

The 100 Mile Diet – Local Food for Global Change

A Thematic Unit for Teaching Grade 12 Hospitality and Tourism

Sera Antheunis

ED/TECH 4000 – Teaching Technological Education in the
Intermediate/Senior Divisions
York University - Faculty of Education

ABSTRACT

The purpose of this project was to create a unit plan for a Technological Education classroom in an Ontario Secondary School. It is designed to be a challenging unit for students, incorporating a variety of instructional and assessment strategies. The unit follows the Ministry of Education curriculum expectations, and zeros in on the concept of environmental sustainability and social responsibility.

Associated lessons are of both theoretical and practical nature. The unit demonstrates a variety of assessment strategies and instructional styles. Critical thinking and creative problem solving are promoted throughout. Accommodations are included for every lesson.

The structure of a thematic unit was chosen to allow for the background research to be delivered using a variety of interactive formats. Students may also be able to quickly see and apply the relevance of these lessons to their everyday lives.

CURRICULUM EXPECTATIONS

- A2.** demonstrate an understanding of ways in which the various sectors of the tourism industry accommodate the health and wellness needs and try to protect the health and wellness of their customers;
- A3.** demonstrate an understanding of culinary knowledge as it relates to the tourism industry;
- B1.** demonstrate a professional level of culinary competence in food preparation and presentation;
- C1.** demonstrate an understanding of factors that affect the relationship between the tourism industry and the environment;
- C2.** demonstrate an understanding of factors that affect the relationship between the tourism industry and society.

CULMINATING ASSIGNMENT

The culminating assignment for this unit is to create a 2 course meal using only ingredients found within the 100-Mile Diet, here in Southern Ontario. Two recipes will need to be researched and adjusted to fit within the following parameters:

- Recipes may be from any 2 of the following categories: hors d'oeuvres, appetizer, soup/salad, entrée, dessert, petit four/cookie
- At least one recipe must include a substituted ingredient.
- At least one recipe must include a preserved ingredient.
- Your two dishes may not cost more than \$10 combined (vegetable/canola oil and basic spice rack will be free of charge).



Photo by Geralt pixabay.com

The Lesson Flow



ASSESSMENT STRATEGIES

ASSESSMENT FOR LEARNING: This unit uses Blind Kahoots, graded review exercises and diagnostic quizzes as assessment for learning to determine the student’s comfort level with previous material, upon which this unit is based.

ASSESSMENT AS LEARNING: All practical class components have a self-evaluation component which allows students to reflect upon their needs going forward, and action plan strategies to achieve their desired results.

ASSESSMENT OF LEARNING: Rubrics have been created to assess accomplishment of practical components and of the culminating challenge. Graded worksheets accompany theoretical components.

INSTRUCTIONAL STRATEGIES

The following instructional strategies will be employed to deliver this lesson: Whole class instruction; small group projects; individual projects and discovery; self-assessment; think-pair-share; concept mapping; demonstrations; reverse engineering; co-operative learning; project research. These strategies will be collected and organized through the use goal-setting and constant feedback for the students.

SUMMARY

Overall, a thematic unit in the technological education classroom allows the teacher to connect broader social ideas, which are frequently missing from a practical classroom setting, to the everyday technological practice of the students. In this case, the students will have an in-depth look at how their food choices affect and are affected by their carbon footprints, their social responsibility to their generation and future generations, their overall environmental impact and their role in environmental stewardship.

A thematic unit also allows for greater cross-curricular development as it employs both numeracy and literacy skills in addition to the required technacy skills the course is intended to address.

Finally, this specific thematic unit is not only educative, it is enjoyable for the students as well. The students are encouraged to think about their place as global and local citizens through the act of cooking and making foods, and reflect on their own daily practices and improvements they may make both in and out of the classroom.