

Inquiry Demonstration Plan

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

Lesson Rationale & Overview

Why does this topic matter to students?

See "Inquiry Demonstration Plan"

How does this lesson fit within the larger inquiry project?

Students will be allowed to visit the restaurant freely and eat what they want. They could have chance to communicate with service, teachers, or other people who are eating Hot Pot. Also they are free to have a short journey of the restaurant to appreciate the decoration of Chinese cultures.

How does this lesson incorporate the inquiry cycle?

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See "Inquiry Demonstration Plan"

Key Questions For Inquiry About the Topic of Study

Core Question for Inquiry Project	Supporting Question(s) in This Lesson
What can we do for engaging more into this exploration procedure?	What kind of feedback or suggestion that teachers need to give for heading to correct direction?



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>Core Principle 2: 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>Core Principle 3: 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>	<p>Friesen (2009) claims that students need clear targets and models of what constitutes quality work in order to improve their learning. (1) There is a brief introduction part before students and teachers starts exploring the Chinese restaurant to make sure that students know the learning goals. (2) This project tries to involve student in self assessment through the refection part after the cultural journey so they could have space and time to think about it. (3) In the procedure of the exploration, teacher could give students feedback when they are trying to express themselves in Chinese such as pronunciation or sentence sequence so this feedback provided could enable students to take their next steps.</p>
<p>Core Principle 4: 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>Core Principle 5: 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>	See “Inquiry Lesson 4”

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
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<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
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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)

(STUDENTS KNOW)

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 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

Time Allotted		Teacher	Students	
Invitation: Ask	5 mins	-Call the students together in front of the restaurant and make line up neatly -introduce the relevant matters needing attention for eating in Chinese restaurant	-Follow the teachers' lead and the preparation procedure from the teacher -Reviewing the key conversation sentences and table manners before going into the Chinese style's restaurant	

Investigate	10 mins	<ul style="list-style-type: none"> -Checking the menu and make sure that vegetarians and students who have allergies get the suitable food and soup -Giving the example for students for communicating with table service. 	<ul style="list-style-type: none"> -Sitting in the correct seat and discussing the menu with teachers or classmates in Chinese -Trying their best to express what do they want to eat in Chinese and imitating the conversation example that teacher gave. 	
Create	30 mins	<ul style="list-style-type: none"> -Introduce Hot Pot history and the impression of food in different landscape when we are eating 	<ul style="list-style-type: none"> -Feel free to enjoy Chinese traditional food and think about the difference between diverse country's food and the reasons 	
Discuss	10 mins	<ul style="list-style-type: none"> -Enlightening students to express their ideas and opinions about this topic. 	<ul style="list-style-type: none"> -Feel free to discuss with classmates their feelings about Hot Pot and ask questions when they are curious 	
Reflect	10 mins	<ul style="list-style-type: none"> -Give students space and time to take note and expand the topic depth to culture and food 	<ul style="list-style-type: none"> -Take some quick notes when they are feeling about the Chinese food, which is prepared for next class discussion 	

Materials and Resources (use APA citation format)

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

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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*.

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<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)