

Link to article	Quotes or aspects from article	How it relates to my lesson
<a href="https://moodle.tru.ca/pluginfile.php/1366962/mod_resource/content/1/Jardine%20Noontime%20Sun%20Curriculum%20in%20Abundance.pdf">https://moodle.tru.ca/pluginfile.php/1366962/mod_resource/content/1/Jardine%20Noontime%20Sun%20Curriculum%20in%20Abundance.pdf</a>	<p>Rich, thoughtful and rigorous explorations become cast as “frills” which we’ll get to later, if we have time. And, it seems inevitably, there is never time for such things</p>	<p>We’re taking those ‘frills’ = those moments in a child’s life that impact them on a daily, sometimes hourly, basis from a micro and meta perspective and give them space to explore</p>
<a href="https://moodle.tru.ca/pluginfile.php/1367000/mod_resource/content/1/Seidel%20and%20Jardine-%20The%20Path%20is%20the%20Goal.pdf">https://moodle.tru.ca/pluginfile.php/1367000/mod_resource/content/1/Seidel%20and%20Jardine-%20The%20Path%20is%20the%20Goal.pdf</a>	<p>From the Program Goals</p> <ul style="list-style-type: none"> <li>- Creating a refuge that provides community, space and time for reimagined curriculum that encourages joy, freedom, reciprocity etc</li> </ul>	<p>Application to My Lesson</p> <ul style="list-style-type: none"> <li>- Giving students an opportunity to explore themselves, what nourishes them and understanding how their nourishment could mean destruction and control for others</li> <li>- Encourage a new way of understanding the world</li> <li>- Give students space to debate and have conversations that involve them</li> </ul>
<a href="https://moodle.tru.ca/pluginfile.php/1366969/mod_resource/content/1/Friesen%20What%20Did%20you%20do%20in%20School%20Today%3F.pdf">https://moodle.tru.ca/pluginfile.php/1366969/mod_resource/content/1/Friesen%20What%20Did%20you%20do%20in%20School%20Today%3F.pdf</a>	<p>Principles of Effective Teaching Practice</p> <ul style="list-style-type: none"> <li>- These principles, along with the need to make meaningful connections to the students’ lives and the world, require teachers to enter an iterative cycle of defining, creating, assessing and redesigning that is essential in creating effective learning environments in which students inquire into</li> </ul>	<ul style="list-style-type: none"> <li>- Give students the opportunity to talk about their familiarity with food</li> <li>- This is a topic that all students may have some experience with given their background</li> <li>- Peaks a student’s interest as food is something they intake every day but are also experiencing from marketing standpoint etc</li> </ul>

	questions, issues and problems; build knowledge; and develop deep understanding.	
<a href="https://moodle.tru.ca/pluginfile.php/1366976/mod_resource/content/1/Quinn%20Bartlett%20et%20al%20Finding%20Humanity%20in%20Design.pdf">https://moodle.tru.ca/pluginfile.php/1366976/mod_resource/content/1/Quinn%20Bartlett%20et%20al%20Finding%20Humanity%20in%20Design.pdf</a>	Our intention, in redesigning participants' experience of place, was to introduce them to varying perspectives of the same place; to disrupt what Adichie (2009) refers to as the danger of the single story	<ul style="list-style-type: none"> <li>- Disrupt student idea of a single 'appropriate' way to eat food or have a 'healthy' diet</li> <li>- Give students the chance to see how their diet also tells a 'story' about them and their identity</li> </ul>
<a href="https://moodle.tru.ca/pluginfile.php/1412121/mod_resource/content/1/Judson%20A%20Walking%20Curriculum.pdf">https://moodle.tru.ca/pluginfile.php/1412121/mod_resource/content/1/Judson%20A%20Walking%20Curriculum.pdf</a>	<p>Imaginative Ecological Education</p> <ul style="list-style-type: none"> <li>- Imaginative focused practice that engages 'cognitive tools' and taps into distinctive imaginative features of student's lives</li> <li>- Evoking feeling and imagination paired with engagement of the body in local natural and cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is attempting to get students to see food from a new lens that asks them to creatively engage with a material object and see it for its immaterial and symbolic meaning</li> <li>- Ask students to engage with something that is meant to be physical and apply that to a cultural context</li> </ul>