

Bannock: More than bread!



Ages 10 - 14

Lesson Overview:

Students will explore the history of bannock, how bannock came to be known in its current form; traditional names for bannock; and variants in ingredients used pre-contact with Europeans and during colonization. They will make a baked version.

Learning Outcomes:

Students will be able to:

- describe the origins of bannock including impacts of colonization
- identify different types of bannock and cooking methods
- prepare baked bannock

Materials:

- Learning materials:
 - Computer, projector
 - PowerPoint presentation (Appendix 1) and speaker notes (Appendix 2)
- Recipe materials (Appendix 3 and 4):
 - Equipment
 - Oven, baking pan, baking sheets, cooking spray, spatula, measuring cups, measuring spoons, fork, mixing bowl, wooden spoon
 - Ingredients
 - Flour, sugar, salt, baking powder, margarine, water

LESSON

Activating Discussion:

- Who are Indigenous peoples?
 - Métis, Inuit, First Nations
- What did they eat? – *generate discussion around this to make the connection to food/bannock*

Learning Plan:

1. Preparation for Bannock recipe:
 - Students & instructor wash hands before lesson
 - Prep ingredients:

- i. **Option 1 – If preparing large bannock recipe (Appendix 3):** divide students into groups of 3-4 and set up stations with ingredients and materials
 - ii. **Option 2: If preparing individual bannock portions (Appendix 4):** set portioned ingredients and materials at student desks.
 - iii. **Alternatively:** for each recipe, have materials at the front and distribute when ready to bake.
 - Line baking sheets with parchment paper or spray with cooking spray
2. Set up projector and present the topic 'Bannock: An Interesting History':
 - Show PowerPoint presentation (Appendix 1).
 - Use speaker notes (Appendix 2).
 - Facilitate Discussion Questions on Slide 12 of presentation.
 3. Have students prepare the designated recipe as a group (large recipe) or partners (individual recipe). See Appendix for details.

Post Activity Review – Sensory Engagement and Reflection

LOOK:	How does the bannock look? Does it remind you of any other food? What colour and shape is it? Does it make you want to eat it?
SMELL:	What does the bannock smell like? Does it make you want to eat it?
TOUCH:	How does the food feel? Is it warm? Rough, smooth, soft, hard?
TASTE:	Ask students to put some bannock in their mouth but not to chew. How does it feel in your mouth? How does it taste? Start to chew – does it taste different? How does it feel?
LISTEN:	Does the bannock make a sound when you break it apart or when you are chewing it?

Appendices:

- Appendix 1 – Bannock: An Interesting History PowerPoint Presentation
- Appendix 2 – Bannock Presentation Speaker Notes
- Appendix 3 – Large Bannock Recipe (serves 12)
- Appendix 4 – Individual Bannock Recipe (serves 1 to 2)