

## Inquiry Demonstration Plan

<b>Lesson Title:</b>	Chinese Learning and Hot Pot	<b>Lesson #</b>	Fourth Class	<b>Date:</b>	<b>Structural Inquiry-Based Learning</b>
<b>Name:</b>	Yu (Daphne) Zhao	<b>Subject(s)</b>	Language Learning	<b>Grade(s)</b>	<b>12</b>

### Lesson Rationale & Overview

**Why does this topic matter to students?**

See "Inquiry Demonstration Plan"

**How does this lesson fit within the larger inquiry project?**

Teacher will play a role as a leader for summary and conversation director to engage the students into class. Students will write about 100-word paragraph after this activity to illustrate what they learned and how did they felt in Mandarin. Hot Pot restaurant could engage students in the language learning contest and make them experience the cultural diversities through the delicious and traditional Chinese cuisine. In this procedure, students could identify and explore opportunities to continue language acquisition beyond graduation.

**How does this lesson incorporate the inquiry cycle?**

See "Inquiry Demonstration Plan"

### Key Questions For Inquiry About the Topic of Study

Core Question for Inquiry Project	Supporting Question(s) in This Lesson
How does the landscape we live in influence the types of foods we can grow and use in our cook-ings?	How do certain food become traditional for a specific country / region?



### Inquiry Approach/Style and Rationale

See "Inquiry Demonstration Plan"

### Core Principles of Effective Teaching. Describe two or more core principles in each lesson.

**Core Principle 1:** Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.

**\*\*How is the inquiry focused on building disciplinary knowledge and understandings?**

See "Inquiry Demonstration Plan"

<p><b>Core Principle 2:</b> The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live.  <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i></p>	See “Inquiry Lesson 3”
<p><b>Core Principle 3:</b> Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions.  <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i></p>	See “Inquiry Lesson 2”
<p><b>Core Principle 4:</b> Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning.  <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i></p>	See “Inquiry Demonstration Plan”
<p><b>Core Principle 5:</b> Teachers improve their practice in the company of peers.  <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i></p>	<p>Friesen (2009) confirms that it is critical for teachers to have a familiarity with one another’s work that comes with frequent conversations of a professional nature centred on the work, access to each other’s classrooms, and collaborative planning time. Therefore, I believe that in order to make this project more intrigue and interesting, I would do peer review to get improvements and use the network to find the most typical Hot Pot restaurants, which could be the most representative cultural cites for students and teachers to explore. I also looked through the similar language teaching classroom to pile up experiences.</p>

#### BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
---------------	----------	-------------------

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

### **BC Curriculum Big Ideas (STUDENTS UNDERSTAND)**

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

### **BC Curriculum Learning Standards**

#### **(STUDENTS DO)**

#### **(STUDENTS KNOW)**

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

### **BC Curriculum Indigenous Connections/ First Peoples Principles of Learning**

*How will I incorporate Indigenous knowledge and principles of learning?*

- Learning is embedded in memory, history, and story.

This project includes the exploration question like “what is the impression of Hot Pot in Chinese History?” For the history of this topic, culture shock and acculturation could be the hot issues for the languages learning students. This project aims to the Grade 12 Canadian students who are interested in Chinese languages and have the possibility to go to the universities located in China. The experiences of eating in traditional Chinese restaurant could be the treasure for them to study and learn Chinese.

- Learning involves patience and time.

I suppose that language learning is not supposed to be limited into the in-class teaching. In “Introduction to BC Redesigned Curriculum”, it brings up a conception about flexible learning environment, which means learning can take place in any where, not just in classroom.

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

Using the language is the ultimate aim for us to learn another language. The language background such as Chinese restaurant could provide the opportunities for students to apply Chinese into the daily life. The best way to remember the complex vocabulary, sentence structures expressions and food names is to taste them and feel them. So when students enjoy the Hot Pot, it must be the very time for learning Chinese and Chinese cultures, which is an efficient way to learn languages.

### **Respectful Relations: Inclusion, Personalization and Diversity**

*How will I invite students of all backgrounds, interests and skills into the inquiry?*  
See “Inquiry Demonstration Plan”

### **Lesson Activities**

<b>Time Allotted</b>		<b>Teacher</b>	<b>Students</b>	
Invitation: Ask	10 min	Teacher would give students time to recall what happened in last week class and discussion	Students will be provided the opportunities to discuss with classmates about last class and discussion and also the experiences of Hot Pot restaurant.	

Investigate	5 mins	-Teachers give out the standards and regulations for this writing. -Showing the examples for writing in Chinese	-Listening to the teacher's guidance and watching the relevant principles -Asking their questions about Chinese writing such as grammar and vocabulary	
Create	20 mins	Separate students into different groups and make a leader to speak in sequence	Communicate with others and absorb the different perspectives about cultures and food's differences to build up the general writing structure.	
Discuss	5 mins	Call up the volunteers to share their perspectives and general thinking about the statement sentence	Feel free too write the statement sentences, which can really express your feelings and opinions in a straightforward way	
Reflect	50 mis	Give students time to write down on the paper and give comments in a positive angle	Write about 100-word paragraph after this activity to illustrate what you learned and how did you feel in Mandarin.	

#### **Materials and Resources (use APA citation format)**

Coffman, T. (2017). *Inquiry-based learning : designing instruction to promote higher level thinking* (Third edition.). Rowman & Littlefield.

Deeksoon Kim. (2020). Learning Language, Learning Culture: Teaching Language to the Whole Student. *ECNU Review of Education*, 3. <https://doi.org/10.1177/2096531120936693>

FNESC (n.d.). *First people's principles of learning*. Feb 12, 2021 <https://fnesc.app.box.com/s/>

Friesen, S. (2009). What did you do in school today? Teaching Effectiveness: A Framework and Rubric. *Canadian Education Association*. Retrieved from <https://galileo.org/cea-2009-wdydist-teaching.pdf>

Friesen, S., Saar, C., Park, A., Marcotte, C., Hampshire, T., Martin, B., Brown, B., & Martin, J., (n.d).

Focus on Inquiry. <https://inquiry.galileo.org/>

Government of BC (n.d.). *Physical and health education 6*. BC's New Curriculum. <https://curriculum.gov.bc.ca/curriculum/physical-health-education/6>

McKinney, P. (2018). *Facets of Inquiry-based Learning : the role of Information Literacy, collaboration and reflection in the support and development of inquiry-based pedagogies in Higher Education*.

Pedaste, M., & Mitt, G. (2020). Framework for Contemporary Inquiry-based Augmented Reality Learning. *2020 IEEE 20th International Conference on Advanced Learning Technologies (ICALT)*, *Advanced Learning Technologies (ICALT)*, 2020 IEEE 20th International Conference On, 327–328.

<https://doi.org/10.1109/ICALT49669.2020.00105>

### Organizational Strategies (Optional)

See “Inquiry Demonstration Plan”

### Proactive, Positive Classroom Learning Environment Strategies (Optional)

See “Inquiry Demonstration Plan”

### **Extensions**

See “Inquiry Demonstration Plan”

### **Reflections (to be completed after the Lesson Demonstration ONLY)**