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Overview

In this eDetective, students will research traditional food preparation techniques from around the world or New Zealand. They will then prepare a recipe to share at a class or school “Food Festival”. Students could choose a food they have cooked before or a food mentioned in one of the books.

Students should present their research into a traditional food preparation technique as a poster, speech, powerpoint, short video or any other presentation type they think of. When sharing food, students should be encouraged to talk about their recipe and reflect on their cooking. Others should give feedback. It could be set up like a fun cooking competition with those eating giving scores.

Curriculum Links

Social Sciences – Level 3

Understand how cultural practices vary but reflect similar purposes.

The Arts – Level 3

Communicating and Interpreting – Use the elements of dance to describe dance movements and respond to dances from a variety of cultures (Dance)

Understanding Visual Arts in context – Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued (Visual)

Literacy – Level 3

Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. By using these processes and strategies when listening, reading, or viewing, students will: Show a developing understanding of how texts are shaped for different purposes and audiences; Show a developing understanding of ideas within, across, and beyond texts; Show a developing understanding of how language features are used for effect within and across texts; Show a developing understanding of text structures. Students will integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. By using these processes and strategies when speaking, writing, or presenting, students will: Show a developing understanding of how to shape texts for different purposes and audiences; Select, form, and communicate ideas on a range of topics; Use language features appropriately, showing a developing understanding of their effects; Organise texts, using a range of appropriate structures.

Lesson Sequence

Teacher Prompts	Assessment Opportunities
<p>Students should be given this inquiry at the beginning of the reading module <i>Festivals</i>. This will give students time to think about and plan their meal.</p> <p>Introducing the eDetective. Share the inquiry card. Have the students read independently.</p> <p>Explain the eDetective. Read through the inquiry card together.</p> <ul style="list-style-type: none"> • Tell the students they will need to do some independent research • Read through the requirements. The students could begin planning with a timeframe • Read the central idea • Read the “At the end I will be able to:” Ask students to share these with each other. They may like to choose a buddy or group to work with that they will share theirs with • Read the 5 steps • Read success criteria. Have students set goals about how successful they aim to be by the end of the inquiry <p>Completing the eDetective. The inquiry will be split over several weeks where each stage is taken separately. This way the students' progress could be monitored and individuals could be supported as needed.</p> <p>Students should be encouraged to use digital technologies to complete this inquiry. They should be encouraged to use a variety of tools to widen their experiences.</p> <p>Students should self-assess and discuss with you at the end of the inquiry. They should also reflect on how they might work differently next time.</p> <p>The food festival could be run like a mini cooking competition. Students could score each other and the “kitchen champ” could be crowned at the end. Students could come up with criteria for scoring the dishes.</p>	<p>Are students able to relate ideas across texts and apply them to new situations?</p> <p>Are students able to understand the instructions? Will you need to go over the instructions regularly to ensure all students understand? (key competencies – Thinking)</p> <p>Are students able to gather information from the instructions? Are they able to interpret the written instructions and apply them to their work? (key competencies – Thinking)</p> <p>What writing skills will the students be developing through this inquiry? What deliberate acts of teaching will I create to support the students to be successful?</p> <p>Are the students able to manage their time to ensure they complete the inquiry on time? (key competencies – managing self)</p> <p>Are students willing (and able) to work with others to complete the inquiry? (key competencies – working with others)</p> <p>Are students accurate in their self-assessment?</p>



NGĀ KAI O MATARIKI

An inquiry into the foods of Matariki

Matariki signifies the time to celebrate nature, whānau and new beginnings. A festival of food is a great way to celebrate. Historically, Māori built pātaka (storehouses) to store their food for such festivals. When there was plenty of food – during summer – extra food was gathered and preserved. Some methods of preserving food were to use hue (gourds) or pōhā (kelp bags), or to smoke meat such as manu (birds) and ika (fish). Harvested kūmara could also be stored for a long time.

The pātaka were similar looking to other traditional whare, just smaller and not designed to be lived in. They were kept up of the ground on stilts to keep rats and other scavengers out.

You will find out about Matariki. As a group, you will design and prepare a Matariki festival meal. To do this, you will look at a traditional food preparation technique to create a short presentation about. Then you will decide on a food to prepare for the meal which you will prepare. You will compare the similarities and differences of how you prepared your food, with the traditional technique you researched. As a group, you will find, learn and teach a food blessing (karakia).



Central Ideas

Festivals have been used throughout history to celebrate important events and natural occurrences (such as changing seasons).

Māori used natural phenomena to make decisions about planting and harvesting crops.

END

At the end of this inquiry:

I will be able to talk about traditional cooking techniques and how they have changed.

I will be able to follow a recipe and talk about how sharing food can be an important part of celebrations.

The 5 steps of my inquiry



Ignite

01

Work with your group to choose a food to prepare and a traditional food preparation technique to research.



Ask

02

Research my traditional food preparation technique. Produce a short presentation about this to share.



Find

03

Find a recipe and make a menu for the feast. Find an appropriate karakia to learn and teach.



Create

04

Cook / prepare your chosen food with your group. Think about how what you are doing is similar or different to the traditional technique you researched.



Share

05

Share the feast with your class. Teach them the karakia and share your presentation.

Success Criteria

When you are completing your activity, think about how good you want it to be. At the end you will look at this list and say how well you have done each stage. To be successful, you will be able to do the following things.

Stage:		Not so good 	Pretty good 	Did a great job 
Ignite	Choose a food to cook and a traditional cooking technique	I didn't choose – someone chose them for me	I chose a food I already knew how to cook and a traditional cooking technique I already knew a bit about	I chose a new food to me and found a traditional cooking technique I didn't know much about
Ask	Research and make presentation about traditional food preparation technique	I read one source about my technique and made a short presentation	I read a variety of sources and made a presentation	I read a variety of sources and made a presentation that included videos, photos and other information
Find	Find a recipe, make a menu and learn a karakia	I didn't find a recipe or karakia – someone found them for me	I found a recipe I already knew and found a karakia	I found a new recipe and maybe changed it to make it unique, and found a karakia
Create	Prepare and cook food	I brought in some food	I made my recipe	I made my recipe and made it look nice
Share	Share food and teach karakia to others	I shared my food	I shared my food and taught my karakia	I shared my food, taught my karakia and talked about what I had done

