

| Stage 1 Desired Results | | | |
|--|---|--|--|
| <p>GOAL: Simulate interactions with the Senegalese women to learn the culture.</p> <p>Objectives: <i>Upon course completion all students will be able to:</i></p> <ul style="list-style-type: none"> -Analyze the role of women in the production, selection, preparation, and service of food -Describe the feeding patterns of individuals and their families -Effectively counsel for dietary change using multicultural approach and cultural competency | Transfer | | |
| | <p><i>Students will be able to independently use their learning to...</i></p> <p>Define the gender roles Senegalese in the production, selection, preparation, and service of food.</p> <p>Demonstrate an understanding of cultural competence/sensitivity</p> | | |
| | Meaning | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Culture dictates a woman’s role -There are differences in food choices and food patterns in Senegal versus the United States </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> -When it comes to food production, how are the women’s roles different from those of men in USA? Senegal? -How do the food patterns differ and what impact might it have on nutritional adequacy? </td> </tr> </table> | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Culture dictates a woman’s role -There are differences in food choices and food patterns in Senegal versus the United States | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> -When it comes to food production, how are the women’s roles different from those of men in USA? Senegal? -How do the food patterns differ and what impact might it have on nutritional adequacy? |
| | <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> -Culture dictates a woman’s role -There are differences in food choices and food patterns in Senegal versus the United States | <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> -When it comes to food production, how are the women’s roles different from those of men in USA? Senegal? -How do the food patterns differ and what impact might it have on nutritional adequacy? | |
| Acquisition | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> -The role of food in the Senegalese culture -The daily intake and food selection of Senegalese individuals and families </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Creating meal plans for Senegalese families -Assessing nutritional adequacy -Addressing nutrition problems of other cultures </td> </tr> </table> | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> -The role of food in the Senegalese culture -The daily intake and food selection of Senegalese individuals and families | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Creating meal plans for Senegalese families -Assessing nutritional adequacy -Addressing nutrition problems of other cultures | |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> -The role of food in the Senegalese culture -The daily intake and food selection of Senegalese individuals and families | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -Creating meal plans for Senegalese families -Assessing nutritional adequacy -Addressing nutrition problems of other cultures | | |

| Stage 2 – Evidence and Assessment | |
|---|---|
| Evaluative Criteria | Assessment Evidence |
| Cultural Competency Rubric Case Study Rubric for 15 minute video | <p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> -Create a meal plan for Senegalese individual using specific foods from the region of their heritage -Complete multicultural case study related to nutritional adequacy |
| Quiz Discussion | <ul style="list-style-type: none"> -Identification of particular foodstuffs and/or recipes from Senegal -Discuss the role gender plays in day-to-day life and in the preparation and service of foods |

| Stage 3 – Learning Plan |
|--------------------------------|
|--------------------------------|

Summary of Key Learning Events and Instruction

Description of Unit: Students will learn the key aspects of the Senegalese food from a cultural perspective. They will be able to discuss the kinds of foods they eat in Senegal and what is considered the national dish (chep-bu-jen consisting of rice with vegetables and a spicy sauce served with fish). The ceremonial food customs will also be introduced where mutton, vegetables, couscous and gravy is served. The strong and sweet tea is drunk at the end of each meal. This course will explore the historical roots of the food system and how it impacts culture and food markets. Gender roles are more sharply defined as children grow older and growing exodus of young men. Particular emphasis is placed on gender related to attitudes and behavior in the Wolof society. Because the country is 90% Muslim, students will also see the role that religion plays in this culture. Students will prepare one basic cultural dish and investigate the nutritional adequacy of diet as a case is presented.

Rationale: This unit brings together several important concepts important in the field of dietetics

- Cultural awareness, competency, sensitivity
- Impact of religion and culture impact the roles of women in the Senegalese society
- Wolof societal attitudes, beliefs, and behaviors
- Food production, selection, preparation, and feeding patterns of families in Senegal
- Nutrition and health issues and the impact of cultural influences

Length of Unit: This unit is approximately two-weeks in length (four-50 minute lectures and one-2 hour lab).

Level: 3rd year Dietetic Students who have completed a course in menu planning, counseling, and advanced nutrition

Materials Needed: Recipes for three West African Dishes: Poulet Yassa, Ceebou Yapp, and Mafe' (attach and adjust as needed)

Technology: Lectures taking place using PowerPoint presentations and discussion boards, labs are completed in the foods kitchen.

Assessment/Rubric: Cultural Competency, Case Study, Quiz (Pre/Post), and Discussion interactions