A History of Cookbooks, Julia Child, and The Joy of Cooking)</p> <p>Safety in the kitchen</p> <p>Basic kitchen skills</p> <p>Self-assess kitchen skills (e.g. select correct measuring cup, move knife across rim of cup pushing excess dry ingredient back into canister)</p> <p>Create Lab rubric together as a class</p> <p>Preparing different</p>	<ul style="list-style-type: none"> <li>● Compare and contrast T-chart</li> <li>● Kitchen safety and basic skills handout <a href="http://culinary.kapiolani.hawaii.edu/wp-content/uploads/2013/09/Chapter-9-Kitchen-Safety-and-Sanitation.pdf">http://culinary.kapiolani.hawaii.edu/wp-content/uploads/2013/09/Chapter-9-Kitchen-Safety-and-Sanitation.pdf</a></li> <li>● Kitchen skills self assessment</li> <li>● Class developed rubric</li> <li>● Ingredients for class's chosen dishes</li> <li>● Ingredients for local meal</li> </ul>	<p>Compare and contrast cookbooks - completion</p> <p>Kitchen safety quiz</p> <p>Group Lab - prepare one ingredient in three different ways</p> <p>Group lab - local meal</p>

		<p>dishes using one ingredient up to 3 different ways (depending on skill level)</p> <p>Preparing a local meal for two different age groups inspired by local restaurants</p>		
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Demonstration Lesson:

COURSE & GRADE: Foods Studies 10

SPECIFIC TOPIC: Creating a balanced plate based on a country we have researched (what makes us full?)

BACKGROUND INFORMATION / IMPORTANT POINTS TO MAKE ABOUT THE TECHNIQUE / SKILL / RECIPE:

- Food groups include: milk and alternatives, meat and alternatives, fruits and vegetables, grain products
- Requirements for 14-18 year olds (choose more if you're very active):
  - Vegetables and fruit: 7 F, 8 M
  - Grain products: 6 F, 7 M
  - Milk and alternatives: 3-4 F & M
  - Meat and alternatives: 2 F, 3 M
- Remind students: just because a country has different foods does not mean they do not consult a nutrition guide.
- Country we are being influenced by: Turkey
- Basic skills: knife holding, gathering supplies from the pantry, what to do in case of a fire, seasonings, temperature of cooked chicken is 165 degrees fahrenheit, or 75 degrees celsius
- Muster point
- Two parts for assessment: execution of the recipes and the serving sizes on the balanced plate
- Grill safety
- Kitchen groups of 4

RELATED PLOs:

Observe and research the context of a meal preparation task or process

OBJECTIVES (SWBAT):

- Cook a chicken kebab
- Prepare a traditional Turkish salad
- Prepare and season rice
- Recognize that milk is a required drink to balance the plate

CONSUMABLE SUPPLIES NEEDED:	EQUIPMENT NEEDED:
Milk	Skewers
Chicken breast	Frying pan
Baldo rice	Pot
Chicken broth	Grill (either BBQ or tabletop)
Salt	Bowl
Pepper	Knives
Whole-milk Greek Yogurt	Cutting board
Lemon	Liquid measure
Olive oil	Dry measure
Ketchup	Teaspoons
Red pepper flakes	Spoons
Cumin	
Paprika	
Cinnamon	
Cucumber	
Tomato	
Red onion	
Mint	
Vinegar	

Parsley	
Green pepper	

#### PRE PREPARATION:

- Consult pantry for ingredients.
- Make shopping list.
- Go shopping for consumable ingredients.
- Assemble ingredients and supplies on teacher workstation.
- Make copies of recipes for all students.  
<https://www.allrecipes.com/recipe/244632/turkish-chicken-kebabs/>  
<https://www.giverecipe.com/chopped-turkish-salad/> (remove sumac)  
<https://www.petersommer.com/recipe/pilav-turkish-rice> ]
- Day prior to lab: cube and marinate chicken. Put on skewers.

INTRODUCTION (e.g., show an example, show pictures of the techniques, explain the significance of the technique, a cartoon, video clip, problem solving scenario, etc.)

- Go through each recipe as a class.
- Go over chopping technique for the salad with class (pieces should be roughly the same size).
- Show examples of different salads, have students explain why one is preferable over the other.
- Go over meat handling.

#### DEMONSTRATION

SEQUENCE OF INSTRUCTIONS TO COMPLETE THE TECHNIQUE	COMMENTARY EXPLANATIONS OR POINTS TO MAKE
Select a student to hand out recipes to each class member. Have students move to demo area bringing recipe and pen.	Read through the recipes together - go over using a grill and having a thermometer handy.
Have students turn to chopped turkish salad recipe.	Ask students “what instructions are missing?” - answer: chop vegetables. Have students add that to the recipe. Remind students that making sure pieces are small enough to fit on a fork is important, and keeping them the same size is also important.

<p>Have students plan the order in which they will cook each recipe.</p>	<p>Ask: “What is the order you will start cooking?”          Answer:</p> <ul style="list-style-type: none"> <li>● Rice (2 people)</li> <li>● Chop vegetables (2 people)</li> <li>● Make the salad dressing (1 person)</li> <li>● Preheat the grill (1 person)</li> <li>● Start the chicken on the grill when there is approximately 15 minutes left on the rice (2 people)</li> <li>● Set the table (2 people)</li> </ul>
<p>Ask students about food handling safety.</p>	<p>Ask: “What is important about handling these different foods?”          Answer:</p> <ul style="list-style-type: none"> <li>● Cross-contamination!             <ul style="list-style-type: none"> <li>○ Avoid this by making sure no items are in the same bowl as the raw chicken</li> <li>○ That the raw chicken bowl goes into the sink</li> <li>○ Vegetables are cut on a single cutting board</li> <li>○ No knives or utensils used on the chicken are used elsewhere in the meal</li> </ul> </li> <li>● Knife safety - open packages with scissors, not knives, and open away from yourself</li> </ul>
<p>Begin following the rice recipe. Model for the students.</p>	<p>Measure out the rice in a dry measure. Ask students for the proper way to measure dry ingredients (answer: overfill and use the back of a knife to go along the top of the measure so the excess goes back into the container). Measure out stock in a liquid measure, combine with rice on the stovetop. Set a timer.</p>
<p>Begin following the salad recipe. Model for the students.</p>	<p>Begin chopping vegetables, show how the slices are approximately the same size. Have a few</p>

	students continue chopping vegetables.
Preheat the grill.	Spray grill with non-stick spray. Preheat grill (max if using propane, 6 if using a tabletop grill).
Make the salad dressing.	Follow the steps in the recipe to measure out ingredients for the salad dressing - be sure to not measure over the bowl in case there is a spill. Measure over a separate bowl.
Put the meat on the grill.	Turn down the temperature significantly if using a propane grill, or 2 numbers down if using the tabletop grill. Place kebabs on the grill, being sure to keep fingers away from the grill plates. Put plate or bowl kebabs were on in or near the sink immediately to avoid cross contamination.
Combine the salad.	Have students put the salad together by mixing gently.
Gather a bowl for the rice.	Empty the cooked rice into the serving bowl, making sure to open the lid away from yourself. Fluff with fork until fluffy.
Turn kebabs if necessary.	Keep turning kebabs if necessary, make sure to keep an eye on the temperature.
Place rice, chicken, and salad on the demo table.	Have students taste with 3 different forks and evaluate the doneness of the rice, taste of the chicken, and acidity of the salad. Have students change their recipes if they find any issues they would like to change when they complete their lab.

QUESTIONS FOR UNDERSTANDING: (review the steps with the students and ask questions to see if they remember what they are to do)

1. What instructions were missing in your salad recipe?
2. What is the order in which you will begin cooking?
3. How many people should be operating the grill or cooking the chicken?

4. What is important about chopping the vegetables?
5. What does cross-contamination mean?

REVIEW THE CRITERIA FOR MARKING (explain how you will be monitoring their progress and the way you will mark this technique)

- Teacher observation: group work, safety, time management, use of equipment, sanitation, product
- Self-assessment: group work, safety, time management, sanitation, product
- The teacher will come around and observe each of the above noted items, your self assessment will also be considered into your lab mark.

CLOSURE: (tell students what to do when they return to their seats)

- When you begin tomorrow's lab, how are you going to decide who does which item? (answer: rock paper scissors, or some other system, and have it written down today)
- What do you need to do before gathering items tomorrow? (answer: wash hands)
- I challenge you to make your salad, kebabs, and rice according to your group's taste preferences. If you found today's items too mild, I would invite you to add a ½ tsp more of an ingredient to change the taste. Please discuss in your groups and make that change now.

REFLECTION:

Discussion Lesson:

COURSE & GRADE: Food Studies 10

SPECIFIC TOPIC: Emotional and Stress Eating

RELATED PLO'S:

- Analyze impacts of competing social, ethical, economic, and sustainability factors on food choices and preparation
- Identify criteria for success, intended impact, and any constraints

OBJECTIVES (SWBAT):

- Identify and explain the impact of social, ethical, economic, and sustainability factors on food choices and preparation
- Describe ways to deal with emotional or stress eating
- Identify ways stress or emotional eating impacts others

INTRODUCTION/MOTIVATOR

Have images on the smartboard or projector:

- <https://i0.wp.com/www.sleekgeek.co.za/wp-content/uploads/2017/06/5-steps-to-overcome-emotional-eating.jpg?fit=899%2C666>
- <https://www.connecticutchildrens.org/kidshealth/EN/images/sidebars/T-hungerChart-enSB.jpg>

BODY OF THE LESSON

1. Point of entry questions

- What does “stressed is desserts spelled backwards” mean?
- Why is that funny/not funny?

2. Instrumental/technical/ data/informational questions

- What is the difference between physical hunger and emotional hunger?
- When might emotional eating occur?

3. Interpretive/meaning/ value questions

- Why might we be talking about emotions and stress in a Foods class?
- What does it mean to eat emotionally?
- Are there ever times where emotional eating would be a positive thing?
- Can people who eat emotionally eat unemotionally?

#### 4. Critical/emancipatory questions

- Why do you think people eat emotionally?
- What are the risks with eating emotionally?  
What are some possible successes with eating emotionally?
- How do social situations contribute to stress or emotional eating?
- Do people eat emotionally because of things outside of their control? Like what?
- How do economics (or finances) determine what someone eats?
- When people eat emotionally, do they care about sustainability? Why or why not?
- What is the effect emotional eating has on family? Friends?
- How else could someone deal with their emotions or stress besides eating?

#### 5. Summary/Conclusion questions

- In small groups discuss: how can I help someone who I see eating emotionally?

#### FOLLOW-UP ACTIVITIES:

- Read through the article on emotional eating  
(<https://kidshealth.org/en/teens/emotional-eating.html>)
- Journal entry: How does emotional eating or stress eating affect me or others I know?  
What can I do about it?

#### REFLECTION

Critical Thinking Lesson:

Course & Grade: Food Studies 10

Topic: What do we eat?

Outcomes:

Identify and analyze points of view for a chosen meal design task or process.

Students will be able to:

Identify similarities, access, and preferences people have regarding food.

1. Introduction

- Load the Time Magazine Photo Essay of What the World Eats on the projector or SmartBoard (<http://time.com/8515/what-the-world-eats-hungry-planet/>).
- Have students record in groups what they notice about the picture. Have the country and cost covered.
- Ask: how much do you think the food for this week cost? Where do you think this family lives?
- Reveal the answer.

2. Concept clarification

- Explain that there is a significant difference between food security (access) and food preference. Not everyone is able to access adequate food for their nutritional needs due to finances, are unable to reach a food bank, food banks do not exist where they live, or many other factors. Not everyone is able to consume foods for their health based on what they choose to buy or bring into their home, which is a preference.
- Preference = choice
- Access = no choice.

**Food security (Access)** [is] a situation that exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. (FAO)

**Food preference** refers to the way in which people choose from among available comestibles on the basis of biological or economic perceptions including taste, value, purity, ease or difficulty of preparation, and the availability of fuel and other preparation tools. (Archaeology of Food Preference)

3. Extension activity

- Provide table groups with print outs of the remaining photos, omitting the location and cost. Each group should receive two photos.
- Have students create a venn diagram on a large piece of paper in the middle of their table and list a photo on each circle.
- Identify similarities and differences.
- Colour-code (by highlighting or pencil crayon) the food security (access) points in one colour, and food preference in another.
- On the outside of the venn diagram, have students indicate their guesses for cost and the location of the family.
- After 8 minutes, have students get up and move to another table in a counter clockwise direction.
- Allow them 4 minutes at each table to add details before switching.
- Discuss what they noticed about food security and food preference.

#### 4. Taking it further

- Ask the class: What did you notice about each of the photos?  
Answer they should eventually get to: there is unequal access and some people have more choices so their preferences may be more refined.
- Ask: What can we do about it?  
There is no one correct answer, but it should be a call-to-arms to help others and re-assess what is important in our own lives.

#### 5. Wrap up

Wrap up the lesson by having students reflect on this activity in their journals by answering the question: What do I know about food security and food preference, and what can I do?