



Gastronomy



“Around the World on a Plate”

Presentation: Years 2 - 6

Research a Culture and Food of your choice to cook and present.

The structure below will guide your research on your chosen Culture/Food.

There is also a rubric below to help you along the way.

1. Choose a Culture and Food (cook & present)

2. Develop research questions. Ensure the question is not too simple but broad enough to get information. Examples:

- What foods are most commonly eaten in this culture?
- What ingredients are staples in this cuisine? Why?
- How does geography influence the food (climate, farming, coastline)?
- What are the most popular cooking methods?
- What is the history behind a signature dish?
- Are there important food traditions or rituals?
- How has this cuisine changed over time?
- How do celebrations or holidays influence what people eat?
- What role does family play in cooking and eating together?
- How do cultural values show up in the cuisine?

3. Research your information

Use the World Encyclopedia or educational websites. Be sure to record the websites you use for information or your own information for your issue / concept of choice.


4. Write your information in your own words. Use the summarising reading strategy to help you pull out the main parts.

5. Choose an effective way to present your information and you may make the food for presentation and sharing. No Nuts!


6. Presentation to the class: Teacher will allocate a day in week 9 to present your presentation and food to share.

7. Presentation to the wider community: Week 10, Tuesday, 29th June from 9:00-10am - Open morning

Use these KAPLAN prompts for your research

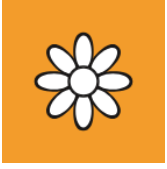
<p>Details</p> 	<p>Traits, attributes, characteristics to describe something; the defining characteristics/ the evidence to support ideas and opinions</p>	<ul style="list-style-type: none"> ● identify traits ● describe ● differentiate ● compare/contrast ● prove with evidence ● observe 	<ol style="list-style-type: none"> 1. What are its attributes? 2. What features characterise this? 3. What specific elements define this? 4. What distinguishes this from other things?
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The Details icon challenges students to determine the key facts, traits, parts, or elements of the content. Learners are tasked with looking for the vital details or characteristics to define the topic of study.

<p>Big Idea</p> 	<p>When students think about the Big Idea of a topic, we're looking for a statement that sums up the content.</p>	<ul style="list-style-type: none"> ● Purpose of a topic ● Statement that sums up the content 	<ol style="list-style-type: none"> 1. What is the main message, theme, or overarching concept in this content? 2. What statement can you make that sums up this topic? 3. What is the most important takeaway? 4. How does this topic connect to other subjects, times, or events?
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The Big Idea prompt (represented by the pillar/temple icon) asks students to identify, generalise, and summarise core principles or themes from a study. It forces learners to move beyond facts to formulate a central, supported theory. Key questions include identifying the main message, summarising content, and relating it to other subjects or the real world.





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Research Presentation Guidelines

Ways to present your Real World Issue/Concept:

e-books/song/poem/booth board/video/story/drama play/dress up/slide presentation/ drawing/sculpture /artwork /build a model/ cardboard presentation...any format you like, chat with your teacher if you have any ideas!

1. Practice your presentation at least once or twice before you present it to the class. This will help you become more familiar with the material and help you speak confidently and clearly.
2. Be sure to practice your presentation ahead of time to ensure you can deliver it within the allocated time.
3. Prepare props or visual aids or any other form you like to help illustrate the points in your presentation.
4. When and if presenting, speak slowly, clearly and confidently. Use gestures and maintain eye contact to engage your audience.
5. Organise your presentation into clear sections/points so that your audience can easily follow.
6. Engage your audience/classmates by asking questions, opinions, or encouraging them to participate in other ways.
7. Believe in yourself and your abilities. Speak clearly, maintain eye contact and be confident in your delivery.



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	Elementary	Basic	Sound	Thorough	Extensive
Information	Information has no relevance to your project	Information has some relevance to your project	Information is relevant to your project	Information is relevant and on topic to your project	All information is relevant and on topic to your project
Presentation of Invention	No effort has been put into the presentation of your project	Some amount of effort has been put into the presentation of your project	A good amount of effort has been put into the presentation of your project	A good amount of effort has been put into all aspects of the presentation of your project	An outstanding amount of effort has been put into the presentation of your project
Time management	No time management occurred in preparation for the project	Little time management occurred in preparation for the project	Some time management occurred in preparation for the project	Time management was thought about regularly in preparation for the project	Time management was always thought about regularly in preparation for the project
Reference/ Bibliography	No information is referenced	One piece of information is referenced	Some information is referenced	All sources are referenced including two different sources	All sources are referenced correctly and have included three different sources

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ORAL PRESENTATION RUBRIC

Student Name:					
	1	2	3	4	5
Presentation	Speaks to class with disjointed and unrelated ideas.	Makes brief oral presentations to the class. There is no evidence of organisation.	Presents a brief oral presentation with some preparation.	Plans and presents a brief oral presentation to an audience.	Plans and delivers a structured and engaging oral presentation to an audience.
Use of Voice	Difficult to hear, mumbled speech. Poor pronunciation.	Speaks clearly most of the time. Occasional mumbling and/or mispronunciation of words.	Consistently speaks in an audible, clear way. Most words are pronounced correctly.	Consistently speaks in an audible, clear way. Minimal mispronunciation of words.	Clear and precise speech. Skillfully uses expression for emphasis appropriately throughout.
Confidence	Needs more confidence, constantly fidgeting and moving. No eye contact.	Speaks with some confidence. Fidgeting and movement distract from speech. May look at the audience occasionally. Notes may obstruct the face.	Speaks confidently. There is some evidence of fidgeting or awkward stance. Glances at the audience sporadically.	Speaks clearly and confidently. Stance is secure most of the time. Maintains eye contact most of the time.	Speaks clearly and confidently. Stance is appropriate. Maintains eye contact throughout.
Volume	Inability to hear or understand the speaker due to low voice level	Voice level too low or too high making it difficult for audience engagement	An appropriate volume is generally used throughout the presentation	An appropriate volume is consistently used throughout the presentation	An appropriate volume is consistently maintained and skillfully varied to enhance the presentation
Pace	Inability to understand the speaker due to a fast pace.	The pace is too fast or too slow making it difficult to understand	An appropriate pace is generally maintained	An appropriate pace is consistently maintained throughout the presentation	An appropriate pace is consistently maintained and skillfully varied to enhance the presentation
Comments:					



