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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Food Glorious Food | | **Duration (days):** 9 Classes (3-4 weeks) | | | **Written For:**  ☐Period Schedule ☐Trimester  ☒Block Schedule ☐Semester |
| **Subject/Course:** JAG (Maine) | **Teacher(s):** Tyler King | | **State:** Maine | | **Grade Level(s):**  ☒7/8 ☒Alternative Ed.  ☒9/10 ☐Out of School  ☒11/12 ☐Any |
| **Other Subject Areas to be Included:** Personal health and wellness | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will be exposed to the importance of making healthy eating choices and habits in their lives and the role that it plays in their overall personal health.  There are many obstacles and challenges that can be encountered when incorporating healthy eating habits into one’s daily life and routine. These obstacles include such things as budgetary challenges, availability of healthy choices, education and comfort with incorporating them into one’s own life, and peer pressures to name a few.  The purpose of this project is to raise awareness and comfort levels for students with healthy eating and how it can make an impact in their own life and those around them. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What is the role that healthy eating plays in our lives and how can it be done in my own life?  What is healthy eating?  Why does eating healthy matter for me? Why should I care about it?  How will healthy eating make an impact on my life right now and for the rest of my life? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | 1) Students will be introduced to the project through a Kahoot activity that provides an overview for topics that will be covered during this project. The Kahoot will focus on healthy eating information that is pertinent to students.  (link:<https://create.kahoot.it/share/healthy-eating/08f47ca0-b66b-4890-bbbb-864e39c473e8>).  2) Students will work in groups and participate in a food group relay, getting different food items into different food groups. Goals are for both accuracy and speed. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Students will create a cookbook to be shared with peers, school community, and local community  **Individual:** Students will be sharing a recipe page to be added to our overall group cookbook. Students will utilize the knowledge and skills that they gain throughout their experience with the unit to incorporate into their individual recipe page to be shared with others. | | | **Presentation Audience**  ☒Class  ☒School  ☒Community  ☐Experts  ☐Web  ☐Other: . | |
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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  F.37 Develop healthy self-concept for home, school and work.  G.54 Set and prioritize goals and establish a timeline for achieving them.  H.67 Demonstrate good reasoning skills which results in thinking first, then taking action.  **What competencies will be in progress during this project?** (Level 2):  J.105 Demonstrate ability to make healthy choices.  D.25 Perform mathematical calculations.  F.34 Identify process of decision-making.  G.59 Prepare a short- and long-term personal budget.    **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  G.48 Demonstrate openness to change. | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☒Checklists | ☒Notes | ☒Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☐Journal/Learning Log | ☐Practice Presentations | ☐Rough Drafts |
| ☒Other (see PBL Library for ideas): Creation of one week healthy food budget menu and also 2 day food journal | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | ☒Oral Presentation w/Rubric | ☐Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☐Self-Evaluation |
| ☒Other (see PBL Library for ideas): Cookbook page final draft for each student | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☐Journal/Learning Log | ☐Fishbowl Discussion | ☒Survey |
| ☐Whole-Class Discussion | ☐Focus Group |  |
| ☒Other (see PBL Library for ides): Exit ticket for students focused on two takeaways that they learned during that particular class. | | |

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| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☒Leadership  ☒Community Service  ☒Career Prep  ☐Civic Awareness  ☒Social Awareness  ☒Fundraising  ☐Other: | **What roles will your officers lead in planning?**  Leadership: Discussions centering around scope of distribution of cookbooks and target audience  Community Service: Providing cookbooks for different community agencies & groups  Career Prep: Career exploration opportunities with local businesses (dietary specific)  Civic Awareness:  Social Awareness: Awareness of healthy eating for school community  Fundraising: Analyzing costs of cookbook and avenues for funding  Other: | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Ownership of their individual recipes and page creation for individual student  Community Service: Student involvement in providing copies of cookbook to different groups and agencies  Career Prep: Interaction with community members (Dietician/others) and their career association  Civic Awareness:  Social Awareness: Involved in educating peers on healthy eating goals and objectives  Fundraising: Involvement in fundraising opportunities throughout the process  Other: | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Connection with local food pantry for *Cooking Matters* program.  Potential connection with dietician from local hospital to talk about healthy eating and its significance in their own lives. | |
| ☒Agriculture, Food & Natural Resources  ☐Architecture & Construction  ☐Arts, A/V Technology & Communications  ☐Business Management &  Administration  ☐Education & Training  ☐Finance  ☐Government & Public Administration  ☒Health Sciences  ☐Hospitality & Tourism | ☐Human Services  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☐Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? Representatives from local hospital (dietician) and food bank will also introduce students to their career pathway. | **Circle One:**  ☐Meet and Greet  ☒Classroom Presentation  ☐Project Observation  ☐Skype/Webinar  ☐Mock Interview  ☐Other: | **Circle Two:**  ☐Service Learning  ☐Company Tour  ☐Mentoring  ☐Co-Develop PBL/Scaffolding  ☐Critique of Public Product  ☐Other: | **Circle 3:**  ☐Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: |

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| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  The specialist will get students thinking about what eating choices that they are currently making in their own lives. In weeks leading up to lesson beginning can gradually start putting nutritional facts on the board for the students to see/digest.  **Launching the Project:**  (How will you SPARK their attention?)  Students will participate in several different activities during the first class that will provide a spark for them with the material that is being covered. These activities include the Food Info Kahoot Activity and the Food Group Relay. Both activities will provide the students an opportunity to win healthy snacks as a reward.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  The overarching main themes that need to be taken out of the first day and that will be reinforced and implemented throughout the PBL focus on the food choices that students can make in their own lives. Healthy eating can be an empowering experience for students, as it provides them an opportunity to take control and ownership on their own life and subsequently making healthy choices.  Class One; Setting the framework and introduction into healthy eating and the components surrounding it.  - Students will do an introductory Kahoot activity centered around food and nutritional information  (link:<https://create.kahoot.it/share/healthy-eating/08f47ca0-b66b-4890-bbbb-864e39c473e8>).  -Students will participate in a food group relay, <https://docs.google.com/document/d/1l2RkddEfcT4o8PtQDdxRwyFoRvqVz9nbP6TosjwhGvw/edit?usp=sharing> putting different food items into the correct group.  -Use USDA *Choosemyplate.gov* website to give students basic framework material about healthy eating and choices (including history of healthy eating over time).  -Students will start their food journal (items that they have consumed over the last two days). Students will keep this information in their food journal rubric.  Class Two: We will have a guest speaker in class from the *Cooking Matters (*Good Shepherd Food Bank of Maine)  -This guest speaker is a volunteer guest chef/nutritionist who is trained to work with students on healthy eating options and will talk with the students about the importance of healthy eating and what are some good choices that students can make with snacks and meals. Students will get an opportunity to sample different healthy snacks.  - There will also be an opportunity for students to learn about the career pathway for the dietician.  -At the end of class students add to their food journal for the days since last class.  Class Three: Students will have another visit from the Cooking Matters (Good Shepherd Food Bank of Maine). Class time will continue to focus on the learning opportunities provided by Cooking Matters and students will get an opportunity to try different healthy eating options.  -At the end of class students add to their food journal for the days since last class.  Class Four: Students work on activity centering around eating healthy on a budget.  <https://docs.google.com/document/d/1WgYDI-o_kpl2-LAXXP20bkSyaV_XgCPUM_IIUzfUqno/edit?usp=sharing>  -Students must put together a grocery list/meal schedule for 7 days that falls within their shopping budget for the week. Students must keep their meals balanced and healthy, and utilize specific information from local stores and shopping avenues. -At the end of class students add to their food journal for the days since last class.  Class Five: Students will have their third and final visit from the Cooking Matters staff. Students will have a chance to reflect on what they have learned with the educator as well as continuing to learn, create, and try different healthy eating options.  Class Six: Introduce students to the healthy eating cookbook product that we will be working on during class. Frontload ideas to students about what we are looking to create, and that each student will be contributing a healthy snack recipe for our cookbook.  - Students look through different cookbooks at different recipes for meals and snack ideas. Students are specifically focusing on snack ideas for their cookbook.  - Students are encouraged to find a healthy snack recipe to bring to next class to add to our recipe book.  -Students also add items to their food journal for meals/snacks since their last class.  Class Seven: Specialist gives students recipe template for their one-page healthy snack recipe submission.  Recipe template: <https://drive.google.com/file/d/1S73-RdCwBoKOUH3tAZb_LbStGLQ-Uy6s/view?usp=sharing>    -Students use *Google Docs* to share their completed recipe page and allow for us to edit and proofread.  Class Eight: Put together (print and connect together) cookbooks to prepare for distribution.  -Put finishing touches on the cover and make sure that it is included in the final product.  -Students identify a list of places in the community that they would like to provide a finished copy of their cookbook’.  - Students are given an opportunity to review their food journal and reflect on changes that they see during the timeframe based on their eating habits.  Class Nine: Visit from dietician from local hospital. Students will have a class visit from dietician from local visit who will talk about where students go from here with their healthy eating. Students will share with the dietician their cookbook/recipes and talk about why they chose them.  -Provide an opportunity to reflect on this and discuss where we go from here.  Ongoing: Identifying and providing copies of the healthy eating cookbook to various organizations and groups in the community that could benefit. This includes elementary schools, local libraries, teen center, YMCA, etc. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students will be provided an opportunity to review their recipes (both individually and with peers) and the finished product. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☒School Staff  ☒Business Professionals/Employers  ☒Community Leaders/Organizations  ☐Technology  ☐Other: | **HOW will you be incorporating? (please describe)**  Dietician from local hospital who will be visiting the classroom.  Local community members, business leaders, and school staff who will be introduced to the cookbook and given the opportunity to have it in their establishment. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** Food Glorious Food | | |
| **Driving Question:** What is the role that healthy eating plays in our lives and how it can it be done in my own life? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| ☒Formative  ☐Final Product | Introduction and overview into healthy eating  Beginning of identifying eating habits for individual students | I can understand the basic terms and ideas of healthy eating and nutrition |
| ☒Team  ☒Individual |
| ☒Formative  ☐Final Product | Classroom instruction  Classroom discussion  Guest speaker/activity | I can identify healthy snacks that are easy to make and attainable |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Classroom activity  Classroom discussion | I can identify healthy eating in my own life and see what it takes to make it a reality |
| ☐Team  ☒Individual |
| ☒Formative  ☒Final Product | Creation of final product | I can work together with others to create a finished product that demonstrates my understanding of healthy eating alternatives |
| ☒Team  ☒Individual |
| ☒Formative  ☒Final Product | Finishing up final product | I can create a useful tool for others |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** | | | | |
| -Intro Kahoot  -Food Group Relay  -Food Journal | No Class | -Guest Speaker from Cooking Matter program  -Update Food Journal | No Class | -Second visit from Cooking Matters guest to work on their program  -Update Food Journal |
| **P R O J E C T W E E K T W O** | | | | |
| No Class | -Healthy eating on a food budget  -Food Journal | No Class | -Third and final visit from Cooking Matters guest to conclude their program and activities with students. | No Class |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K T H R E E** | | | | |
| -Brainstorm/discussion on snack recipe ideas  -Food Journal | No Class | -Students work on creating recipes with templates  -Students share recipes with one another, work on the edit and proofreading process  -Food Journal | No Class | Put together (print and connect together) cookbooks to prepare for distribution.  -Put finishing touches on the cover and make sure that it is included in the final product.  -Students identify a list of places in the community that they would like to provide a finished copy of their cookbook’.  - Students are given an opportunity to review their food journal and reflect on changes that they see during the timeframe based on their eating habit |
| **P R O J E C T W E E K F O U R** | | | | |
| No Class | -Visit from dietician from local hospital. Students will have a class visit from dietician from local visit who will talk about where students go from here with their healthy eating. Students will share with the dietician their cookbook/recipes and talk about why they chose them.  -Provide an opportunity to reflect on this and discuss where we go from here. | No Class | -Continued reflection on finished product and identification of places/partners to share it with. |  |