**The story of a Food**

# **HFC 3M1: Food and Culture performance Task**

Certain foods take different formats, but are common the world over. You and your team will be investigating, presenting, preparing and serving us the story of a food for this performance task.

Each group will be responsible for telling the story of one of the following foods: “street foods”, dumplings, breads, cheeses (or a food item of your choice as long as it is approved by the teacher). Your presentation will need to discuss the past, present and future of the food, how it varies around the world, how it is used in various regions, how to make it, and an informative worksheet for the class to keep. Your cooking lessons should demonstrate to the class how to make a variation of the recipe, allowing enough time to make and sample the foods during one period of class time.

**GROUP PRESENTATION**

The group presentation should take half of the period. Thus, it will need to be informative, visually stimulating and actively involve the class in an activity. You will need to find as much detail as possible about your food and how it varies among cultures. Include as many countries as you can find information about within the presentation.

WHAT TO INCLUDE:

* A detailed description of what the food **is** and how it is made.
* A **detailed** description of the past, present and future of the food. (How was the food invented? Where did it originate? What is the food like today? How has the food changed over time? How was the food produced in the past? Is it different today? What does the future look like for this food?) Perhaps create a visual timeline.
* Detailed descriptions of **how the food varies** around the world – Each person in the group should choose a minimum of one different country to focus on for the presentation component. (What countries produce this food? What is the food named in each country? How do the ingredients and flavours vary? How do the production methods vary? How is the food used in this country (like for formal meals, parts of celebrations, what time of day it’s served, etc.)? What are the best ways to serve these foods (temperature, with sauces, etc.)?
* Information on how we use the food in Canada, variations we can obtain, and where to obtain them.
* Include plenty of pictures of the food, its variations and information on the countries.
* Create a visually appealing one-sided information sheet about the food AND an activity sheet (consider puzzlemaker.com) that your classmates can use to refer to about the food.

**COOKING LESSON:**

* Each person in your group will teach the class how to make one of the various variations of that food item.
* Provide a recipe that can be prepared and sampled within half a period. Outline the modifications required to make it work during the time frame. Know your recipe well enough to explain it to a group of your peers.
* Prepare a grocery list outlining the ingredients and amounts required to make one recipe of the food.
* Demonstrate the making of the recipe and provide samples – feel free to engage and include the audience as you teach them

**TIMELINE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  | June 1 | June 2 | June 3 |
| June 6Research and Prep  | June 7Research and Prep  | June 8Research and Prep | June 9Research and Prep | June 10Research and Prep |
| June 13Group 1 | June 14Group 2 | June 15Group 3  | June 16Pearson Revue | June 17Kitchen clean up and exam prep |

**EVALUATION:**

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| --- | --- | --- | --- | --- |
| **Criteria** | **50-59%** | **60-69%** | **70-79%** | **80-100%** |
| **Knowledge*** Thorough demonstration of knowledge and understanding of facts, terminology, and major ideas from the course were demonstrated.
* All required information has been included in the assignment expressed clearly and accurately.
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| **Thinking*** All facts are referenced throughout the assignment where necessary, using proper APA-format.
* How people obtain, prepare, serve and consume food is clearly demonstrated throughout the assignment.
 |  |  |  |  |
| **Communication*** Ideas are organized, communicated effectively and in an interesting and exciting manner.
* Accurate spelling, grammar, creativity, etc. are used throughout the assignment.
 |  |  |  |  |
| **Application*** Detailed connections were made within and between the contexts outlined in the assignment.
* Safe practices and procedures were followed throughout the assignment.
* Time was managed and used effectively throughout the assignment.
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