**Welcome to Food Studies 10**

**Course Description**

This is an introductory course designed to build your food and nutrition knowledge, skills, and interest. Practical skills will be developed, ideas will be formed, and knowledge will be gained. You will learn new food preparation skills to create fast, delicious, and nutritious meals. Completing Food Studies 9 enables you to continue onto senior level courses with a strong foundation.

**Learning Objectives**

Along the journey of this course, you will be able to…

* Utilize food safety knowledge and demonstrate food safety techniques to prevent food-borne illness
* Demonstrate components of food preparation, including adapting and modifying ingredients, techniques, and equipment
* Analyze and communicate health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts
* Identify and discuss ethical issues related to food systems
* Appropriately incorporate First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation

**Course Outline**

**Theme: Food Through Time**

|  |  |  |
| --- | --- | --- |
| Unit | Theme | Topics |
| 1 | Food For Today | * Food safety (personal hygiene, safety, and sanitation in the kitchen) * Exploring food borne pathogens and prevention * Preparing simple individual meals and snacks * Comparing fast, convenient foods in the community to homemade options |
| 2 | Food For Tomorrow | * Preparing meals for the family and family members * Adapting and modifying recipes * Budgeting and meal planning |
| 3 | Food From Yesterday | * How cultural influences have shaped our meals * First Nations influences in foods * Incorporating cultural influences into recipes |
| 4 | Food Forever | * Analyzing the sustainability of our food systems:   + Food waste   + Climate change * Exploring Canada’s exports/imports in the food systems * Food (in)security in Canada * Exploring ethical issues in the global agriculture industry   + Environment, conditions, rights of workers and animals * Food trends * From Farm to Table * 100 Mile Diet |

**Classroom Guidelines**

* **Attentive Listening**: You are expected to demonstrate respectful and attentive listening during teacher instructions and when your peers are speaking during class discussions.
* **Mutual Respect**: Just as you can be expected to be treated with respect, you are expected to exhibit courtesy and respect toward your teacher and your peers (words and actions).
* **Right to Feel Safe**: You will behave in a manner that is safe and makes others in the room feel safe and unthreatened.
* **Appropriate Words**: Profanity, abusive (homophobic, sexist, transphobic, and racist) words are not appropriate – you will only use inclusive language in class. Practice positive communication.

**Classroom Expectations**

* **Technology**: You are expected to utilize your personal device to help facilitate learning. If you do not have access to a personal device, please make arranges with the teacher. **NO SOCIAL MEDIA**.
* **Attendance**: Parents/Guardians must notify the school if their child will be absent or late to school. Regular unexcused absences will result in teacher contact with parents/guardians. It is the student's responsibility to ensure his/her/their absence is excused by a parent/guardian and to ask for missed work. Work missed during an excused absence must be made up in a timely manner.
* **Dietary Concerns/Allergies**: Please notify the teacher if you have any special dietary restrictions, allergies or health concerns he/she/they should be aware of. However, as a young adult, you will be expected to be proactive & be aware of all ingredients used in recipes **before** you consume the food.

**Evaluation**

Labs 50%

Assignments & Projects 25%

Quizzes & Tests (practical & written) 25%

**Unit 2 Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson Topic** | **Objectives**  **(SWBAT)** | **Teaching/ Learning Activities** | **Materials/ Resources** | **Assessment/ Evaluation** |
| **1. What should my family eat this week?** | - Utilize Canada’s Food Guide to support healthy food choices  -Meal plan for their family while meeting food guide suggestions | -Introduce Canada’s food guide  -Discuss what meals should look like  - What meals should include/not include  -create grocery list of one week’s groceries | Write on the board:  “What do meals in your home look like?”  - As students walk in, let them write on the board (if they want) what their meals at home look like.  Health Canada’s Food Guide  <https://food-guide.canada.ca/en/>  Healthy eating recommendations  https://food-guide.canada.ca/static/assets/pdf/HEPs-Guide-nw-en.pdf  - Meal planning worksheet for students to fill out | Assessed on the ability to create nutritious, diverse, interesting meals |
| **2. Why should we care about the cost of groceries?** | -Budget to ensure financial stability | - Evaluate strategies that helps to control cost of groceries  - Students to participate in family’s grocery trip and reflect | -*How much does a week of groceries cost in Canada? We crunched the numbers* (Global News)  <https://globalnews.ca/news/3828492/healthy-food-cost-canada/>  - *Stats Canada Food Spending*  <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1110012501>  - THINK, PAIR, SHARE: strategies to save money and budget for meals  *Health Canada: Adjusting Recipes*  <https://food-guide.canada.ca/en/tips-for-healthy-eating/adjusting-recipes/#section-4>  *Unlock Food Saving Tips*  <https://www.unlockfood.ca/en/Articles/Budget/10-Tips-for-Planning-Meals-on-a-Budget.aspx> | Google Forms: Students’ Exit slip is to list as many budget tips as possible.  Collect meal planning worksheets next class |
| **3. Demo – Muffin Method**  **Why do I need to convert measurements?** | -Demonstrate the proper method to make muffins  - Convert imperial measurements to metric | - Students  -Have students find 2 recipes:  2 imperial 🡪 metric  2 metric 🡪 imperial | Muffin Method  (see Appendix)  Banana muffin recipe  <https://www.allrecipes.com/recipe/42719/banana-muffins-ii/>  Imperial to Metric Conversions for Cooking handout  <https://www.healthlinkbc.ca/sites/default/files/healthyeating/pdf/imperial-metric-conversions.pdf> | Collect Meal Planning worksheets form previous class  Google Forms:  Have students answer muffin method and conversion questions as assessment |
| **4. Lab – Banana Muffins**  **Why would I need to change the yields of recipes?** | -Modify ingredient quantities to meet different yields  - Convert recipes from imperial to metric  -Bake banana muffins | - While students wait for muffins to bake have them find 3 recipes and modify yields and convert measurements | Banana Muffin recipe:  <https://www.allrecipes.com/recipe/42719/banana-muffins-ii/>  Recipe Converter  <https://www.webstaurantstore.com/recipe_resizer.html> | Have students write out and submit their converted recipes |
| **5. What are common dietary allergies/ restrictions?** | - Identify and evaluate dietary allergies/ restrictions (eg. vegan, allergic to diary, diabetic) | Hook: News Clip/ YouTube Video  -Discussion around different allergies/restrictions  Introduce Health Canada’s ‘Adjusting recipes’  - In small groups, students complete research on a dietary allergy or restriction of their choice | News Clip: *8 Foods Cause Most Allergic Reactions*  <https://www.youtube.com/watch?v=B5bJgW1ZpgA>  *What It's REALLY Like to Eat Out With a Dietary Restriction*  <https://www.youtube.com/watch?v=nSfBJxB2nFk>  Health Canada: *Adjusting recipes to meet your needs*  <https://food-guide.canada.ca/en/tips-for-healthy-eating/adjusting-recipes/> | Google Forms  1 allergy/restriction and 2 facts |
| **6. Demo- Black Bean Brownies**  **Are there recipes that adapt to meet dietary restrictions?** | - Find alternative ingredients for recipes to meet dietary restrictions (eg. vegan, allergic to diary, diabetic)  -Identify | Demo Black Bean Brownies  - Discussion (why would we make this recipe?)  - Have students find a traditional recipe that is altered for a restriction or allergy | Black Bean Brownies  <https://www.allrecipes.com/recipe/161701/black-bean-brownies/> | Google Forms  Students send a link of a traditional recipe that has been altered to fit a restriction or allergy |
| **7. Lab – Black Bean Brownies** | - Follow a recipe: bake black bean brownies  -Become comfortable using a food processor |  | Black Bean Brownies  <https://www.allrecipes.com/recipe/161701/black-bean-brownies/> |  |
| **8-10. Culminating Project** | -Demonstrate skills of meal planning, budgeting, modifying, converting, and adapting to create a family menu | -Students will meal plan a 3-day menu for a family, including a budget, 1 day of allergy or restrictions, while incorporating skills to save money, modify recipe yields, converting ingredient measurements | - Computer lap | -Collect and mark find project |

Unit 2 – Lesson 1 - Discussion

**Unit/Theme**: Food For Tomorrow/Food Through Time

**Curricular Content**: Health factors (balanced eating/nutrition) that influence personal choice

**Guiding Question**: What should my family eat this week?

**Question**: Where does our food come from? **Lesson** #:1, Day 1

Lesson Objectives

*Key knowledge and skills students should achieve in the lesson*

**Students will be at to (SWBAT):**

* Reference Canada’s Food Guide to support healthy food choices
* Meal plan for their family while meeting food guide suggestions
* Create balanced meals that are nutritious, diverse, and appetizing

Lesson Structure (80 minutes)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teaching Activity** | **Assessment** |
| **Before Class** | **Preparations**   * Write on the white board: “WHAT DO MEALS LOOK LIKE IN YOUR FAMILY?” * Ensure projector is set up and working * Pre-Load websites to save time * Print off Meal Planning Worksheets | N/A |
| **5 MINUTES** | **ATTENDANCE**  **STUDENT CHECK IN**   * As students enter class, allow them to answer the question written on the white board.   + Students have the choice to participate or not. | Gauge student’s energy as they enter class/attitudes through check-ins |
| **10 MINUTES** | **Explore Canada’s Food Guide**   * Provide the class the link to Canada’s Food Guide   + https://food-guide.canada.ca/en/   + Other languages available for ELL students\* * Give students 10 minutes to explore the guide * Provide these guiding questions:   + What did you already know?   + What did you learn?   + What surprised you?   + What do you agree with?   + What do you disagree with? | N/A |
| **10 MINUTES** | **Think, Pair, Share (see appendix)**   * Go over the prompt questions again * Give students time to gather their thoughts to themselves ( 1 minute) * Allow students to turn to a partner (someone sitting next to them) and share their ideas, thoughts, questions with each other regarding Canada’s Food Guide (3 minutes) * Now open up the discussion to the entire class. Ask for 1 student from each pair provide some of the thoughts shared between partners (6 minutes) | As students share, record their thoughts on the board |
| **5 MINUTES** | **Healthy Eating Recommendations**   * Preview Canada’s Food Guide’s *Healthy eating recommendations* * Read over the recommendations with the class * Discussion prompting questions:   + What surprises you?   + What do you follow already/want to start following?   + What would you like to change/add? | N/A |
| **15 MINUTES** | **Good Foods vs. Bad Foods**   * In small groups (~4) have students come up with bad foods and good foods   + Have students write down their choices on a **T-Chart (see appendix)**   + **Every member will have to speak** * Begin by groups thinking about **BREAKFAST (5 minutes)**   + Record students’ ideas on the white board   + Use the following prompting questions to facilitate discussion:     - **What makes food good? bad?**     - What’s important for the body in the morning?     - What influences people’s choices in the morning? * Next, have groups think about **LUNCH (3 minutes)**   + Record students’ ideas on the white board   + Use the following prompting questions to facilitate discussion:     - Why are these foods bad? good?     - What’s important for the body in the afternoon?     - What influences (challenges) people’s choices in the afternoon? * Next, have groups think about **DINNER (3 minutes)**   + Record students’ ideas on the white board   + Use the following prompting questions to facilitate discussion:     - What would influence choices?     - Why are these foods bad? good?     - Are dinners always made up of good foods? Why? Why not? * Finally, have groups discuss: **(4 minutes)**   + Why we need to eat ‘good’ foods   + Why people would eat ‘bad’ foods   + Should schools offer ‘bad’ foods? Why? Why not?   + Do people only eat during these 3 meals?   + When else do people eat?   + Record students’ ideas on the white board | Ensure every group member has a chance to speak. |
| **30 MINUTES** | **Meal Planning Worksheet (see appendix)**   * In groups (~4; same groups as last activity) students will complete a 1 day menu (each group member will require a copy) **(10 minutes)** * Groups will utilize Canada’s Food Guide and other online resources to create:   + A breakfast meal   + A lunch meal   + A dinner meal   + 2 snacks * Have students post their menu on the wall of the classroom * Students will wonder around the class and read over other groups’ menus   **(5 Minutes)**   * + Have students think about:     - Similarities     - Differences     - What they wish they had included     - What they were shocked to see     - What they thought was missing * Menu Change **(5 minutes)**   + Allow groups to take back their menus back to their tables   + Allow groups to add/remove/alter any items on their menu * Class Discussion **(10 minutes)**   + Go around to each group and allow students to discuss their menus   + Prompting questions:     - Why did you choose those items?     - Do you think they reflect Canada’s Food Guides suggestions?     - Where there any items you changed after seeing other groups? Why? * Homework   + Students must find the cost of the items in their menu and calculate the entire cost per meal and total cost for the day.   + Students can take a trip to the grocery store with parents, with friends, or access prices through online shopping with major grocery stores.   + Due next class. |  |
| **5 MINUTES** | **Concluding**   * Go over the importance of meal planning; ‘bad & good’ food choices   **Exit Slip:**   * https://forms.gle/s8HKaUvHApLPVj1i6 | Google Forms |

Unit 2 – Lesson 2 – Critical Thinking

**Unit/Theme**: Food For Tomorrow/Food Through Time

**Curricular Content**: Components of food preparation – ingredients

Economic factors that influence food availability

Ethical issues (rights of workers and animals)

**Guiding Question**: Why should I care about the cost of groceries?

**Question**: Where does our food come from? **Lesson** #:1, Day 1

Lesson Objectives

*Key knowledge and skills students should achieve in the lesson*

**Students will be at to (SWBAT):**

* Understand how the cost of groceries impacts personally, locally, globally
* Identify strategies to reduce cost of groceries
* Identify strategies to budget for meals

Lesson Structure (80 minutes)

|  |  |  |
| --- | --- | --- |
| Time | Teaching Activity | Assessment |
| Before  Class | * Set up projector * Load videos * Write on the white board “Why should we care how much our groceries cost?” |  |
| 5  MINUTES | ATTENDANCE  STUDENT CHECK IN | Gauge students attitudes, Greet students; ask how they are doing |
| 20  MINUTES | **How much does a week of groceries cost in Canada? We crunched the numbers (Global News)**   * Watch video clip together   + <https://globalnews.ca/news/3828492/healthy-food-cost-canada/> * Give students 10 minutes to read through the news article * Discuss the article   + Prompting questions:     - What interested you about the article?     - What surprised you?     - What do you agree with/disagree with?     - Are there any personal experiences anyone would like to share? |  |
| 5  MINUTES | **Stats Canada Food Spending**   * + <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1110012501>   + Read through the website together as a class   + Answer questions along the way |  |
| 15  MINUTES | **Think, Pair, Share**   * Strategies to save money and budget for meals * Record students’ ideas on the white board * Prompting questions:   + Are all these strategies realistic for everyone? Who?   + What might be a challenge for some people?   + What supports are out there for people?   **Unlock Food Saving Tips**   * https://www.unlockfood.ca/en/Articles/Budget/10-Tips-for-Planning-Meals-on-a-Budget.aspx * Read over website as a class   + Find similarities to class’ answers, add new suggestions * Additional Site if needed: * <https://food-guide.canada.ca/en/tips-for-healthy-eating/adjusting-recipes/#section-4> |  |
| 10  MINUTES | **Meal Planning Costs**   * Have students take out their Meal Planning Worksheets from last class * Have them discuss at their tables (same as last day’s groups) the cost of their meals and the total cost of their groceries for the day * Prompting Questions:   + Were you surprised? Or what you expected?   + Any ingredients that shocked you? Expensive/Cheap?   + Would you change your menu? | Evaluated on Worksheet |
| 20  MINUTES | **From Glam to Spam (see appendix)**   * Find a StarStarStarStarStar dinner item * Students can use online menus to find a StarStarStarStarStar dinner menu item of their choice * Then, students will replace ingredients in the StarStarStarStarStar dinner item to more affordable, budget acceptable alternatives. * Include the initial cost and the final cost of the budget meal (use online shopping sites to find prices if necessary) | Evaluated on worksheet |
| 5  MINUTES | **Concluding**   * Students turn in worksheets (Meal Planning, From Glam to Spam) * Review tips on budgeting, why it is important to know the cost of groceries * Students complete Google Forms   + <https://forms.gle/8VdDzWZG5qwQT6bG9> |  |

Unit 2 – Lesson 3 - Demonstration

**Unit/Theme**: Food For Tomorrow/Food Through Time

**Curricular Content**: Health factors (balanced eating/nutrition)

Make a step-by-step plan for production and carry it out, making changes as needed

Use materials in ways that minimize waste

**Guiding Question**: How do I convert imperial measurements to metric for my recipes?

**Question**: Where does our food come from? **Lesson** #:1, Day 1

Lesson Objectives

*Key knowledge and skills students should achieve in the lesson*

**Students will be at to (SWBAT):**

* Demonstrate the muffin method
* Convert imperial measurements to metric
* Identify reliable online tools to assist in converting measurements
* Demonstrate pre-existing knowledge of the muffin method

Background information: The Muffin Method of Mixing

1. **Sift & Mix the dry ingredients and sugar.** Whisk them well to make sure each ingredient is well distributed. Make a well in the center.

(**Well**: a divot in the dry ingredients where you can pour the wet ingredients)

2. **Mix wet ingredients in a separate bowl.** This will be the liquid fat, milk, eggs, extracts, etc.

3. **Pour the wet ingredients into the well and stir.** Only stir (or fold) just until the dry ingredients are moistened. You want to stir as little as possible to keep your muffins from becoming tough. You don’t want a completely smooth batter. Just make sure there are no big portions of dry ingredients that aren’t incorporated. A few streaks or lumps are perfectly fine. They’ll usually take care of themselves as the muffins bake.

*https://bakeorbreak.com/2019/04/the-muffin-method/*

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| Consumable Supplies Needed | Equipment Needed |
| All-Purpose Flour | Muffin Pans |
| Baking Powder | Measuring Spoons |
| Baking Soda | Measuring Cups |
| Salt | Sifter |
| Bananas | Mixing Bowls |
| White Sugar | Ice-Cream Scoop |
| Egg | Spatula |
| Butter | Wooden Spoon |
| Muffin Liners | Whisk |
|  | Oven |
|  | Custard Cups |
|  | Fork |

Lesson Structure (80 minutes)

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| --- | --- | --- | --- |
| Time | Teaching Activity | |  |
| Before Class | Pre-Preparations   * Set out consumable supplies and equipment on Demo table * Pre-heat oven, oven racks to middle shelf * Ensure projector is set up and working * Load any websites * Print off conversion handouts | |  |
| 5 MINUTES | ATTENDANCE  STUDENT CHECK IN  COLLECT HOMEWORK | |  |
| 10 MINUTES | **Introduction**   * The Muffin Method of Mixing   + YouTube: https://www.youtube.com/watch?v=hSehNNuSS6w   + More explanation during Demo * Explain to the class today they will be also converting measurements from imperial to metric. * Have 2 students hand out *Imperial to Metric Conversions for Cooking* (HealthLinkBC, 2014) (see appendix) to entire class * Go over handout with students   + Highlight difference in US/CAN gallon/quart * Have students find online tools for conversion | |  |
|  | **Demonstration** | |  |
| 35 MINUTES | **Sequence of Instruction to Complete the Technique** | **Commentary Explanations of Points to Make** |  |
| Invite students to sit around the demo table | Make sure students bring their conversion hand out and that students are not distracted by phones, peers, etc. |  |
| Explain the equipment that will be used in today’s demonstration | Make sure to preheat oven 350°F.  Measuring spoons, dry measuring cups and a wet measuring cup (dry measures slightly different than wet), 2 mixing bowls (one for dry and one for wet), wooden spoon and whisk for mixing (whisk for dry ingredients, wooden to incorporate dry + wet), sifter (adds air to dry ingredients, removes lumps), custard cups to crack egg into (to ensure no shells in batter), fork (to mash bananas) muffin pan liners (could also grease pans to prevent muffins from sticking to pan), ice cream scoop (to evenly distribute batter into muffin tins), rubber spatula to scrape bowl clean (no waste) |  |
| Sift all dry ingredients in a large mixing bowl | Sifting puts air into the dry ingredients causing the flour mixture to rise during the baking process.  Sifting helps to separate some dry ingredients that tend to clump together. | Ask students to provide metric conversions as you follow the recipe. |
| Whisk all dry ingredients together | Make sure all ingredients are well distributed |
| Make a well in dry ingredients | A well helps to mix ingredients without over mixing |
| Crack egg into custard cup, discard shells (compost), wash hands immediately | Eggs may carry salmonella. Salmonella is a food borne pathogen that may cause serious illness or death. Ensure students know that it is VERY important not to spill raw egg on the counter (if so, clean up immediately) and to wash hands after contacting eggs |
| Measure out butter into a custard cup. Melt in microwave. | Butter (fat) needs to be melted in the muffin method. Make sure to start with 10 seconds on the microwave, and repeating 10 second intervals – do not over heat butter - DANGER |
| In a separate mixing bowl, start mashing bananas | Peel bananas into bowl then use a fork to mash the bananas. Discard banana peels into compost. |
| Mix wet ingredients with bananas (egg + butter) | Use fork to stir ingredients together |
| Add sugar to wet ingredients | Use fork to stir ingredients together |
| Pour wet ingredients into well of dry ingredients. Fold together. | Fold the dry ingredients into the wet ingredients just until the dry ingredients are moistened. Over mixing will make the muffins tough. You don’t want a completely smooth batter. Lumps are fine. |
| Place muffin pan liners. | You can also grease pan with butter, margarine, or cooking spray to help muffins from not sticking to the pan |
| Scoop batter into muffin pans. Scrape bowl with rubber spatula to ensure minimal waste. | Use ice cream scoop to ensure equal distribution of batter. If you do not have an ice cream scoop a large spoon could be used. A lot of batter will be inaccessible with the ice cream scoop alone, that’s why we need to use a rubber spatula to help reduce waste of batter. |
| Place muffin pans in the oven on the middle rack | Use oven mitts to prevent injury. Racks should be placed in the middle shelf to stop muffins from burning. |
| Bake Muffins for 20-25 minutes, or until cooked thoroughly | Poke muffins with a toothpick, if no batter is attached to the toothpick when removed, the muffins are done baking |
| Remove muffins from oven, let sit for 5 minutes, remove to cooling rack | Removing muffins to cooling rack with help stop the muffins from continuing to cook in hot pan |
| Clean Up | Instruct students they must follow unit clean up duties, ensure students follow strict clean up procedures |
|  | **Questions for Understanding**   1. What are the steps to the muffin method mixing technique? 2. What are the health concerns with raw egg? 3. What can be used instead of an ice scream scoop? 4. How can we check if the muffins are done baking? 5. How do we reduce waste during this recipe? 6. How do we prevent injury during this recipe? 7. What are some ingredients you would want to add/adapt? | |  |
| 5 Minutes | **Evaluation**   * Students will complete a Google Form assessment at the end of class on steps of the muffin method, conversions, and self-assessment for participation during production and clean up. * Teacher will evaluate on:   + Properly following procedures   + Proper use of equipment   + Final product   + Clean up   + Google Forms | | https://forms.gle/kLNgjN4LQdnL4Ces8 |
| 25 MINUTES | **Closure**   * Students will return to their seats and find 2 recipes to practice measurement conversions   + 1 recipe imperial 🡪 metric   + 1 recipe metric 🡪 imperial   + Screen-shot and email conversions to teacher * Complete ‘Questions for Understanding’ and email to teacher. * Ask class if there are any outstanding questions/concerns/wonders they have after the demonstration. | |  |
|  | **Reflection** | |  |

Appendix

Meal Planning Worksheet

**Meal Planning Worksheet**

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

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| Breakfast |  | Lunch |  | Dinner |  |
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Think, Pair, Share:

Procedure:

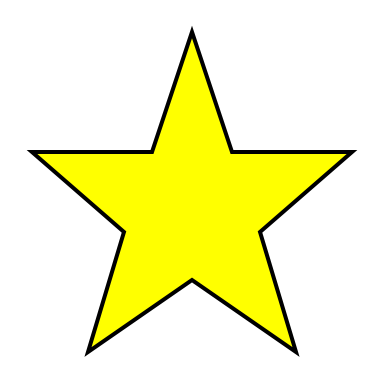
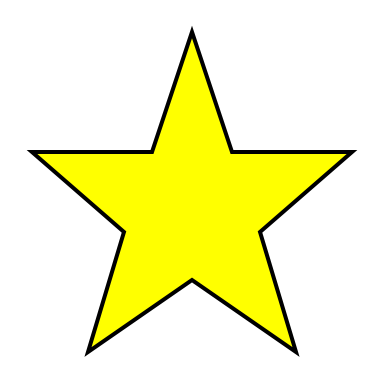
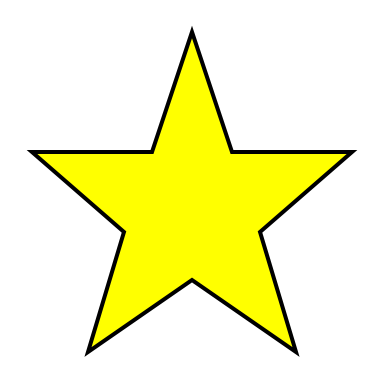
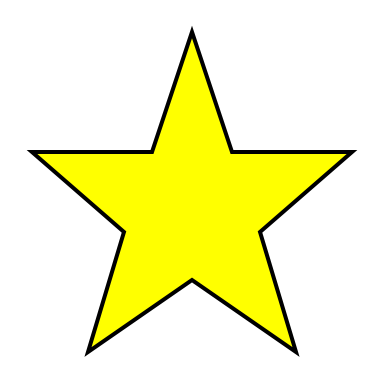
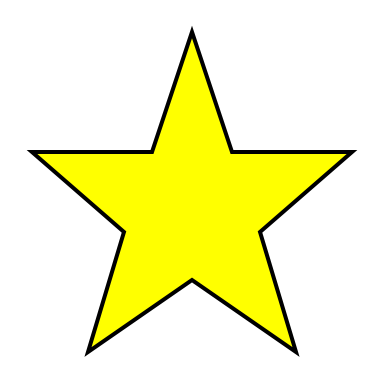
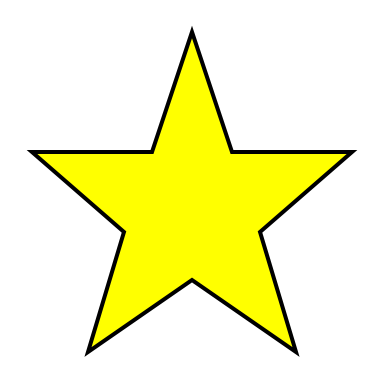
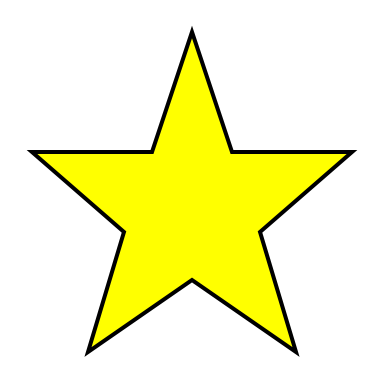
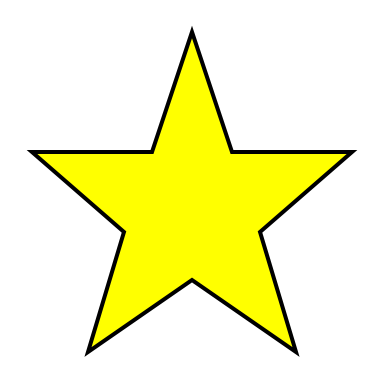
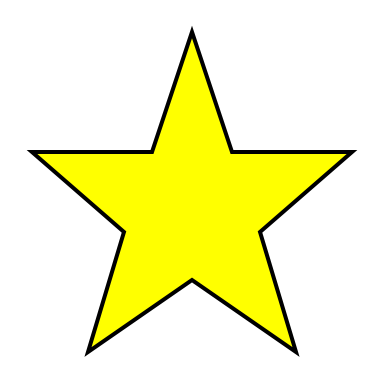
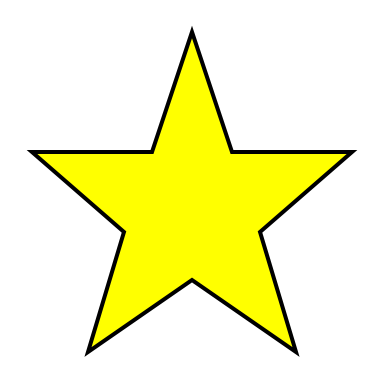
1. Teacher poses a question, statement, issue or prompt to the class.
2. Teacher provides an amount of time for individual thinking (students can mentally rehearse or jot down ideas).
3. Teacher asks students to pair up and share responses. Students may clarify and elaborate.
4. Teacher can randomly choose a number of pairs to share their responses with the class.

(Kegan, 1994)

From Glam To Spam

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

Instructions:

1. Go online to a ‘’restaurant’s menu
2. Pick an outrageously overprized dinner item
3. Re-create the dinner item with budget friendly ingredients to create an affordable menu item.
4. Calculate and compare the final cost of the  dinner item and the budget dinner item.

|  |  |
| --- | --- |
| StarStarStarStarDinner Item  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Budget Dinner Item  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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Restaurant link:

The Muffin Method of Mixing

## **THE MUFFIN METHOD OF MIXING**

1. **Mix the dry ingredients and sugar.** Whisk them well to make sure each ingredient is well distributed. Make a well in the center.

2. **Mix wet ingredients in a separate bowl.** This will be the liquid fat, milk, eggs, extracts, etc.

3. **Pour the wet ingredients into the well and stir.** Only stir (or fold) just until the dry ingredients are moistened. You want to stir as little as possible to keep your muffins from becoming tough. You don’t want a completely smooth batter. Just make sure there are no big portions of dry ingredients that aren’t incorporated. A few streaks or lumps are perfectly fine. They’ll usually take care of themselves as the muffins bake.

And that’s it! From there, you’re ready to transfer the batter to the pan and bake.

https://bakeorbreak.com/2019/04/the-muffin-method/

Imperial to Metric Conversions for Cooking

(HealthLinkBC, 2014)



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