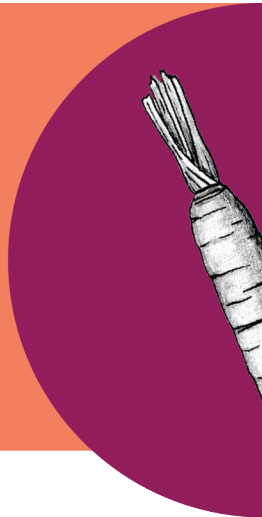


THE EDIBLE
SCHOOLYARD
PROJECT



PEER CHECK-IN

Student Name:

Summary: Sometimes, our peers (friends, classmates, neighbors, siblings, or cousins) might have ideas, questions, or perspectives that we would not have thought of on our own. You can learn from one another! In this lesson, you and a friend will chat about your kitchen goals and questions. As you work with your friend, consider the following question: *how can we help each other to learn and reflect in the kitchen?*

Time: 30 minutes

Vocabulary:

- **Negative self talk:** An inner voice that is negative and puts us down.

PREPARE: Before you talk to your friend or classmate, come up with 1-2 questions about cooking or some cooking goals. Are you wondering how to improve a skill or change a flavor? Are you hoping to be able to make a certain dish? Are you looking for ingredient ideas? If you completed the worksheet [Finding Success on My Own Terms](#), it might help to look back on the goals you outlined there. Write your questions or goals on a piece of paper so that you have them handy.



PEER CHECK-IN

TALK: Call up a friend or classmate for 20 minutes. You can split the time, spending 10 minutes on each of you. When it is your turn, share your cooking question(s) with your peer. They will ask you questions and offer their perspective in order to support you with your question or goal. Then switch and your partner will ask you their kitchen question(s).

Here are some prompts for how you can support your peer with their cooking question(s):

- What made you think of this question or goal?
- What have you tried so far?
- What has gone well so far? Why?
- What would you try differently? Why?
- Where could you look for that information?
- What could be your next step towards answering your question/reaching your goal?
- Have you tried...?

READ: Keep a lookout for *negative self* talk. If your partner starts to say things like “I am bad at...” or “I can’t...”, see if you can help them flip the script. You might remind them that mistakes in the kitchen help us learn and improve. Help them remember that mistakes don’t define who we are as people or limit our ability to grow and improve. Then, you can help them think about what went well, what they might try differently, and what they would like to work on.

DISCUSS: At the end of your conversation, discuss how it felt to check in with each other. Share two things that each of you are taking away from the conversation.

REFLECT: On a piece of paper, reflect on how the activity was for you. *Was it easy or difficult to talk to your peer? Through talking, did your opinion on how you felt about the question or goal change?*

Teacher Notes:

If you are teaching this activity as part of the curriculum [Cooking With Curiosity: Challenging Perfection With Reflection](#), see [Introduction to Unit One](#) of the curriculum guide.