

# Project Planning Template

## Food Truck Plan

<b>COURSE:</b> Culinary Arts	<b>DURATION:</b> 4 weeks	<b>TEACHER:</b>	<b>FOOD TRUCK PLAN</b>
<b>GLOBAL ISSUE OVERVIEW</b>			
<p>Food deserts are defined as parts of the country void of fresh fruit, vegetables, and other healthful whole foods, usually found in impoverished areas. This is largely due to a lack of grocery stores, farmers' markets, and healthy food providers.</p> <p>This has become a big problem because food deserts are often short on whole food providers, especially fresh fruits and vegetables, and instead, heavy on local quickie marts that provide a wealth of processed, sugar, and fat laden foods that are known contributors to our nation's obesity epidemic. The food desert problem has in fact become such an issue that the USDA has outlined a map of our nation's food deserts:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.ers.usda.gov/data/fooddesert/">http://www.ers.usda.gov/data/fooddesert/</a></li> <li>• <a href="http://americannutritionassociation.org/newsletter/usda-defines-food-deserts">http://americannutritionassociation.org/newsletter/usda-defines-food-deserts</a></li> <li>• Example: <a href="http://www.pdxmonthly.com/articles/2016/5/19/can-food-carts-from-oregon-help-rural-cambodia">http://www.pdxmonthly.com/articles/2016/5/19/can-food-carts-from-oregon-help-rural-cambodia</a></li> </ul> <p><b>Global Competencies Addressed:</b></p> <ul style="list-style-type: none"> <li>• Investigate the World: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.</li> <li>• Recognize Perspectives: Recognize, articulate, and apply an understanding of different perspectives.</li> <li>• Communicate Ideas: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.</li> <li>• Take Action: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.</li> </ul>			

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	Academic Knowledge and Skills	21 <sup>st</sup> Century Skills
<ul style="list-style-type: none"> <li>Culinary Fundamentals</li> <li>Sanitation and Safety</li> <li>Sustainability in the Kitchen</li> <li>Knife Skills</li> <li>Smallwares</li> <li>Large and Small Equipment</li> <li>Using Recipes</li> <li>Basic Preparation – Mise en Place</li> <li>Kitchen Staples</li> <li>Cooking Principles</li> <li>Ingredients, Preparation, and Presentation</li> <li>Salads and Dressings</li> <li>Fruits and Vegetables (Identification and preparation)</li> <li>Cold Sandwiches</li> <li>Stocks, Soups, and Sauces</li> <li>Starch (Identification and preparation)</li> <li>Meat and Poultry (Identification and preparation)</li> <li>Fish and Shellfish (Identification and preparation)</li> <li>Dairy and Egg (Identification and preparation)</li> <li>Hot Sandwiches</li> <li>Cooking Methods (Dry-Heat, Moist-Heat)</li> <li>Food Presentation</li> <li>Beyond Cooking</li> <li>Managing Resources</li> </ul>	<p><b>Writing:</b> Communicate information and ideas in narrative, informative, and persuasive writing with clarity and effectiveness.</p> <p>W.9-10.3                      W.11-12.3  WHST.9-10.2                WHST.11-12.2  WHST.9-10.4                WHST.11-12.4</p> <p><b>Speaking:</b> Deliver planned and impromptu oral presentations.</p> <p>SL.9-10.1                    SL.11-12.1  SL.9-10.4                    SL.11-12.4  SL.9-10.6                    SL.11-12.6</p> <p><b>Common CORE Literacy</b>  CCSS.ELA-LITERACY.RST.11-12.7  Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9  Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4  Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and</p>	<p><b>Learning and Innovation Skills:</b></p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> </ul> <p><b>Information, Media, and Technology Skills:</b></p> <ul style="list-style-type: none"> <li>Information Literacy</li> </ul> <p><b>Life and Career Skills:</b></p> <ul style="list-style-type: none"> <li>Flexibility and Adaptability</li> <li>Initiative and Self-Direction</li> <li>Productivity and Accountability</li> <li>Leadership and Responsibility</li> </ul>

<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Menus</li> <li>• Analyzing Cuisines</li> <li>• Developing Taste</li> <li>• Industry Insights</li> <li>• Culture and Cuisine</li> <li>• Sustainability (Purchasing, Composting, Global Diversity, Fair Trade, Local Growing)</li> <li>• Recycling Basics and Guidelines</li> </ul>	<p>the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Math:  Numbers &amp; Quantities: Quantities N-Q.1; N-Q.2; N-Q.3  Algebra: Seeing Structure in Equations A-SSE.3; A-SSE.4  Algebra: Creating Equations A-CED.1; A-CED.2; A-CED.3; A-CED.4  Geometry: Modeling with Geometry G-MG.1; G-MG.3</p> <p>Science: Maillard Reaction, Genetic Modification, Controlled Atmosphere (ripening), British Thermal Unit (BTU)</p>	
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**PROJECT DEFINITION & GOALS/OBJECTIVES**

- Students will acquire the skills needed to research alternative options that address the need to provide healthy food to underserved areas in our community.
- Students will generate ideas to solve the problem of “food deserts” on a local level.
- Students will make decisions on a course of action to address local “food deserts.”
- Students will formulate a strategy to address the problems of local “food deserts.”
- Students will determine type/types of research and responses to apply to the problem (Quantitative, Qualitative, Pragmatic, Advocacy/Participatory).

**SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?**

You are working with a team to convert a school bus into a food truck to do our part in addressing the lack of fresh food available in all areas of our community. The truck is to provide menu items built on fresh foods, to bring these foods into areas that may not have many fresh food options. Food deserts continue to plague communities worldwide. Not only are certain areas lacking in food availability, many don't know how to prepare food when it IS available. Teams need to consider topics such as forming relationships with area resources, the awareness of the importance that fresh food plays in everyday life in a food desert, motivation for seeking out fresh foods by consumers in food deserts, and how far fresh food can travel and how long it will remain fresh and usable.

Essential Questions	Grade Level Adaptations
<ol style="list-style-type: none"> <li>How can we be of service to our community with regard to food and cooking?</li> <li>What are differences between subjective and objective approaches to research and determinations?</li> <li>What purposes do recipes serve?</li> <li>What is “Truth in Menu”?</li> <li>Why is it important to examine and determine logistics in any strategy?</li> <li>What are our individual AND collective responsibilities to be positive contributors to society?</li> </ol>	<p>Younger grades: Before starting the project, the teacher could set up the food truck instead of have the students create the specifications for converting a school bus. The focus would be on the availability, sourcing, and distribution of fresh foods in a given area.</p> <p>More advanced students: Students could prepare a business plan suitable for approaching potential funders as a part of the project. Students could work individually on the project.</p>

**ASSESSMENT: How will you determine what students have learned? (Check all that apply.)**

FORMATIVE		SUMMATIVE	
Quizzes/Tests		Multiple Choice/Short Answer Test	X
Notes/Graphic Representations	X	Essay Test	X
Rough Draft	X	Written Product with Rubric	
Practice Presentation		Oral Presentation with Rubric	
Preliminary Plans/Goals/Checklists of Progress		Other Product or Performance with Rubric	
Journal/Learning Log	X	Self-Evaluation or Reflection	X
Other:		Evaluation by Authentic Audience	X
		Other:	

**MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?**

**Materials:**

- Computers
- Internet
- Calculators
- Kitchen

**Additional Needs to Complete the Project (additional time would be needed as well):**

- Option: used school bus, truck, or cart (if unavailable or infeasible, you can still design the interior and the menu for a generic bus)
- Resources for Conversion (Construction, Automotive, etc.)
- Cooking Equipment (Large and Small)
- Funding

**SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?**

This project is completely adaptable to diverse learning environments. Careful attention to choosing members for each team is important to providing meaningful learning experiences for each student.

**CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?**

Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Define “Food Desert” and Introduce Project  Assign Groups	Field Trip: Visit Habitat for Humanity and The Rolling Grocer	Field Trip Reflection: What can we utilize for our food bus?	Generate Ideas: What objectives should be included in the development of our food bus?	Identify Our Resources: With whom should we collaborate?  Develop a Timeline for Our Initial Launch
Week 2				
Generate Menu Ideas Develop Menus and Recipes	Generate Menu Ideas Develop Menus and Recipes	Generate Menu Ideas Develop Menus and Recipes	Generate Menu Ideas Develop Menus and Recipes Begin Testing Recipes	Generate Menu Ideas Develop Menus and Recipes Begin Testing Recipes
Week 3				
Generate Menu Ideas Develop Menus and Recipes Test Recipes  Critique and Peer Evaluations	Generate Menu Ideas Develop Menus and Recipes Test Recipes  Critique and Peer Evaluations	Generate Menu Ideas Develop Menus and Recipes Test Recipes  Critique and Peer Evaluations	Generate Menu Ideas Develop Menus and Recipes Test Recipes  Critique and Peer Evaluations	Generate Menu Ideas Develop Menus and Recipes Test Recipes  Critique and Peer Evaluations
Week 4				
Generate Ideas for Service and Execution	Develop Retail Plans  Cost Out and Price Menus	Develop Retail Plans  Cost Out and Price Menus	Develop Retail Plans  Cost Out and Price Menus	1 <sup>st</sup> Draft of Completed Plans Due  Student Reflection on

				the process of developing a fresh food menu for a specific population
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**STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.**

Have students reflect on the process of developing a fresh food menu for a specific population: What did you base decisions on? How did you collaborate with others? What surprised you most about the process?

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA 30318-5776