

20: 7th WorldLanguage Salsa PreInterview

Teacher: Cooking is always extremely engaging for the students and I like the way that when you cook, you can integrate a lot with it. Culture is always integrated, definitely vocabulary, and since it's a level one A class, that's where a lot of the learning does take place in starting to build that vocabulary base. With cooking, I think it's an important life skill. All the students always want to do more of it.

One of the biggest goals is for them to be functional. A lot of the 6th and 8th grade standards are using, having a functional vocabulary. Being able to go and order food at a restaurant, going to a store. When we do this lesson of cooking, it's definitely functional, hands-on, and also bringing in the culture. One of the biggest goals is that they leave understanding more about jalapenos, that they understand what cilantro is, that they'll be able to connect more with salsa. It's interesting to hear some of the discussions. I hope will take place is that they'll say, "Oh, isn't this a pepper?". No, it's a jalapeno, and then they'll start to realized, "Oh, peppers and jalapenos are different in Spanish." What we, in English might just say, "Oh, yeah, it's a hot pepper." It's not just that.

Today's lesson, and it's not a huge assessment today. A lot of it's just going to be quick feedback. [00:02:00] I would say today's really not about assessing at all. In a sense, it's going to be about just an instructional day, where they're getting experience with the food. One of the reasons why I like to cook is because there's research that shows people that learn new vocabulary that targets more of their senses, seeing it, smelling it, tasting it, feeling it, looking at it, they are able to learn that vocabulary quicker than if it's just shown with a picture and told, "Oh, repeat after me. This is a jalapeno." Now that they actually get to go and look at will get, "Okay, smell the cilantro.". That'll make more sense to them than just simply ... I think more of a traditional way of just, "Look at the picture. Learn the word."

Ultimately, the assessment's going to come in the form of a conversation of ordering these foods from a menu in quarter three. It is leading up to more summative hands-on that they understand, "Oh, this is a typical kind of food that we would see on a menu and that's what this means. If I ordered a salsa, these are the things that are going to come with it."

Today, you're going to see us start the class immediately with ... There's a group discussion about safety. I tell my kids from the very beginning that, "My first job in being your teacher isn't to teach you." And they're like, "What?" They're, "What do you mean by that?" I said, "My first job is to keep you safe." Today, there's two things that we need to make sure we're going to agree upon and I set the expectation off right from the beginning that they're going to be safe with the knives and that they're also going to be safe with washing their hands, handling the food correctly. At the door, [00:04:00] actually, when I greet them, I'll be sending the young men to go wash their hands in the bathroom. Then the ladies will come in, put their things down, and go wash their hands at the sink in the back.

That is one of the ways today I'll set the expectation immediately. There also, the way that the room is arranged. Even though the chairs are in the middle, I don't want students in the middle. They're only supposed to stay on the outside of the table where they can all have access to the demonstration table where I'll start the lesson. It also allows me to easily walk in a circle around and see all the groups at once. A big reminder about taking turns, going slowly, just setting the expectations off from the beginning. Constantly monitoring and walking around. Honestly, I do trust the students that they also want to be safe. They know that it's constantly earning trust and building trust in the classroom with different labs if they want to continue to go on. Because they are respectful and responsible, they know that they can do this and I do trust them.

Definitely, it's hands-on. They love cooking. They love eating. The students also, they do like speaking in Spanish. Today's going to be a lot of listening and repeating after me. "Let's find the cilantro", and then they're going to say it. I think that they will overall, really enjoy today's hands-on lesson.

One of the discussions that we do have about being a global citizen is around food that, I don't know if you'll see it today so much, but when we do talk about how do we eat in other countries, one of the things I tell them, "You're not allowed to call things, 'That's disgusting'. You're [00:06:00] not allowed to say words like, 'Oh, that's so gross.'" Because what you might find disgusting and gross, other people are going to say, "That's my favorite food", or "That's a delicacy." The overarching theme of being in Spanish Level I is that we're global citizens, so we're all, whether or not we want to continue learning about Spanish, we all have a responsibility to know about other cultures that are around us and available that we might, most likely come into contact with. We're going to talk about how to be respectful when approaching eating.

Also, in English, we don't really say, "Buen provecho", or "Bon appetit" to each other. We might say grace at the table, or someone might say, "Oh, let's do a prayer". We will, at the end, talk about that's an important part of showing respect. Well, I learned Spanish in Puerto Rico is that, if you're looking at someone who's eating, you need to just immediately tell them, "Buen provecho". The kids are like, "Well, what exactly does that mean?" It's one of the interesting things that doesn't fully translate into English. You're kind of like just saying, "Oh, enjoy your meal." More than that, you're saying, "I hope you take good advantage of it, that it's healthy for your body." It's almost very similar to what many English speakers would consider as a form of grace, I guess.