



eDynamic Learning Activity

Get Cooking!

The following activity is part of our 14-day #eDLProjectShare series. The activity is extracted from our high school, Culinary Arts 1a course, Unit 4: Cuisine and Culture.

Directions:

1. Complete the following activity. Use the rubric located below the activity to assess how you are completing each of the required components.
 2. (Optional): Feel free to share your project progress or the final project with a short video or picture on Twitter or Facebook using the hashtag #eDLProjectShare @eDynamicLearning. *If you are under 18, you must have your teacher or parent or guardian's permission to post.
 3. (Optional): For teachers and parents looking to use as a graded activity, a rubric worth 15 points is located at the bottom of the activity.
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Activity: Get Cooking!

Materials:

- Video recording device
- Pots, pans
- Example foods for demonstration videos

As with most things in life, sometimes the best way to truly master a skill is to try it out first-hand. For this activity, you will be doing internet research (for example, locate and read culinary blogs or watch YouTube videos) on a variety of cooking methods and skills. Then record yourself as you demonstrate a variety of cooking methods and skills that you learned about in your research, verbally explaining and discussing each as you demonstrate them. You can alternately, or additionally, take pictures of your cooking adventure!

Step 1: Research

Before you jump into demonstrating cooking methods, you will need to do a little more online research to see these cooking methods in action. Look for videos of chefs or other cooks demonstrating the following:

- At least two basic dry heat cooking methods such as sauté, griddle, pan-fry, deep fry, baking, roasting, and grilling
- At least two basic moist heat cooking methods such as poaching, simmering, boiling, and steaming
- Demonstrate both basic combination cooking methods, stewing and braising

Make a list of the links for the best demonstration videos for each of your required examples.

Step 2: Make Your Own Video

For your own video, you are going to demonstrate in an imaginative format. Rather than actually turning on the stove, you will find ways to talk through your demonstration without physically cooking the items. You can use real pots and pans and use real or fake foods (cut out pictures from magazines, printed pictures off your computer, or draw/cut out foods from construction paper).

Your video should only be about 15 minutes in length. It should be a combination of verbally explaining the cooking methods and information mixed with demonstrating the specified procedures. Be sure to share the links for other successful demonstration videos with each of your cooking methods.

Speak loudly and clearly throughout your video and ensure that there is ample lighting. You may create one longer video that includes all of the above requirements or you may create a series of shorter videos for each different requirement.

For information on how you will be graded, please refer to the rubric below.

NOTE: If you don't have a way to record yourself, then you can alternately take pictures and write out the details instead of talking through your cooking methods and procedures. Use a Word or PowerPoint to create your presentation.



TABLE Grading Rubric

	Content	Format & Mechanics
Full Credit	<p>Student’s video(s) include all of the required information and do an excellent job of expressing accurate and appropriate content.</p> <p>It is evident that the student did an excellent job using information from the unit, in addition to online research, to provide precise, relevant, and meaningful content on the required topics.</p> <p>Student’s video(s) are shot clearly, appropriately, and collectively do an excellent job conveying the required information.</p>	<p>Student’s video(s) are beautifully organized and have easy-to-understand formats that are aesthetically pleasing and meet the given requirements.</p> <p>The student uses appropriate and helpful props and tools in their videos that help to thoroughly illustrate the concepts and information that they are demonstrating.</p>
Partial Credit	<p>Student’s video(s) include most of the required information and do a decent job of expressing mostly accurate and appropriate content.</p> <p>It is evident that the student did a decent job using information from the unit, in addition to online research, to provide precise, relevant, and meaningful content on the required topics.</p> <p>Student’s video(s) are shot mostly clearly, appropriately, and collectively do an adequate job conveying the required information.</p>	<p>Student’s video(s) are somewhat well-organized and have fairly easy-to-understand formats that are aesthetically pleasing and meet most of the given requirements.</p> <p>The student uses somewhat appropriate and helpful props and tools in their videos that are somewhat helpful in illustrating the concepts and information that they are demonstrating.</p>
Little Credit	<p>Student’s video(s) are missing most of the required information and do not adequately express accurate or appropriate content.</p> <p>It is evident that the student did not do an effective job using information from the unit, or online research, and was unable to provide precise, relevant, or meaningful content on the required topics.</p> <p>Student’s video(s) are unclear, inappropriate, and/or do not do an adequate job conveying the required information.</p>	<p>Student’s video(s) are not well-organized and are difficult to understand due to formats that are not aesthetically pleasing and do not meet the given requirements.</p> <p>The student does not use appropriate or helpful props and tools in their videos, and they do not help to illustrate the concepts and information that they are demonstrating.</p>