

## Inquiry Demonstration Plan

<b>Lesson Title:</b>	Chinese Learning and Hot Pot	<b>Lesson #</b>	Third 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?**

Students will come back to the classroom again to summary their experiences in Hot Pot restaurant and express it in oral speaking Mandarin. They will be separated into groups to talk individually about their thoughts and ideas to come up with the answers.

**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
Why Hot Pot is the most representative food in China?	What is the differences between Chinese pepper and other pepper such as Indian pepper/ Mexican pepper through students' own experiences?



### 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>	<p>Friesen (2009) agrees that the effective learning is an experience that is intensely motivating as students feel the pleasure inherent in deep learning. (1) This project includes the face-to-face communication with Chinese native speaker, which could be really important to have a deep foundation of factual knowledge. (2) During the exploration of Chinese restaurant students and teachers would be immersed by the Chinese culture, which plays a crucial role in understanding facts of languages learning and ideas in the context of a conceptual framework for culture inputs. (3) In order to organize knowledge in ways that facilitate retrieval and application, this project provides the best way to be familiar with the expression of Mandarin for practice and communication.</p>
<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>	<p>See “Inquiry Lesson 2”</p>
<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>	<p>See “Inquiry Demonstration Plan”</p>
<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>See “Inquiry Lesson 4”</p>

## BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
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<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>
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### **BC Curriculum Big Ideas (STUDENTS UNDERSTAND)**

- 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)**

<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

Time Allotted		Teacher	Students	
Invitation: Ask	5 mins	-Warm conversations with students in Chinese, which are used the last week Chinese restaurants.	-Having the free Chinese conversation with classmates and teachers in Mandarin mainly about Hot Pot and how to communicate with service -Students could play different role as service and customers	

Investigate	10 mins	<ul style="list-style-type: none"> <li>-Teachers could testify the great example about talking their feeling about enjoying Chinese food</li> <li>-Play the video that other people through the internet to express their feeling no matter in Chinese or English</li> </ul>	<ul style="list-style-type: none"> <li>-Watch the video and contemplate their own feeling statement about thesis topics</li> <li>-Thinking about the relationship between culture and food</li> </ul>	
Create	15 mins	Separate students into different groups and make a leader in group to have a sequence speech in discussion	Free free to talk about their feelings and listen to others' expression to find out the common and different points about this cultural journey.	
Discuss	5 mins	Listening to the different group discussion results and give honest and profound comments and summary for them	Choose one speaker as representative to have a one minute conclusion for the trip experience	
Reflect	10 mins	Ask students to take some notes from this class discussion for next class reflection	Take some notes as materials for their writing paper of next class and giving the brainstorming about the centre topic they would like to write.	

### 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)**