



Reflection and Wrap-Up

Unit 5: Pop-Up Dinner and Story Telling

Duration: 90 minutes

Standards:

National Standards for FCS

8.7.5 Demonstrate sensitivity to diversity and special needs.

CT Career and Technical Education Performance Standards

F.25 Demonstrate quality services that meet industry standards in the food service industry.

J.26 Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

Description:

Reflection fosters continuous improvement and equity in culinary practices. In this culminating lesson, students will reflect on their journey through the unit, identifying personal growth, insights gained, and commitments to promoting equity in the food industry. They will pledge to continue advocating for inclusive and sustainable culinary practices in their future endeavors.

Objectives:

- Cultural competency and humility in serving.
 - Recipe testing and refining for a successful dining experience.
 - Effective communication and teamwork in a restaurant setting.
 - Event planning and execution with attention to detail and inclusivity.
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Vocabulary:

- Equity - the quality of being fair and impartial
- Sustainability - presumes that resources are finite, and should be used conservatively and wisely with a view to long-term priorities and consequences of the ways in which resources are used
- Cultural sensitivity - the knowledge, awareness, and acceptance of other cultures and others' cultural identities
- Food justice- a holistic and structural view of the food system that sees healthy food as a human right and addresses structural barriers to that right
- Anti-Racism - a process of actively identifying and opposing racism

Materials:

- Access to Netflix
 - Materials for personal pledge (paper, writing utensils, markers, etc)
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Recipe:

- n/a
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Procedure:

1. Begin by introducing the importance of reflection in professional and personal development. Explain that this lesson will encourage them to think deeply about their growth as culinary students and the impact of their work on the food industry. Share the key question:
 - a. How can we use culinary practices, food, and food systems to improve equity?
2. Encourage students to think about how food choices, menu planning, and culinary practices can address issues of equity, sustainability, and cultural sensitivity. Provide examples, such as local food sourcing, inclusivity in menus, and anti-racist practices in the kitchen.
3. Watch a brief episode from "[Flavorful Origins](#)" on Netflix, focusing on a culinary tradition or region that highlights cultural storytelling through food. Discuss how different cultures use food to tell stories and how these practices contribute to equity.
4. Next, watch all or a portion of the "[Chef's Table](#)" episode featuring Mashama Bailey, discussing her culinary philosophy and approach to Southern food, culture, and identity. Emphasize the importance of storytelling, inclusivity, and cultural competency in her approach to food.
5. After watching the videos, facilitate a group discussion about the themes explored in the films:
 - a. How did the chefs use food to express culture and identity?
 - b. What did you learn about the role of food in promoting equity and inclusion?
 - c. How can these ideas inform your own culinary practices and goals?
6. Writing Prompt: Ask students to respond to the central question in writing:
 - a. How can we use culinary practices, food, and food systems to improve equity? Ensure that students address the following concepts and terms in their reflections:
 - i. Global food systems, cultural relevance, kitchen safety, food justice, anti-racist practices, resistance, sustainable ingredients (vegetables, fruits, grains, nuts, seeds, oils, spices, herbs), Indigenous foodways, diversity, empathy, and compassion.
7. Guided Reflection: Provide a list of specific topics and questions for students to consider:
 - a. Reflect on how the videos challenged or expanded your understanding of food justice.

- b. How will you ensure that your future culinary practices are culturally relevant and inclusive?
 - c. What steps will you take to promote sustainable food systems and equity in your community?
 - d. How will you use food to share stories of diversity, culture, and identity?
 - 8. Commitment Pledge:
 - a. Pledge to Equity:
 - i. Have students create a personal pledge where they commit to promoting equity, inclusivity, and sustainability in their culinary careers. This could be a written statement or a visual representation (e.g. poster, artistic design).
 - b. Share and Celebrate:
 - i. Allow time for students to share their pledges with the class. Discuss how they will carry these commitments forward in their personal and professional lives.
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Assessment(s):

- Formative assessment: Students will participate in a video discussion and group conversation reflecting on the impact of their work in the food industry and how they can improve equity.
- Summative assessment: Students will engage in multiple written responses and reflections. Students will also create a personal commitment pledge, demonstrating understanding of equity, food justice, and sustainability.

Resources:

- [Flavorful Origins](#)
 - [Chef's Table: Mashama Bailey](#)
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Extensions:

- Culinary Advocacy Project: Students can work on a culinary advocacy project that promotes inclusivity or sustainability in their local community. This could be a partnership with local farms, community centers, or food banks.
- Guest Speakers or Field Trips: Organize a visit from local chefs or activists in the food justice movement who work on issues of equity and sustainability. Alternatively, organize a trip to a community-supported agriculture (CSA) farm or a food justice organization.
- Watch the "Salt," "Acid," or "Heat" episodes of "[Salt, Fat, Acid, Heat](#)," found on Netflix.