

GUIDED PRACTICE

Class: NuFS 144: Food and Culture

Date assigned:

Date due:

Time estimate to complete this assignment: 60 minutes

Overview/Introduction

What is this lesson about?

This lesson is about religious dietary laws. The reason this is important is because it is necessary for dietitians and other allied health professionals to understand how religious dietary laws can affect the food choices that people make. There is confusion surrounding religious dietary laws, when and why they are applied, and how they affect an individual's health. As healthcare professionals, it is necessary that prospective dietitians, food service managers, or other allied health care professionals have a fundamental understanding of how religious dietary laws inform personal dietary choices.

Learning Objectives

Basic objectives

1. List 3-5 learning objectives that you expect students to be able to master on their own before class
 1. By the end of the lesson students will be able to identify the names of individual religious food laws by listing two types.
 2. By the end of the lesson students will be able to compare and contrast religious food laws by giving 3 examples.
 3. By the end of the lesson students will be able to match specific terms to the correct definition.

Advanced objectives

1. List 3-4 learning objectives that you expect students to need help mastering in class and after class
 1. By the end of the lesson students will be able to research various religious food laws, outlining similarities and differences.
 2. By the end of the lesson students will be able to explain the reasons for the prohibition of specific foods in various religions.
 3. By the end of the lesson students will be able to examine the historical origins of religious food laws by outlining food laws of 3 different religions.

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment
 - a. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Step One:

- Read Chapter 4, "Food and Religion" pages 79-100
- Write down religious food law terms and definitions from textbook

- Write down similarities and differences of the various food laws throughout the chapter

Step Two:

- Watch the two videos on Kosher and Halal dietary laws posted on Canvas chapter 4 module
 - Write down any questions or thoughts about concepts in each video
2. Give a “playlist” of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with
- Textbook: chapter 4
 - Videos: links in Canvas chapter 4 module

Exercises: Please complete by _next class meeting_____.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work.
- The submitted work should demonstrate students’ mastery of the basic learning objectives.
 - Upon completion of the preparatory materials bring notes and definitions to class
 - Be sure to complete a short online quiz before the next class meeting

Questions?

Give a way for students to get help.

If you have questions please come by my office hours or email dana.billings@sjsu.edu

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: NuFS144 Food and Culture

Date assigned:

Date due:

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.) 60 minutes

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

1. By the end of the lesson students will be able to research various religious food laws, outlining similarities and differences.
2. By the end of the lesson students will be able to explain the reasons for the prohibition of specific foods in various religions.
3. By the end of the lesson students will be able to examine the historical origins of religious food laws by outlining food laws of 3 different religions.

Activities & deliverables

- Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.
- Describe what students should turn in, by when.

Step One:

- Write a reflection of your personal experiences with religious food laws. Compare and contrast these experiences with at least one other religion that you are unfamiliar with.
- Post your initial reflection to the Canvas Discussion thread posted in the Chapter 4 module.

Step Two:

- Reply to two classmates to add details about the reasons for and the historical origins of dietary food laws.

Step Three:

- Take the quiz posted on Canvas

Resources:

- Give a “playlist” of resources to help students complete the assignment.
 - Read the article “The Abominable Pig” posted on Canvas in the Chapter 4 module
 - CanVas Discussion Thread
 - Canvas quiz link

Questions?

Give a way for students to get help.

If you have questions please come by my office hours or email dana.billings@sjsu.edu

Flipped IN-CLASS Lesson Plan Template- Workshopping it!

Topic or concept:

Religious Food Laws

Basic objectives for preparatory work:

At the conclusion of this class, students will be able to:

LO1: By the end of the lesson students will be able to identify the names of individual religious food laws by listing two types.

LO2: By the end of the lesson students will be able to compare and contrast religious food laws by giving 3 examples.

LO3: By the end of the lesson students will be able to match specific terms to the correct definition.

Advanced objectives for classwork & after class work:

LO4: By the end of the lesson students will be able to research various religious food laws, outlining similarities and differences.

LO5: By the end of the lesson students will be able to explain the reasons for the prohibition of specific foods in various religions.

LO6: By the end of the lesson students will be able to examine the historical origins of religious food laws by outlining food laws of 3 different religions.

	Time planned	Activity and rationale	Resources needed
Beginning of class period	10 mins	Braindump to check for understanding of definitions and key terms from pre class activities. Go over definitions and answer any outstanding questions.	Paper Pencil

Middle of period	20 mins	Lecture based on preparatory reading and videos. Discuss any unclear terminology or concepts from assigned reading. Clarify misconceptions and offer new, detailed information.	PowerPoint slides Blackboard key terms and ideas-done by instructor Dry Erase Markers
Middle of period	30 mins	Develop a Thought Bubble with key terms and concepts using Mentimeter	Smart Phone Mentimeter App
End of period	15 mins	5 minutes writing reflection. Students will solidify understanding of key concepts as they relate to personal experiences in preparation for the Canvas Discussion at home. Students will be asked to think of their own experiences or to reflect on an issue they were not familiar with or find particularly interesting and how it relates to the class lecture.	Writing prompt Paper Pencil

Flipped BEFORE CLASS Work Plan Template

Basic learning objectives	Activity and rationale	Instructions to students
By the end of the pre class activities students will be familiar with the terms and concepts of religious food laws	The pre class work will give students the background necessary to participate in the in class portion of the lesson	<p>Step One:</p> <ul style="list-style-type: none"> Read Chapter 4, "Food and Religion" pages 79-100 Write down religious food law terms and definitions from textbook Write down similarities and differences of the various food laws throughout the chapter <p>Step Two:</p> <ul style="list-style-type: none"> Watch the two videos on Kosher and Halal dietary laws posted on

		<p>Canvas chapter 4 module</p> <ul style="list-style-type: none"> • Write down any questions or thoughts about concepts in each video
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Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>By the end of the lesson, students will be able to examine the role of religious food laws and their relation to dietary food choices</p>	<p>Canvas Discussion</p> <p>After identifying religious food laws, students will examine their own experiences or investigate a topic that is interesting about a religion's food laws.</p> <p>They will answer a writing prompt and reply to at least two other student's initial post on the Discussion thread to check for understanding of the learning objective learned in class.</p> <p>Students entering allied health professions must be aware of how religious food laws can inform cultural food decisions.</p>	<p>Step One:</p> <ul style="list-style-type: none"> • Write a reflection of your personal experiences with religious food laws. Compare and contrast these experiences with at least one other religion that you are unfamiliar with. • Post your initial reflection to the Canvas Discussion thread posted in the Chapter 4 module. <p>Step Two:</p> <ul style="list-style-type: none"> • Reply to two classmates to add details about the reasons for and the historical origins of dietary food laws. <p>Step Three:</p> <ul style="list-style-type: none"> • Take the quiz posted on Canvas