

My Food, Your Food, Our Food!

Project Guide



Curtis Taylor and Gabrielle Think
6th Grade Humanities and Math/Science
HTMNC

Project Description

Everyday we are exposed to different individuals, perspectives, and different walks of life. We have noticed that High Tech Middle North County has a very diverse student body, and we rarely have opportunities to celebrate our cultural diversity. In this project, students will be creating a cultural cookbook that will include various recipes that are significant to their background. Also, students will be taking these recipes and modifying them to promote better health, learning how to read food labels and calculate serving sizes. Students will also learn how to maintain their own organic garden. This will bring about some solutions to a nationwide problem of unhealthy eating and making better choices with food.

Essential Questions

- How is food related to culture?
- Why do some foods create a sense of sentiment within you?
- How can we modify recipes for healthy eating?
- How can I grow and maintain an environmentally friendly garden?
- How does what we choose to consume impact our health and our natural resources?
- What must I know in order to make informed decisions about what I eat?
- How do I calculate the nutritional content of a meal in order to design an ideal nutritional plan?
- What role does fractions, decimals, and ratios play in cooking and nutrition?

Learning Goals

- Expose students to the truth about food in our country. Provide them with the tools to make informed decisions about what they choose to eat.

- Provide a set of usable skills to students so that they can garden, cook in a healthy, fun, and organic way.
- Apply the use of fractions, percentages, decimals, and multiplication in a useful, “real life” way so that students can determine their optimal nutritional needs.
- Practice and apply professional interviewing skills.
- Know and understand the origin of their recipe and it’s significance.
- Students will compose a five paragraph essay explaining how their recipe connects to them.

Product

The class will create a cookbook that will encompass a collection of the various recipes that students have been working on as well as a personal statement on their learning throughout the project.

Project Timeline (9 weeks)

Dates	Focus/Tasks
Oct. 16 th - 24 th	<ul style="list-style-type: none"> ● Project Description ● Health Chalk Talk ● Brainstorm favorite family dishes and why it’s your favorite ● Ask for and interview family member about recipe ● Research and select vegetables ● Practice reading nutritional labels (math problems)
Oct. 27 th - Nov. 7 th	<ul style="list-style-type: none"> ● Type recipe ● Nutritional Labels (cont.): Calories, fat, vitamins/minerals ● Nutrition - create a foldable of nutrients on your vegetable ● Research origin of recipe ● Begin garden ● Watch Documentary (Food, Inc.)
Nov. 10 th - 21 st	<ul style="list-style-type: none"> ● Start writing 5 paragraph essay about connection to recipe ● Critique and revise essay ● Field trip/Expert ● Prep seeds in class - grow seedlings ● Present research findings to class (about your vegetable) ● Begin modifying recipe

	<ul style="list-style-type: none"> ● Calculate serving size for recipe
Dec. 1 st - 12 th	<ul style="list-style-type: none"> ● Critique and revise essay ● Write final draft of “Connection” essay ● Bring in recipe for “Free Sample Day” (get feedback on how to make recipe kid-friendly/fun) ● Begin compiling elements for cookbook. ● Begin art piece for vegetables (multiple drafts) ● Turn in Final components for cookbook (art work, recipe, and essay piece)
Dec. 15 th - 19 th	<ul style="list-style-type: none"> ● Design book layout ● Edit cookbook ● Wrap up and send work to publisher ● Exhibition

Exhibition

Food Expo

- Cookbook will be on display
- Students will present their modified recipes and samples for tasting
- Students teach visitors how to change serving sizes and read food labels
- Tour of garden
- Display art and draft processes (process folders)

Assessment:

- Five paragraph essay
- Recipe with calculated serving sizes and caloric value
- Food label calculations
- Action plan
- Vegetable foldable and presentation
- Vegetable art work
- Interview transcription
- Recording garden data and observations

I have reviewed the project description with my parent(s) and they fully understand the steps involved and goals outlined for this project.

Student Signature _____ Date _____

I have reviewed the project description with my child and will do what I can to support them throughout the course of this project.

Parent Signature _____ Date _____

I would like to volunteer my expertise in helping with this project!

Parent Signature _____ Field of Expertise: _____