

## Social Justice Lesson Plan Template

**Contextual information: Global Foods Group Project: About the Food**

**Grade level: 10-12**

**Subject: Culinary II- Global and Gourmet Foods**

**Lesson time length: 40 minute class**

**Characteristics of the class: grades 10-12, 24 students- 10 SPED**

**Social Justice Standards (*Teaching Tolerance*): (Check all that apply)**

<p><b>Identity</b></p> <p>___1. Students will develop positive social identities based on their membership in multiple groups in society.</p> <p>___2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</p> <p>___3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.</p> <p>_X_4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</p> <p>___5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p>	<p><b>Diversity</b></p> <p>_X_6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <p>_X_7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>_X_8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>___9. Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p>_X_10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p>
<p><b>Justice</b></p> <p>___11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p>___12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>___13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>___14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>_X_15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>	<p><b>Action</b></p> <p>___16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>___17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>___18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p>___19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>___20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>

**ISTE Standards for Students:**

X	<b>Empowered learner-</b> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.		<b>Computational thinker-</b> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
X	<b>Digital citizen-</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	X	<b>Creative communicator-</b> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
X	<b>Knowledge constructor-</b> Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.		<b>Global collaborator-</b> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
X	<b>Innovative designer-</b> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		

**Purpose/Rationale:**

The purpose of this lesson is for students to collaborate with their kitchen group to create a google slides presentation on a country of their choice and a traditional dish from that area. This lesson's focus is on the presentation food portion.

**Materials and Technology Tools:**

1 Chromebook/ student (tech cart in classroom, may need to borrow some from neighboring teacher).. 1 project/ group- shared with all members

Wifi Access

Global Foods Presentation Worksheet and Rubric

How to Research- Guided Notes

**Objectives:**

Students will collaborate with their kitchen group to produce a google slides presentation on a country of their choice.

Students will become culturally aware of their food choices, common ingredients, holidays, festivals and etiquette.

**Instructional Procedures: (please remember to integrate technology tools)****Introductory Activity:**

Previous lessons have taught students how to use Google Slides and share with their peers. When students come in, on SB do now: please get a chromebook, sign on and go to google classroom and answer the assignment>>

1. On a scale of 1-10 how well is your group working together?
2. On a scale of 1-10 how much effort are you putting into this group project?
3. What part of the project are you responsible for?

**Developing Activity:**

Students will work with each other to research more about the culture of their country they have chosen in the previous lesson, students will continue if they did not complete that section yet. Beyond that students will look into the food choices of the area and research food choices, common ingredients, holidays, festivals, etiquette and recipes of traditional dishes using prior knowledge of how to research and find accurate information.

**Concluding Activity:**

Google Classroom- Ticket Out:

After today,

1. On a scale of 1-10 how well is your group working together?
2. On a scale of 1-10 how much effort are you putting into this group project?
3. What part of the project did you work on today?

**Assessments:**

Circulation of the room

Completion and participation in group project

Completion and participation in do now and ticket out

Overall- presentation (rubric)

**Project:**

Culinary II

Wannermeyer

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **GLOBAL FOODS PROJECT- GOOGLE SLIDES**

Within your kitchen groups you will develop a presentation on a country using google slides. You will collaborate together on one project, while all working together. (First come first serve on country choices.)

### **About the Country**

1. Name
2. History—give some background information on the country; population, government, how do people live, etc.
3. Economy—is it a developed country? What is their main industry? Education level of people, standard, of living, are they wealthy or poor, is there a class system?
4. Geography—country size and location in the world? Physical land features—(topography) mountains, lakes, rivers, lowlands, coastal regions, etc.
5. Religion—what is the major religion and how does it impact what they eat?

*How does all this information relate to the foods that they eat? (A map might be helpful)*

### **About the Food**

1. Traditional Dishes—what are the traditional dishes/recipes that your country specializes in or is known for?
2. Common Ingredients—what ingredients are commonly used in the country?
  - a. Fruits and vegetables—which are most commonly used in their cuisines?
  - b. Herbs and spices—what are those most often used?
  - c. Beverages—what do they drink? Is there anything they don't drink?
3. Holidays and Festivals—are there any major holidays, festivals, or cultural customs? What are the foods associated with these events?

4. Etiquette—what are the social rules for behavior? Manners for eating?
5. Recipe—find one recipe that represents your country's cultural cuisine. This recipe will be the one you will make in/and for the class. You will also be making this recipe for the "school" for around the world. Please include the recipe and a picture.

### Grading

- Grocery list including quantities and List of equipment needed
- Time management—number of days and what will be done on each day
- Proper techniques—followed directions
  - Highlighted the cooking terms in recipe and define
  - Be prepared to explain what was done

Rubric:

# Global Foods Final Project Rubric

Names: \_\_\_\_\_

Country: \_\_\_\_\_

Recipe: \_\_\_\_\_

Topics	5- Exceptional	4- Great	3- Good	2- Fair	1- Poor
History					
Economy					
Geography					
Religion					
Traditional dishes					
Common Ingredients					
Holidays and Festivals					
Etiquette					
Recipe					

Total: \_\_\_\_\_/45\_\_\_\_\_

## **Feedback from peers:**

### *Robert Mullen Feedback:*

Contextual information- Included all the required contextual information for the lesson. Effective: You provided plenty of contextual information for me to understand what your plan is

Standards- Lesson was well aligned with the Social Justice/ISTE Standards Effective: Your lesson aligns very well with the diversity standards and allows students to explore a culture that may be different than their own.

Instructional strategies Instructional strategies were well- aligned with the objectives of the lesson. Made good use of technology Effective: The lesson uses Chromebooks and the Google Suite for students to make interesting presentations. It might be cool to add narrations or video to slides to make the presentation multimedia. It might lend itself to help students pronounce the names of food from different cultures as well.

Assessments- The assessments were well-aligned with the Effective: The assessment (evaluating objectives of the lesson students' final product) will help you determine if students met standards or not. You may want to give students the rubric or a model of the project so they have a clear expectation of success.

Additional comments: I like this project a lot! Having students research food from different cultures is an awesome way to integrate Social Justice Standards in your classroom and allow students to explore diversity. I think your lesson aligns well with the standards. Nice work!

### *Corey Battersby Feedback:*

Contextual information-Included all the required contextual information for the lesson. Effective: You provided great details and step by step description on how the lesson should go

Standards- Lesson was well-aligned with the Social Justice/ISTE Standards Effective: You can clearly identify the social justice standards in your lesson

Instructional strategies-Instructional strategies were well- aligned with the objectives of the lesson. Made good use of technology Effective: I enjoyed reading about the presentation idea through power point and research done on the computer.

Assessments- The assessments were well-aligned with the objectives of the lesson Effective: The assessment is well-aligned with objectives and clearly identify the expectations of the assignment and self-assessment and the group assessment.

## **Reflection:**

### **Address the following:**

**1. What did you do to insure that you had met your objectives in this lesson?**

I made sure each step students were assessed whether it was formal or informal. Circulation of the room is key to keeping all students engaged and on task vs on their phones and pretending to do work. It is nice with Google Slides I have each group share the assignment with me so I can see the progress of what each student is working on. Furthermore, I have students self evaluate themselves before and after the lesson to hold students accountable to make sure they have met the objectives for the day and were a valuable person on their team for the project.

**2. What were some of the strengths in the lesson?**

One strength of this lesson is that students are fairly comfortable with the people they are working with as they have been in a kitchen group together. They are able to work with each other constructively. In addition, students were able to pick which of the countries they would like to research so that heightens engagement for students.

**3. What are some things that could be improved in this lesson?**

I could have added a multimedia component to the presentation and have students create their own video or narration for the presentation so they can dive deeper into more technology based learning. In addition, I students could have done a slide/ component on family values and views to add another layer of research to the lesson.

**Social Justice Lesson Plan Rubric**

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>
<b>Contextual information</b>	Included minimal of no contextual information for the lesson	Included most of the required contextual information for the lesson	Included all the required contextual information for the lesson
<b>Standards</b>	Lesson had minimal or no alignment to the Social Justice Standards	Lesson had evidence of alignment to the Social Justice Standards	Lesson was well-aligned with the Social Justice Standards
<b>Instructional strategies</b>	Instructional strategies had minimal alignment with the objectives of this lesson. Used no technology	Instructional strategies were mostly aligned with the objectives of the lesson. Used some technology	Instructional strategies were well-aligned with the objectives of the lesson. Made good use of technology
<b>Assessments</b>	The assessments had minimal alignment to the objectives of the lesson	The assessments were mostly aligned with the objectives of the lesson	The assessments were well-aligned with the objectives of the lesson
<b>Reflection</b>	The reflection minimally addressed the strengths and weaknesses of the lesson	The reflection mostly addressed the strengths and weaknesses of the lesson	The reflection richly addressed the strengths and weaknesses of the lesson