Conceptual Planning Framework

**Big Idea:**

* Social, ethical, and sustainability considerations impact design

**Concepts:**

* Budget**,** Culture**,** Systems

**Content:**

* meal design opportunities
* elements of meal preparation, including principles of meal planning and
eating practices
* food trends, including nutrition, marketing, and food systems

**Essential Questions:**

* How does my heritage influence my food preferences?
* How do recipes change overtime?
* What influences what I eat?
* How does where you live influence how you live/eat?
* How has food production changed since my grandparents’ time?
* How can I adapt the recipe to make it more inline with our present health guidelines?
* How does the purpose of the event effect the was this food item served? (Weddings, breakfast, field days)
* How accurate are the measurements on my grandmother’s recipe?

**Curricular Competencies:**

* Observe and research the context of a meal preparation task or process
* Choose an idea to pursue, using sources of inspiration and information
* Critically evaluate the success of meals, and explain how design ideas contribute to the individual, family, community, and environment

**Ideas to promote Inquiry through E-learning:**

* What opportunities can students explore on their own ( student agency)
* What opportunities are there for students to share their learning with an authentic audience?
* Incorporate inquiry questions and visible thinking routines from Harvard Project Zero
* <http://www.pz.harvard.edu>
* Tips for Designing an Online Learning Experience Using the 5Es Instructional Model
* <https://catlintucker.com/2020/03/designing-an-online-lesson/>
* 8 Ideas Designed to Engage Students in Active Learning Online
* <https://catlintucker.com/2020/07/8-ideas-designed-to-engage-students-online/>
* 7 Big Ideas as you shift towards online learning
* <https://www.spencerauthor.com/online-teaching/>

**Summative Performance Assessment:**

* See below in learning plan

**Timeframe:**

* four weeks  = 4 online sessions and 4-8 face to face sessions
* see below for framework

**Learning Plan:**

|  |  |  |  |
| --- | --- | --- | --- |
| Week One Learning Activities | Online Option Synchronous  | Face to Face Option  | Independent Work |
| Engage Instruction and Modeling -  | * Introduce lesson and summative project
* Explore the role of social, ethical, and sustainability considerations and how they impact our food preference and design
* Students bring/ search for photos of food that means a lot to the family
* What was your favourite food as a child?
* Map where food is from and where the products are sourced
* [Thinglink](https://www.thinglink.com/welcome) interactive map
* Examine the economic, social factors that case the food to be popular
 | * Examine family recipes in small groups
* discuss measurements and ingredients and processes
* similar / different
* challenges with making the recipe
* ‘cooking legends’ my gramma says…
* lf you had to switch out on ingredient (gluten, beef, fish, sugar) -what would that be
* If we did … then we…
* Concept map for metric measurement… imperial to metric
* Liquids solids weight
* What is the Canadian Food guide
 | * Create a virtual or real meal with your favorite food as the centerpiece
* Investigate recipes, plan meal
* The meal must reflect the guidelines of the Canadian food guide
* Compare your family recipe to an online recipe today (similar/ different graphic organizer) what has changed/ remained the same
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| Week Two Learning Activities | Online Option Synchronous  | Face to Face Option  | Independent Work |
| Explore and Discuss  | * Food standards guide
* How standards have changed over time?
* Examine societal changes
* Share thinglink – discussion re: foods similar different
* produce
* Plate size
* New foods and products
 | * Meal design – structure, budget, skills and supplies needed
* cooking legends’ my grandma says…
 | * Assignment related food guide standards and budgeting
* Track budget
* Chef’s table Communication log
* What are your ideas?
* What questions do you have?
* Who did you talk to?
* What was their feedback?
* Search a ‘chef’ – what would they do ?
* Food magazine article?
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| Week Three Learning Activities | Online Option Synchronous  | Face to Face Option  | Independent Work |
| Explain, Extend and Practice  | * Food hacks – share one - provocation
* Online speed dating food hack
* What was your favourite food, related to your family’s’ culture, growing up?
* Review assignment – hiccups and surprises
* Share your chef’s table points
 | * Cooking techniques and tools required to make your meal?
* Doubling and halving recipes
 | * Video your creation and the technique you are highlighting
* Narrative about the importance of this meal to you and your family
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| Week Four Learning Activities | Online Option Synchronous  | Face to Face Option  | Independent Work |
| Reflect | * Share and compare
 | * Reflect on project
* What would you change and why
* How would you refine your process/ recipe?
* Safety and waste
 | * Reflection-
* 3-2-1
* Sketchnotes
* Lunch tray reflection
* What would you have changed
* Should have done
* Would have done
* Fun to try
* Want to learn more about
* Windows notes?
* Explore the role of Social, ethical, and sustainability considerations and how they impact our food preference and design
 |
|  | * Revisit …. Explore the role of Social, ethical, and sustainability considerations and how they impact our food preference and design
* What do all the favourites/ recipes have in common?
* What are the patterns?
* Has the impact of food changed over time ?
* Fact vs fiction - power of memoires…
* What is the beauty in the food ?
* What is the truth?
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Questions to Consider:

* *What are the essential questions students need to answer?*
* *How are the essential questions connected to the performance/summative task?*
* *How can the summative task reflect authentic work connected to the areas of study/discipline?*
* *What problem will the students solve?*
* *Will the inquiry allow students to self-direct and have agency in their learning?*
* *How can you augment or redefine the use of technology to enhance student learning ?*
* *What will the students be able to transfer to their next inquiry?*