



Debriefing Cooking and Preservation

This is the last task of Part 5: Cooking and Preservation.

Objective



In this task, the team will debrief Part 5: Cooking and Preservation. This is good to do before you move on to the next part. The objective is to think about and discuss helpful information that was gathered during that part before moving on.

Remember the team norms.

- Recognize the benefits of listening to a range of different perspectives and viewpoints.
- Be open to new ideas and perspectives that challenge your own.
- Be willing to cooperate with others to change things for the better.

Remember to use your meaningful conversation starters as needed throughout this discussion.

- I agree with _____ because . . .
- I disagree with _____ because . . .
- I'd like to go back to what _____ said about . . .
- I'd like to add . . .
- I noticed that . . .
- Another example is . . .

Remember when you are making claims from evidence to use the following sentences.

- I think this claim is best supported because . . .
- I do not think this claim is best supported because . . .
- I think this piece of evidence supports this claim because . . .
- I do not think this piece of evidence supports this claim because . . .



5-7

1. Go to the Task 5-7 folder to get the Debriefing the Cooking and Preservation Data instructions.
2. Follow the instructions in the task folder to complete the six sections of the debrief.
 - Research Site Map Analysis
 - Community Partners
 - Perspectives
 - Identity
 - Question Map Analysis
 - Problem Question

**Task 5 - 7**

Hooray! You completed Task 5-7 and Part 5. Check it off the task list.

Congratulations! You have completed **Part 5** of your research. Give yourself a pat on the back.

Continue to Part 6: Food Security.



Notes:





Task 5-7. Debriefing the Cooking and Preservation Data

Research Site Map Analysis

1. Look at the research site map you created in Task 2-1.
2. Look through all the data and evidence you have collected so far in Part 5.
3. Is there any data the team collected throughout Part 5 that could be added to this map? Locations of possible community partners? Locations of oral history interviews? Add this data to the map and legend!
4. Analyze the map. Should the boundaries of the map change to accommodate any new information collected in Part 5? Adjust as needed.
5. Analyze the map. Does the map provide any new information that could be useful for future research?

Community Partners

1. As a team, look over the list of community partners you created in Task 2-6.
2. As a team, identify any community partners you could contact at this time. Which partners could help you get more information about different parts of your question map?
 - Make a plan as a team to contact and communicate with these partners.
 - Create a list of questions you would like to ask the partners.
 - E-mail, phone, or write to each partner with your questions.
 - If your team decides it is appropriate, invite the partner to meet with the team. Use your list of questions to guide your conversation and data collection.

Perspectives

1. Use the continuum setup from Task 1-8 (FOOD A or FOOD B both will work here) to discuss each perspective statement below.
2. Do this activity as individuals or in small groups. If you're working in small groups, each group sends one representative to the continuum.
3. Remember, pose each statement, take a minute, and let each team member or group think about their position on that statement.
 - Remember, the continuum goes from one side or corner of the room to the other— from “strongly agree” to “strongly disagree.” Then there is “not sure” in the middle.
 - Explain that relative location is also important; that is, standing closer to the strongly agree or strongly disagree side of the room means you feel very strongly about this statement. If you only agree or disagree slightly, then being closer to the midpoint is a physical way of stating how you think and feel about the issue.





Social: Schools should teach all people in a community how to cook and preserve food.

Environmental: Cooking techniques that have high impact on the environment should be regulated by the government.

Move to a whole team discussion. Remember, team members must back up their opinions with information and other team members must listen carefully to one another.

- Can individual team members explain to the team the reasons for their position on the continuum?
- How many team members changed their position after hearing people talk during the whole team discussion?
- What led you to change your mind?
- Ask team members on both sides of the issue to identify what they believe to be the strongest arguments and reasons they heard from the *opposing* side.

Identity

- Look at your personal and team identity maps from Task 1-1 and Task 1-5. What aspects of your or your team's identity might influence your opinions on the perspective continuum?
- How might your decisions be influenced by these parts of your identity?
- Have any parts of your identity map changed?

Question Map Analysis

1. Look at your team question map from Task 1-10. Which questions on your map were addressed in Part 5: Cooking and Preservation?
2. What evidence did you collect during Part 5 that could be useful to answer any questions on the question map?
3. How could this evidence or information be useful to help develop an action plan to address the problem question: *How do we ensure good nutrition for all?*
4. Take time to rearrange, update, modify, remove, or add any questions to your question map at this time.

Problem Question

Is there anything you learned in Part 5 that would be useful when thinking about the problem question: *How do we ensure good nutrition for all?*

