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| **Food from Asia** | | | | |
| **OBJECTIVES** | | | | |
| **SOCIAL STUDIES**  **Achievement Objectives:**  Students will gain knowledge, skills, and experience to:   * Understand how the cultures of people in New Zealand are expressed in their daily lives. (Level 1) * Understand how cultural practices reflect and express peoples’ customs, traditions, and values. (Level 2) * Understand how places influence people and people influence places. (Level 2)   **TECHNOLOGY** **Technological practice** *Students will:*  Planning for practice   * Outline a general plan to support the development of an outcome, identifying appropriate steps and resources. (Level 1)   Brief development   * Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the resources available. (Level 1)   Outcome development and evaluation   * Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes. (Level 1)   **Technological knowledge**  *Students will:*  Technological modelling   * Understand that functional models are used to represent reality and test design concepts and that prototypes are used to test technological outcomes. (Level 1)   **Nature of technology**  *Students will:*  Characteristics of technology   * Understand that technology is purposeful intervention through design. (Level 1)   **Technological Practice**  Students will:  Planning for practice   * Develop a plan that identifies the key stages and the resources required to complete an outcome. (Level 2)   Brief development   * Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available. (Level 2)   Outcome development and evaluation   * Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes, select, and develop an outcome. Evaluate the outcome in terms of the need or opportunity. (Level 2)   **Technological Knowledge**  Students will:  Technological modelling   * Understand that functional models are used to explore, test, and evaluate design concepts for potential outcomes and that prototyping is used to test a technological outcome for fitness of purpose. (Level 2)   **Nature of Technology**  Students will:  Characteristics of technology   * Understand that technology both reflects and changes society and the environment and increases people’s capability. (Level 2) | | | | **Year Level:** Year 1-4  **Curriculum level:** 1 and 2  **Unit Duration:** 10 weeks |
| **INTEGRATION INTO OTHER LEARNING AREAS** | | | | |
| **English**   * Reading stories and articles from a range of different countries within Asia * Writing reports about different countries, traditions, celebrations etc   **Maths**   * Collecting data to support the technology process   **The Arts**   * Looking at the role music plays in culture * Drama, acting out plays that give greater insight into Asia | | | | |
| **Values:**  Excellence  **Innovation, inquiry, and curiosity**  **Diversity**  **Equity**  Community and participation  Ecological sustainability  Integrity  **Respect** | | **Key Competencies:**  [Thinking](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#thinking)  [Using language, symbols, and texts](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#language)  [Managing self](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#managing)  [**Relating to others**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#relating)  [**Participating and contributing**](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#participating) | **Principles:**  [**High expectations**](http://nzcurriculum.tki.org.nz/Principles/High-expectations)   [**Treaty of Waitangi**](http://nzcurriculum.tki.org.nz/Principles/Treaty-of-Waitangi) [**Cultural diversity**](http://nzcurriculum.tki.org.nz/Principles/Cultural-diversity) [**Inclusion**](http://nzcurriculum.tki.org.nz/Principles/Inclusion)   [**Learning to learn**](http://nzcurriculum.tki.org.nz/Principles/Learning-to-learn)[**Community engagement**](http://nzcurriculum.tki.org.nz/Principles/Community-engagement)[Coherence](http://nzcurriculum.tki.org.nz/Principles/Coherence)  [**Future focus**](http://nzcurriculum.tki.org.nz/Principles/Future-focus) | |
| **Assessment Opportunities:**  An Assessment Checklist could be developed that included each of the learning intentions. This could be used throughout the unit to track students.  The Success Criteria have been developed to formatively track student progress and achievement.  The ‘Masterchef’ panel will give students feedback and rate their simple snack and the package they design.  Students will complete a self-assessment about their work. | | | | |
| **Resources:**   * Wikipedia list of different [Asian cuisines](https://en.wikipedia.org/wiki/List_of_Asian_cuisines) * Material Masters 1-11 * Editable PowerPoints | | | | |
| **Unit Focus:**  Food is important in all cultures as it brings people together. | **Context:**  The unit begins with discussion about food and its importance.  Students will choose a country and will then explore areas such as;   * the importance of food in that country * traditional dishes * how food is linked to the culture of the country   Students will decide on a dish that represents their country that they would like to create and share. Using their knowledge of the country, they need to present their food in an appropriate and appealing package.  The focus of the unit is on not only researching food that represents particular cultures but also on how the food can be packaged appropriately so that it represents the culture and country to which it belongs.  The unit finishes with a ‘Masterchef’ type experience where the students present their simple snack in its packaging to a panel who give them feedback and rate them on their work.  There are many opportunities within the unit to connect and engage with the Asian community. The teacher could discuss with students how they could access Asian people and then have them invite these people into the classroom to enrich the learning. | | | |

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| **LESSON 1 - Culture** | |
| **Learning Intention** | WALT find examples that show culture. |
| **Success Criteria** | I can identify things that are part of my culture  I can talk about why these reflect my culture |
| Begin with the PowerPoint “Would you eat this?” Talk to the students about different people eat different things and that it is important to be accepting of what others believe and value, even when discussing food.  Tell students that culture is a shared set of practices and traditions that describe a group of people.  Culture can include things such as food, traditions, clothing, language, ceremonies, spiritual practices and beliefs, rituals, and communication styles. Culture impacts who we are.  Brainstorm examples of culture. Examples of this could be speaking English, saying “please” and “thank you,” using New Zealand money, celebrating Christmas. Record their ideas on a board or large paper.  Students need to find evidence of culture in their lives and all around. They will search for evidence of culture all around them and then write their examples of culture and draw a picture of it. An example could be bringing lunch in a lunchbox to school. They need to find as many examples as they can within 10 minutes. Students could choose to work individually or in pairs. | |

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| **LESSON 2 – Culture and food** | |
| **Learning Intention** | WALT express how culture influences food |
| **Success Criteria** | I can talk about what are in the fridges  I can make inferences about why people make choices about food |
| Bring in a photo of your own fridge and display this to students. Ask students what they can tell about you from examining what is in the fridge.  Display Where in the world would you find these fridges? (Material Master 1). The first two are from NZ while the other 2 are from Asian countries.  Ask the students   * What are the differences? * How do you know they are from different places? * What do the contents of each fridge tell you about the culture, the lifestyle, and the habits of their owners?   Ask the students to examine their own fridges at home. What do the contents of their own fridge tell them about their own family’s food values and beliefs?  Display Where in the world would you find this food market? (Material Master 2).  Ask the students   * What clues are there about where these food markets are? * What do the markets tell us about the culture of the countries they are in? | |

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| **LESSON 3 – Significance of food** | |
| **Learning Intention** | WALT express the how food helps define us. |
| **Success Criteria** | I can talk about special times when I eat with others  I can name foods that I eat on special occasions |
| Write the question on the board … What role does food play in our lives?  Allow students time to think about the answer for themselves and then ask them to share their thoughts with a buddy. Examples that students might give could be:   * providing nourishment * celebrations * socializing * comfort   Discuss the responses and explain how many types of foods are associated with celebrations, traditions, ethnic groups, and even rules of when and how people can eat certain foods. Give examples and ask for examples of each, such as: chocolate with Easter (tradition), birthday cake (celebration), and Jewish dietary laws (rules). Write down the examples.  Explain that a home learning task for them is to ask their parents/caregivers some of the following questions that they can then report back to the class   1. What foods/dishes are unique to their culture? 2. What are their traditional names? (And do these names have any special significance and/or meaning?) 3. What ingredients go into making these foods? 4. How and when are they eaten?   Display Material Master 3. Ask:   * What are these people doing to prepare the food? * What sort of food do you think they are preparing?   Explain that different cultures prepare their food in a variety of ways, eg: BBQ, roasts, hangi, etc. | |

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| **LESSON 4 – Foods from Asian countries** | |
| **Learning Intention** | WALT compare foods from different cultures |
| **Success Criteria** | I can share my ideas with my group.  I can give an example of foods that different cultures eat.  I can give an example of one Asian country where they have food as part of their celebration |
| To prepare for this bus stop activity by putting the picture in Material Master 4 up on the board.  Place the 6 questions in different areas around the classroom.  Divide students into 6 groups. As a group students discuss the answer to each of the questions (Material Master 5) and then rotate around each of the questions until they have answered each of them. Allow them approximately 1 minute at each question (this can be adjusted according to the discussion that is generated):   1. How are the foods in the pictures different from the foods you eat? 2. Why do we eat the foods we eat? 3. How does our culture or ethnic background affect the way we eat? 4. What do you think these foods are? Would you like to eat them? 5. When do you think people would eat this food? 6. Which country do you think these people are from? What makes you think this?   From this discussion, students should gain the understanding that there are many types of foods associated with different cultural and ethnic groups, traditions, and celebrations that feature foods and different rules about how and when people eat. Foods and food rituals help us learn about cultures and groups. | |

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| **LESSON 5 - Manners when eating** | |
| **Learning Intention** | WALT discuss differences in eating manners |
| **Success Criteria** | I can express the ‘rules’ my family has when I eat.  I can name rules that my family doesn’t have that other families have |
| 1. Watch video about [table manners for kids.](https://www.youtube.com/watch?v=WsFNdieqmJU) 2. Discuss with students    1. What are good manners when eating?    2. What are some eating do’s at your home?    3. What are some eating don’ts at your home?    4. Where do you eat? How?   Imagine a friend is coming over to your house for dinner. Create a poster of list for them of things that they need to remember when eating with your family. Remind students that they will have different rules because each family will be different rules.  Watch [Chinese Dining Etiquette](https://www.youtube.com/watch?v=jkyE2rPac3s). Discuss differences between cultures and the importance of understanding that different countries have different “rules” when it comes to eating. | |

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| **LESSON 6** | |
| **Learning Intention** | WALT investigate what people from other countries eat |
| **Success Criteria** | I can find foods that I have never tried.  I can select a recipe that I would like to eat.  I can explain why I have made this choice. |
| For this lesson, choose a country where ideally none of the class are from, or if this is not possible, a country where only a few students are from. In this example China has been selected however, if it is more appropriate, change the country to another.  Ask the students if they have been to a Chinese restaurant before. Discuss their experiences there.  In pairs, give each of the students a Chinese menu (Material Master 6). Have the students discuss which items they think are traditional Chinese foods and which do they think aren’t. Discuss the ingredients of some of the foods.  Allow students access to Chinese food websites. Students need to select one recipe that they think looks appealing. Once they have decided on one recipe have them share this with a peer and they explain to each other why they have selected that recipe. Give students Green tea and allow them to sample it. Discuss the importance of Green tea. | |

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| **LESSON 7-9 – Researching country and food** | |
| **Learning Intention** | WALT find specific information about an Asian country  WALT find information about the food people eat in an Asian country. |
| **Success Criteria** | I can choose one country in Asia.  I can use research tools to find the information.  I can record specific information I have found.  I can talk about the traditional dish in an Asian country.  I can talk about popular foods in an Asian country.  I can talk about a celebration where people have special food. |
| At the start of theses lesson, guests from the Asian community could share their food traditions with students to provide the students with a deeper knowledge about food.  Display the list of Asian countries (Material Master 7). In pairs, individually or in a small group, students select one of these countries to research. They will need to find some background information about the country (Material Master 8). Share these findings within the class so that students have an opportunity to learn about other Asian countries.  After students have researched the country, next they focus on the food that the people eat and when they eat it (Material Master 9).  Suggestions for questions to include in the report:   * What is the traditional dish of this country? * What foods do they eat most days? * What celebrations are there when they have special food? * Other interesting facts about food   Have students share their findings with others in the class. Create a book or wall display of their findings so that students are able to refer to this later. | |

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| **LESSON 10 – Researching package** | |
| **Learning Intention** | WALT classify food into groups according to the package. |
| **Success Criteria** | I can look for similarities between different food packages.  I can look for differences between different food packages.  I can classify food packages that I am familiar with. |
| Provide a selection of food items to sort the items into appropriate groups from the identified types of packaging and display labels to identify the type of packaging and its performance properties. If possible have examples of Asian foods that the students may not have seen before. This will also prompt further discussion about what people from Asia eat and will also allow students to make links with their prior knowledge.  Some examples of this may include:   * Foil wrapped – such as chip packets * Tins – such as Baked Beans, Spaghetti, Peaches, Sweetcorn * Glass jars – such as olive oil * Cardboard – such as cereal boxes * Aluminium cans – such as Coke * Steel – such as air refreshers * Other   Students identify one food item at that they use from each of these categories and draw a picture of each of these (Material Master 10). Have magazines available for students to use if they choose. | |

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| **LESSON 11 - Researching packaging** | |
| **Learning Intention** | WALT list reasons why food is packaged. |
| **Success Criteria** | I can talk about the packages used in my lunchbox.  I can predict why these packages have been selected. |
| Discuss why when we go to the supermarket, food is in packaging.  Have the students sit in a circle with their lunch boxes. Identify why the packaging in their lunch boxes have been selected. Ask the students why they think food is packaged? List these ideas.  Some of them might be:   * To keep the food clean * So that it is easy to move from one place to the next e.g. from the supermarket home * To provide protection to the food against being damaged, in particular from water, insects or rodents. * To identify the product * So that it is appealing | |

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| **LESSON 12 and 13 – Simple Snack** | |
| **Learning Intention** | WALT choose a snack people enjoy.  WALT decide on simple ingredients. |
| **Success Criteria** | I can talk about the ingredients I have selected.  I can name 6 snacks that people enjoy.  I can design a snack that has under 5 ingredients.  I can make my snack in under an hour. |
| In lessons 7-9, students selected one country to research. At this stage they may decide to use the same country or, they may like to decide on a different country that one of their peers has researched.  For the next learning experience, students can work in pairs, individually or in a small group depending on the needs of students.  The research students have already collected about an Asian country, as well as the information about the food that they already researched will support them with the remainder of the task. | |

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| Some of these website may be useful for students to explore:  [Asian recipes](http://www.kidspot.com.au/kitchen/recipes/collection/chinese-recipes)  [Simple Asian snacks](http://www.thekitchn.com/6-quick-asian-snacks-recipe-ro-127793)  [Japanese snacks](http://en.rocketnews24.com/2015/09/24/the-snack-poster-illustrations-to-spread-the-love-for-authentic-japanese-foods/)  [Korean snacks](https://www.maangchi.com/recipes/snacks)  [Indian bread snacks](http://indianhealthyrecipes.com/recipes/bread-recipes/)  [Finger food](http://www.kidspot.com.au/kitchen/recipes/collection/finger-food-recipes)  For this task students research simple snacks that people enjoy in their country. They need to find at least 6 snacks that people enjoy and write/draw each of these (Material Master 11) From this, students decide on one of these or a variation of these that they would like to create, package and share.  Once students have decided on a snack, they complete Material Master 12. For this learning experience students are required think about the ingredients that are needed for their simple snack. The teacher needs to ensure that the ingredients the students select are simple.  Examples of simple snacks could include:   * Flavoured peanuts with sugar, lime and chilli * Popcorn * Roasted chickpeas * Dried fruit * A dipping spread |

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| **LESSON 14 and 15 – Researching packaging** | |
| **Learning Intention** | WALT identify packages that we find appealing. |
| **Success Criteria** | I can talk about why some packages appeal to me.  I can talk about why I would not choose some of the packages. |
| Brainstorm what makes packaging appealing to them. Look at some examples of snack packages that they like. Students also need to consider the materials that they have available to them. These could include cardboard, sealable plastic bags etc. Make a list of these for students so that they are clear about what they can access.  The focus of the unit is on not only researching food that represents particular cultures but also on how the food can be packaged appropriately so that it represents the culture and country to which it belongs.  Have students all put out their completed Material Master 10 and students rotate around and look at each of these to get ideas. After this activity students discuss with a peer; what appealed to them, which packages they didn’t like and why, any new ideas they have based on what they have seen. | |

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| **LESSON 16 – Design package** | |
| **Learning Intention** | WALT design a package for our simple snack. |
| **Success Criteria** | I can draw two ideas.  I can think about which design is the best.  I can ask for feedback about my design.  I can use this feedback to improve my design. |
| Using their knowledge of the country they have selected, the next step of the process is for the students to design a package for their simple snack. They will need to refer to all of the research they have done already to come up with their own new and interesting idea.  Using Material Master 13 the students plan at least 2 different designs for their package. Using the faces, the students rate which design is the best.  As students are completing this the teacher needs to ask questions such as:   * Is your idea practical? * Is it easily made? * Will it cost too much to make or to use? * Will it keep the food fresh? * Will it appeal to your peers? * Is your idea similar to something else? * How does your idea represent the country you have chosen?   Students then gain feedback from others about their design, make any necessary changes and produce a final design. Students need to consider the materials they will use and then label their design. | |

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| **LESSON 17-20 – Creating** | |
| **Learning Intention** | WALT create a simple snack.  WALT create a package for my simple snack. |
| **Success Criteria** | I can use my plan to make my snack.  I can make my snack look appealing.  I can use my design plan to make my packaging.  I can use the materials I have listed in my plan. |

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| Students make their package and their simple snack.  Students should use their designs when making their snack and creating their package.  Allow students the time that is necessary to complete this as it may take longer than 3 lessons.  Asian people including parents from the community could be invited in during these lessons to help support students making the snacks. |

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| **LESSON 21 – Masterchef** | |
| **Learning Intention** | WALT receive feedback from others |
| **Success Criteria** | I can listen to feedback that is given.  I can use the feedback to improve my ideas. |
| Students present their simple snack and packaging to a panel. Students could invite Asian community members to be sit on the panel for the students.  The panel will need to guess which country they used as inspiration so encourage them to make this as obvious as possible (without writing it!). The panel could be made up of senior students, other teachers within the school or parents depending on what is appropriate.  Ask judges to present each group with feedback about the taste and idea of their simple snack as well as the packaging. | |