



CHINESE LEARNING HOT POT

Inquiry Lesson Demonstration

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LAND ACKNOWLEDGEMENT

Indigenous Connections/ First Peoples Principles of Learning

- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning is holistic, reflexive, reflective, experiential, and relational
(focused on connectedness, on reciprocal relationships, and a sense of place)

Inquiry Project Rationale & Overview

1. Why does this topic matter to students?
2. How does this project incorporate the inquiry cycle?



Inquiry Approach/Style and Rationale

(1) Systematic Investigation into a Problem

(2) Student-Centred Experiential Learning

(3) Promoting Deeper Understand of the Learning Contents



BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
<ul style="list-style-type: none">• Connecting and engaging with others• Focusing on intent and purpose• Acquiring and presenting information	<ul style="list-style-type: none">• Analyzing and critiquing• Questioning and investigating• Designing and developing	<ul style="list-style-type: none">• Understanding relationships and cultural contexts• Recognizing personal values and choices• Identifying personal strengths and abilities

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<ul style="list-style-type: none">• Language learning is a lifelong process.• Sharing our feelings, opinions, and beliefs in a new language contributes to our identity.• With increased language proficiency, we can discuss and justify opinions with nuance and clarity.• Exploring diverse forms of cultural expression promotes a greater understanding and appreciation of cultures worldwide.• Becoming more proficient in a new language enables us to explore global issues.

**BC Curriculum Learning Standards
(STUDENTS DO)**

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none">• Analyze and compare elements of creative works from diverse communities• Recognize how choice of words affects meaning• Locate and explore a variety of contexts in Mandarin	<ul style="list-style-type: none">• Recognize the regional and ethnic diversity of language and culture in China and in Chinese communities throughout the world• Engage in experiences with Mandarin-speaking people and Chinese communities• Identify and explore opportunities to continue language acquisition beyond graduation

BC Curriculum

GUIDING QUESTIONS

- What is Hot Pot?
- How to use Mandarin to communicate with the restaurant service?
- How does the landscape we live in influence the types of foods we can grow and use in our cookings?
- What is the significance of Hot Pot in Chinese culture?



PREPARATION FOR LEARNING



TASK1 BRAINSTORM

*What is the traditional food in your country ? And
why it is so popular?*

*[https://jamboard.google.com/d/
1YWN5JCR-6UVTcy6URVFrEoUPCtAxARo_ESX3
NX1VIok/edit?usp=sharing](https://jamboard.google.com/d/1YWN5JCR-6UVTcy6URVFrEoUPCtAxARo_ESX3NX1VIok/edit?usp=sharing)*



TASK₂ PRACTICE

1. *Hot Pot*: 火锅 *huǒguō*

2. *I want to eat Hot Pot*: 我想吃火锅

wǒ xiǎng chī huǒguō

3. *Thank you*: 谢谢 *xièxie*



TASK₃ DISCUSSION

- Do you know any table manners?
- What is most necessary one?



TASK4 REFLECT

- What is your impression of Hot Pot in Chinese History?
- How does the landscape we live in influence the types of foods we can grow and use in our cookings?
- <https://docs.google.com/document/d/1J7NhKhoXy-5R2HM6aeFK9oQFyW4YwQ6ltQYpiDTYMKo/edit?usp=sharing>



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