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| **Dinner Party** |
| The following project is designed to span several days, include opportunities for learning in multiple academic areas (*Science, Math, Language and Literacy, Physical Activity, Social Studies, Health, World Languages, Career Exploration and Visual and Performing Arts)*, and to be something with which children and families are familiar.  The activities are designed to go in order, but some can be skipped if needed.  Although the activities are meant to guide the project, feel free to add you own knowledge or expand on the project.  For example, it would be easy to add additional learning around culture and food or food science. You could also add a project such as creating a cook book by collecting recipes and stories from family members or document the steps of this project (narrative and photos) and write a book. There are resources below that will help you plan these additional pieces. |
| **Introduction**  Gathering with family and friends and eating food happens all over the world, all over your town and all over your neighborhood. People gather for many different reasons and eat many different foods while together. Here’s an opportunity to help your family plan a get together, with dinner and entertainment.  You decide the reason for this get together, who will be invited, and what you will serve.  A glossary is provided after the activity section to help explain the meaning of words you may not recognize. |
| **Materials**  Paper and writing utensil, recipe, measuring cups and spoons, cooking utensils and cookware, map or atlas (optional), computer or phone (optional) |

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| **Activities**  **Think about food and gatherings**(World language, Social Studies, Math, Health)   1. What is your favorite dinner food? What did your family have for dinner last night? 2. When did your family last have guests for dinner or celebrate a special occasion? Why did they have this event? What was your favorite part of the party? What was your favorite thing to eat?  Who came to eat with you and why were they included? 3. Does your family get together for certain occasions every year?  Why? What is special that happens during these gatherings?  Call, write, or email a grandparent of an older family member or friend and ask them what gatherings they had when they were your age. Ask what they remember about the food, the occasions, and the activities.  How did the gatherings make them feel? Ask what they think is different from gatherings today. 4. Do you know anyone that does not live in Maine or lives in another country?  What do you think they ate for dinner last night or at their last gathering?  Call, write or email and ask about the foods they eat and how they celebrate special occasions.  Do any of their foods have names based in another language? 5. Where do the friends and family you spoke to live? Maine, United States, outside of the United States? Look up on a map and calculate how far they live from you and how long it would take to travel from their house to yours.   **Planning the event:** (English Language Arts, Visual Arts, Health)   1. What is the occasion? Family tradition, holiday, celebration, dinner with friends or family, etc.? 2. Pick a date and write out an invitation list. Who will you invite? Family, friends, or neighbors? How about people from the community that you want to learn from (teachers, policeman, scientist, etc.)? How do you decide who to invite? 3. Create Invitations: include art work, a photograph, scrap book style, etc.   **The meal:**(English Language Arts, Math, Health)   1. Choose a dish (or several dishes) to contribute to the dinner (a family favorite, your favorite, etc.). Why did you choose it? 2. Look at recipe and categorize ingredients by food group, healthier choices, locally sourced (explore <https://www.choosemyplate.gov/> for information, quizzes, and graphics). 3. Decide how many servings you will need to cook to feed all your guests.     **The shopping list**: (Math, English Arts, Social Studies)   1. How much of each ingredient will you need? 2. What ingredients do you have at home and what will you need to get? Write your shopping list, including the amount needed of each item. 3. How much money (budget) will you have to buy the dish? How much will the meal cost (gather costs information from store web sites, old receipts, weekly flyers)? Do you have enough money in your budget to pay for this?   **Shopping**: (Math, English Language Arts, Physical Education, Health)   1. Where will you get your other ingredients not found at home? What are the directions?  Draw a map showing your house and where you are going? How far away will you travel? How will you travel? How long will it take you to get there? 2. Optional: include some exercise to replace traveling to store (i.e. walk ½ block to represent 1 mile of travel, ride bicycle ¼ mile to represent 1 mile of traveling, etc.). 3. Talk about buying locally sourced foods. Where can you buy these foods?     **Planning the entertainment at your party**: (English Language Arts, LA, Performing Arts)   1. Find a short story, book, or poem to read out loud to your guests 2. Prepare a performance for the guests (dance, jokes, magic tricks, sing, play instrument, make a video and play for guests)   **Food fun:** (Visual Arts, Science)   1. Learn how to makea cooking video: <https://www.youtube.com/watch?v=d0v6jRy_29Y> 2. Learn about water footprint: For every item we eat there are unseen costs to their production – such as costs for fuel to plant and harvest crops, water to irrigate crops, water to process crops or meats and fuel to transport foods to market. Calculate just how much water is needed to place foods on our tables.   Use the information on the following website to help determine the surprising amount of water needed to take your meal from farm to table. Estimate the amount of water for each ingredient in your meal and add the amounts for a grand total of water usage. Visit Water footprint and food:  <https://waterfootprint.org/en/resources/interactive-tools/product-gallery/>   **Cooking:** (Math, Science, English Language Arts, Health)   1. Read through recipe, then pull out ingredients, measuring tools, cooking utensils and pots/pan 2. Talk about the importance of handwashing and safe practices when preparing food. 3. Cook your dish with an adult. 4. Enjoy your meal with your guests (either in person or virtually) and entertain them with your reading and performance. |
| **Glossary**  ***Budget***: The amount of money that is available for a particular purpose  ***Water footprint***: The amount of water used to produce each of the goods and services we use.  ***Sales tax*:** The amount of money that is added to the cost of a product or service when purchased by a consumer at a retail location.  ***Performance****:* Acting, singing, playing an instrument or otherwise showing a craft to a group of people.  ***Virtually***: Using a [computer](https://dictionary.cambridge.org/us/dictionary/english/computer) to do or [see](https://dictionary.cambridge.org/us/dictionary/english/see) something [instead](https://dictionary.cambridge.org/us/dictionary/english/instead) of going to a [place](https://dictionary.cambridge.org/us/dictionary/english/place) or [talking](https://dictionary.cambridge.org/us/dictionary/english/talk) to a [person](https://dictionary.cambridge.org/us/dictionary/english/person).  ***Irrigate***: To [supply](https://dictionary.cambridge.org/us/dictionary/english/supply) [land](https://dictionary.cambridge.org/us/dictionary/english/land) with [water](https://dictionary.cambridge.org/us/dictionary/english/water) so that [crops](https://dictionary.cambridge.org/us/dictionary/english/crop) and [plants](https://dictionary.cambridge.org/us/dictionary/english/plant) will [grow](https://dictionary.cambridge.org/us/dictionary/english/grow).  ***Process (as in process crops):*** The act of converting any material from one form to another, such as transforming grains and other produce from their raw form to the refined and edible form.  ***Locally sourced****:* food generally refers to products served and consumed within a 100 to 150 mile radius of where they’re grown. |
| **Additional Readings/Links**  Resources to enhance the activity  Food and culture   * <https://gastropod.com/remembrance-of-things-pasta-a-saucy-tale/> (pod cast) * <https://www.flightnetwork.com/blog/22-festive-holiday-foods-around-world/> * <https://www.independent.co.uk/life-style/food-and-drink/what-people-eat-for-dinner-around-the-world-a6732036.html> * <https://www.huffpost.com/entry/food-traditions-around-the-world_n_7071420> <https://teachmefoodandfarms.org/> * http://www.maineagintheclassroom.org/   Family Traditions   * <https://www.parents.com/recipes/family-food-traditions-passed-down-through-generations/> * <https://www.thefhguide.com/blog/the-power-of-family-recipes/> |