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 |
| 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? |
| 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 |
| 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? | | |

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?*