

Rebecca Vickery

Final Project for EDU T&L 727O28 Somali History, Language & Culture
Taught by Dr. Leslie C. Moore
School of Teaching & Learning of The Ohio State University

Preview

This lesson is for a 12th grade Culinary Arts II program at the career center. Students learn skills in food preparation, service, and restaurant management. Students are in their second year of a two year program. This lesson is part of a unit on World Cuisines. Unit objective: After studying section 1.2, students should be able to identify global cultures and traditions related to food.

Lesson Plan

Subject: World Cuisines	Technology/Equipment/Supplies needed: 1. List of World cultures in the US/Ohio made previously. 2. Bulletin board paper, tape and marker. 3. Video: <u>Somali Culture by Abdisalam Aato</u> 4. Computer lab 5. Kitchen lab and food supplies.
Topic: Somali Culture and Foods	
Grade level: 12 th	Lesson Length: 4 classroom periods and 3 labs.
Objectives: After completing this lesson students should be able to: <ul style="list-style-type: none">• Give a brief history of Somali immigrants/refugees in the United States.• Give examples of food preparation and cooking styles of Somali foods.• List and describe 3 aspects to consider when planning the preparation of food related to the Somali diet• Demonstrate and present the preparation of a traditional Somalian food.	
Activities: <ol style="list-style-type: none">1. Review the list created earlier on various cultures represented in Ohio/U.S. Briefly review some of the world cuisines already discussed.2. Introduce Somalia culture and foods as the topic. Show some pictures of Somalia, its people and food. Locate it on the world map. Discuss location/climate as it relates to foods.3. Brainstorm: On a large sheet of bulletin board paper make a KWL. (3 columns with headings: what do you Know, what do you Want to know, and last column label Learned) For the first column have the students generate a list of every thing they already know about Somalia. For the second column have students create a list of things the want to know or think they should know about Somalia. Leave the 3rd column blank to summarize at the end of the week.4. View video from <u>Your guide to Somali Culture by Abdisalam Aato</u>, students will turn in a list of no less than 5 things they learned about Somalia.5. Assign group food preparation/culture presentation project. (see assignment sheet)6. Go to computer lab and students are to check out information found on the following sites:<ol style="list-style-type: none"># 1 <u>http://www.somaliculture.net/food/index.html</u> Good overview of Somalia# 2 <u>http://www.unhcr.org/pages/49c3646c4d6.html</u> click on and read each section: <u>Who We Help</u>, <u>Where We Work</u>, and under <u>News: Human Story</u>7. Using SMART Board login in to internet sites: <u>http://videos.yamour.com/video/314/Somali-food-recepie/</u> video food demo 5-6 minute food demo restaurant: Safari Express foods: Chicken Fantastik and Chicken Sukar <u>http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4365</u> Somali Food Traditions at Thanksgiving 26 min. video <u>http://www.immigrantinfo.org/kin/somalia.htm</u> specific Immigrant Information <u>http://ethnomed.org/ethnomed/clin_topics/nutrition/somali_diet_report.html#methods</u> <p>Class discussion</p>	

Discuss information found on sites (can use discussion rubric). Have student generate a list of questions for a Somali restaurant owner.

8. Invite a local restaurant owner/chef that specializes in Somali foods to speak to the class.
9. Return to KWL and complete last column.
10. Presentations to class.

Group Project Assignment:

1. Working in groups of 4, your group will present/demonstrate the preparation of a traditional Somali food. Included in the demonstration will be:
 - a.) a brief history of the Somali people
 - b.) why you chose the food(s) to present
 - c.) and the food preparation/service techniques particulate to the Somali people.
2. Presentation should take approximately 30 mins. of a 2 period lab. (3 group projects per lab day)
3. You will have 2 days in the computer lab, 1 day in the kitchen to prepare for the demonstration presentation.
4. Projects will be presented to the rest of the class/school during a lab.

*** Recipes and grocery lists must be turned in by Monday _____.

*** Extra credit for those groups who work in a song of communication with their project.

Classroom Discussion Rubric

Name _____ score _____ Date _____
 Culinary Arts: Topic: _____

	4	3	2	1
Frequency	Frequency of comments is just right. Neither too frequent to dominate, nor too little that there is little or no contribution. Steps in when there are silences to move discussion along but keeps quiet when this allows others to contribute. Sensitive as to when to comment.	Contributes regularly to discussions, allows others their turns to share their comments as well.	Comments occasionally or a bit too much or at times that break the flow of the discussion. Sometimes talks over others.	Too frequent responses: dominates the discussion, not allowing others to contribute or is silent or creates distractions by playing with things
Relevance	Contributions enhance discussions: asking a key question, elaborating, bringing in relevant personal information/knowledge, moves the discussion along, identifies issues or takes the discussion to another level.	Contributions are related to the topic and some support is provided to make connections between the topic and the students' comments.	Comments may only repeat what has already been said, or sidetrack discussion from time to time.	Comments are not related to topic on hand.
Quality of Interaction	Listens actively or attentively to others prior to making own comments. Comments focus on and enhance consideration of topic. Comments and body language validate and encourage others' contributions.	Listens as others contribute. Comments acknowledge others' contribution. Student asks and answers questions in discussion. Comments and body language are generally	Listens intermittently as others speak, so comments are sometimes off topic or don't follow thread of discussion. Comments and body language	Comments may focus on attention on self rather than on discussion. Comments may frequently interrupt others or be disrespectful. Side conversations, body language or actions,

		respectful.	sometimes respectful. Sometimes follows the lead of others to disrupt participation.	inappropriate comments or sounds may make the class participation fragmented.
--	--	-------------	--	---

Adapted from Regina Public Schools, October 1, 2003 class participation rubric

Group Presentation Rubric

Names _____ score: _____

Culinary Arts II World Cuisines – _____

	4	3	2	1
Use of class time	Group used time well during each class period. Focused on getting the project done. Did not distract others.	Group used time well during each class period. Usually focused on getting the project done. Did not distract others.	Group used some of the time well during each class period. There was some focus on getting the project done. Occasionally distracted others.	Did not use class time to focus on the project or often distracted others
Required elements	The presentation included all required elements as well as additional information	The presentation included all required elements.	The presentation include all but 1 of the required elements	Several required elements were missing .
Content accuracy	All information presented was accurate.	Most information was accurate.	Some information was accurate.	Little information presented was accurate.
Quality of Food preparation	Demonstrated appropriate sanitation, food preparation skill and service.	Usually demonstrated appropriate sanitation, food preparation skill and service.	Sometimes demonstrated appropriate sanitation, food preparation skill and service.	Rarely demonstrated appropriate sanitation, food preparation skill and service.
Group participation	All students enthusiastically participated.	All students actively participated.	At least 3/4 students actively participated.	Only 1 or 2 students actively participated.
Shared responsibility	Responsibility for tasks shared evenly.	Responsibility is shared by most group members.	Responsibility is shared by 1-2 group members.	Exclusive reliance on one person.

Comments:

Web Resource Evaluation

http://ethnomed.org/ethnomed/clin_topics/nutrition/somali_diet_report.html#methods

I like this website because...it provides specific information on Somali diets. It gives students information specific of the Islamic way of slaughtering animals. It defines terms such as halal and haram. You can also find commonly consumed foods and methods of cooking foods.

Relevance: I teach Culinary Arts years one and two at a career center. Nutritional information on specific groups of cultures is important information for my students to know and be able to access. They can use this information to learn about the Somali culture. They may use this information in future studies as dieticians or other careers.

Purpose: This is an information site. Information was collected during nutrition education groups for Somali patients. The education groups were taught by Aliya Haq, a dietitian at a WIC clinic. at Harborview Medical Center. Information was collected between 1999 and 2002..

Author and Publisher:

Content by Aliya S. Haq, MS, RD, CD, WIC and Pediatric Dietitian at Harborview Medical Center, Seattle

Edited by Christine Wilson Owens, B.A. Anthropology

Reviewed by Carey Jackson, MD

Community Reviewer: Salma Musa, Caseworker Cultural Mediator, Harborview

Date August, 2003 © [1995-2009; University of Washington Harborview Medical Center](#)

[Comments](#)

Content: This site includes dietary information concerning Somali patients that has been reviewed by Harborview Medical Center. It includes dietary concerns, recommendations, and common nutrition related health problems.

Coverage: This site is a resource for dieticians, medical personnel, and others who are concerned about the Somali diet and culture.