

We are grateful to be learning on the unceded ancestral lands of the Lheidli T'enneh First Nations and the Simpcw First Nation. Indigenous peoples have lived, learned, cooked, and eaten on these traditional territories for thousands of years and we will explore how their knowledge, histories, and relationship with the land shaped and continue to shape local food systems.

**Mr. Takach (he/him)**  
[ptakach@sd57.bc.ca](mailto:ptakach@sd57.bc.ca)  
250-566-4431  
Room 114

# Food Studies 8

**Course Outline 2021-22 (& Bonus Hearty Soup Recipe)**

Welcome to Food Studies! My name is Mr. Takach and I am excited to be learning and cooking with you this quarter.

In this course, we will explore the basics of kitchen safety & sanitation, nutrition & healthy eating, food preparation techniques, and the cultural roles of food, particularly from a First Peoples' lens.

As a teacher, I will do my best to help you succeed in meeting both the goals of this course and your own goals by making the classroom a safe and inclusive space where you get a say in your own learning. Please do not hesitate to seek my help!

*Mr. Takach*

## MR. T'S EXPECTATIONS

At the start of the class, we will work together to create a list of class guidelines.

 **SAFE  
SPACE**

The most important thing for me is that we make our classroom a safe space where everyone feels welcome and included. Treat others how you would like to be treated and welcome and appreciate all people, ideas, and contributions.



## BIG QUESTIONS

As we experiment in the kitchen, your task is to find answers to the following questions:

- I. How can I modify my recipes and projects based on identified needs?
- II. What additional skills do I need to complete this cooking challenge?
- III. What tools and technologies do I need to use to complete this cooking challenge?

## DAILY SUPPLIES

Be sure to bring these to each class:

- Binder or duotang to keep notes, handouts, and recipes organized
- Lined paper
- Pens/pencils
- A tie for long hair
- Your appetite!

## CLASS ROUTINES

Many of the recipes that we do will require the entire class to complete. To ensure that we can make the most of our time together, please be seated at the long tables and ready to go when the bell rings.

To show your learning in this course, you will be setting up a **food blog/journal**. In your blog/journal, you will reflect on your labs, record your research, and respond to prompts.



As often as possible, we will learn and practice our skills in Foods labs. To ensure that labs are safe and successful, please keep the following in mind:

1. **No electronic devices are permitted during labs.**
2. **Follow all instructions carefully, especially around sanitation and equipment.** (If you are ever unsure, ask!).
3. **Clean up your kitchen using the kitchen checklist.** Otherwise, you will come in at lunch or after school to do so.
4. **Use your time wisely.** Recipes and cleanup are time-sensitive.
5. Put your best effort into everything—your group and taste buds will thank you.

Failure to follow these guidelines may result in you not being allowed to participate in Foods labs.

## RECIPE FOR SUCCESS

Evaluation of your progress will be ongoing throughout the course and will be done in variety of methods. Assessment will be formative to improve your progress and summative to determine your grade.

**Food Blog/Journal:** 50%  
*Includes reflections, responses, research projects, etc.*

**Foods Labs:** 50%  
*Includes preparation, Safety and sanitation, teamwork, techniques and time management, product, and clean up.*



## PLAN OF ATTACK

While no journey is ever set in stone, here is a planned timeline for our units. Units may change subject to food availability and student preferences.

### Unit 1: Chop It Like It's Hot (September)

*Get acquainted with our kitchens as we learn about food safety, culinary equipment, and the value of teamwork.*

### Unit 2: Life's What You Bake of It (September to October)

*Bannock? Muffins? Impress your friends with your sweet and savoury treats you will be learn to bake in this unit.*

### Unit 3: Luncheons and Dragons (October to November)

*Roll the dice and come learn to make healthy and nutritious meals ...with a fiery, fantastical flair!*

## LEARNING STANDARDS

### CURRICULAR COMPETENCIES

By the end of the course, students are expected to be able to do the following:

#### Testing:

- **Test the first version** of the product or the prototype
- **Gather peer and/or user and/or expert feedback** and inspiration
- **Make changes**, troubleshoot, and test again

#### Making:

- **Identify and use appropriate tools, technologies, and materials** for production
- **Make a plan for production** that includes key stages, and carry it out, making changes as needed
- Use materials in ways that **minimize waste**

#### Sharing:

- Decide on how and with whom to **share their product**
- **Demonstrate their product** and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
- **Evaluate their product against their criteria** and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient
  - co-operative work space
  - Identify new design issues

#### Applied Skills:

- Demonstrate an awareness of **precautionary and emergency safety procedures** in both physical and digital environments
- Identify and **evaluate the skills and skill levels needed**, individually or as a group, in relation to a specific task, and develop them as needed

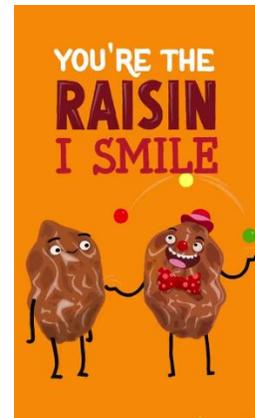
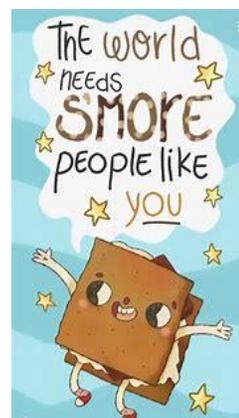
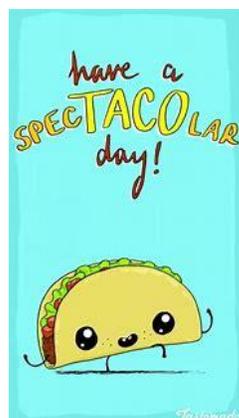
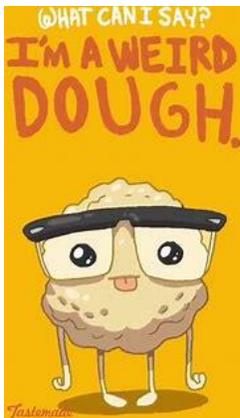
#### Applied Technologies:

- **Select**, and as needed learn about, **appropriate tools and technologies** to extend their capability to complete a task
- **Identify the personal, social, and environmental impacts**, including unintended negative consequences, of the choices they make about technology use
- **Identify how the land, natural resources, and culture influence the development and use of tools and technologies**

## CONTENT

*By the end of the course, students are expected to know the following:*

- **cross-contamination**, including prevention and management
- **food preparation practices**, including elements of a recipe, techniques, and equipment
- **effects of removing or substituting ingredients**, including nutritional profile, food quality, taste
- **social factors that affect food choices**, including eating practices
- variety of **eating practices**
- **local food systems**
- **First Peoples food use** and how that use has changed over time



# Dumpling (Nokedli) Soup

## SOUP

Chicken stock or bouillon  
Garlic—garlic pressed or gated in  
Onions—chopped  
Parsnip(s)---peeled and chopped  
Carrots—peeled and chopped  
Celery---chopped  
Potatoes—chopped  
Ginger root---a little bit grated in  
Dill  
(Or anything else really.  
Chicken also works well!)

## DUMPLINGS (for 4 people)

1 cup flour  
1 egg  
~1/3 Cup milk  
(Dill makes a good addition)

1. Heat a bit of oil in the pot, and sizzle onions.
2. Add chicken stock, or bouillon and water.
3. Add veggies.
4. Simmer soup. The longer the better.
5. In a bowl, mix flour, eggs and milk. This should turn out as a soft, sticky mixture somewhere between pancake batter and bread dough.
6. Turn soup down to medium low and drop 1 teaspoon of dough at a time into the soup and repeat until all the dough has been used. Cook for about 5 minutes, or until dumplings are done.
7. Do not cover or boil after the dumplings are in.

