

Comprehension Strategy for Culinary Classes
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Students are assigned to create a cooking contest with one class time to create, plan an entry with a grocery list and prep schedule. Two additional class times are allowed for food prep.

We activate the students' background knowledge by asking them to brainstorm contest themes, recipe ideas and current or new culinary skills. We work in small groups so there are more equal cooking opportunities. Two examples of our themes were Cookies, Cakes and Pies and Sweet and Savory.

By choosing their own recipes, we are incorporating their interests, their competitive spirits, and attempting different degrees of difficulty in skills.

This competition also utilizes their problem solving skills. For example, one group needed Marjoram for their poached pears but Walmart didn't carry it so they googled an alternative.

We summarize our results and review the outcomes by having three judges (coaches who "volunteer") score each entry. One judge videos on TikTok his critiques and students who don't attend the judging phase can watch at home.

The students have never requested a prize, just bragging rights.

Sweet or Savory Contest

Entry:

Judge:

Circle a number in each category

| | Bad | | | Average | | | | | | Great | |
|---------------------------------------|-----|---|---|---------|---|---|---|---|---|-------|----|
| Uniqueness | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Taste | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Originality | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Appearance/ presentation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Technique/ degree of difficulty | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Total Points _____