**Name:** Lenora Gunnoe

**Lesson Plan Title:** Advanced Cooking Celebrity Chef Career-Investigation Project

**Describe audience, context, constraints:** *Advanced Cooking and Food for the Family* is a second-level Family and Consumer Sciences course at Ravenna High School. There is a prerequisite course: *Introduction to Cooking and Teen Nutrition*. There are 21 *Advanced Cooking* students in two classes. The classes are taught by different teachers; however I am planning and prepping for both classes.

Students in *Advanced Cooking and Food for the Family* are in grades 10-12. The current students in the 3rd period class include 10 males and 3 female students. (The gender inequality is not unusual.) Seven of these students are identified with specific learning disabilities. Accommodations include repeated verbal directions and extended time on tests. None of the students have an Intervention Specialist or paraprofessional aide in this class.

Technology access for an entire class must be scheduled in advance. I have reserved the Library Media Center (LMC) which includes 20 computers, access to books and periodicals. Our current book collection includes biographies of only one celebrity chef: Julia Child. Both classes are scheduled into the LMC for 5 days. (For most of our students, this will be their first experience working with Prezi.) Students requiring additional time may also access the LMC during their study hall and the LMC or RaveNet computer labs during our intervention periods (TEAM Time) on Wednesdays and Thursdays. After school tutoring time may also be used and students may access all files via the VPN from any internet-connected device at home or at the local public library.

Because of district restrictions, any internet sites that include a social/sharing component (ie: Glogster) are currently blocked. Prezi was opened this year, however, RHS students do not have a district e-mail and we are not allowed to require students to have/use personal e-mail accounts. If a student cannot or chooses not to register for Prezi using e-mail, he or she will create an alternate project using our intra-district SharePoint server’s wiki pages.

**Content**

**Objectives/Indicators**

**FACS Comprehensive Standard**

8.0 Integrate knowledge, skills, and practices required for careers in food production and services.
   8.1 Analyze career paths within the food production and food services industries.
   8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
   8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.

10.0 Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.
   10.1 Analyze career paths within the hospitality, tourism and recreation industries.

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3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
Prior Knowledge/Prerequisites

Prior knowledge for this lesson includes an understanding of celebrity/celebrity chefs. Minimal exposure to cooking shows/networks is helpful but not absolutely necessary. Students need to know their district ID and password for research on the internet. Students should recognize biographical information, education and career changes, have a concept of personal brand/style; writing and presentation mechanics and conventions.

Pedagogy

The original “Celebrity Chef” project required students to design a book jacket with the required biographical and career profile information. The decision to change to a Prezi or wiki presentation resulted from the knowledge that high school students need introduced to digital presentation tools outside of PowerPoint or MS Publisher.

Using celebrity chef profiles as the vehicle for students learning about career paths in food service, hospitality, tourism, and recreation professions is a valid choice because student interest and engagement are enhanced by the inclusion of high profile celebrities. Direct instruction or other modes of lesson delivery would take place in the lab classroom which would also remind students that they are not cooking. That never bodes well for their attention. Taking them to the LMC for research and work time creates a change in environment that should improve their attention to the content.

I hope the interest of learning a new program (Prezi/wiki) will also engage (rather than frustrate) this class. Five (5) days is a significant amount of time to devote to this topic. Two extra days were added to accommodate introducing students to working with Prezi. (Given this year’s budget reduction of 25%, the additional, non-cooking time was advisable from that perspective, too.)

Assessment

No formal pre-assessment will be given.

Formative assessments have been anecdotal: these students collectively do NOT know the difference (professionally) between a cook and a chef. They also do not have existing knowledge of professional culinary hierarchy (Executive chef, chef, sous chef, etc.) nor of career progression through upscale restaurants. Students’ experience with high-end, upscale restaurants is limited at best. To most RHS students, “The Olive Garden” is fine dining. (That is not meant to be disparaging; just fact!) Currently, none of these students indicate an interest in pursuing a professional career in the culinary or hospitality/tourism fields. For this reason, this project is geared at introducing students to careers and career-paths in restaurants and the hospitality industry.

How will you evaluate the students? Students will be evaluated by rubric on the content and mechanics of their project.

Why have you chosen these methods? I believe that using a rubric for assessment is the best choice for projects that are multi-faceted. I also subscribe to the position that rubrics are a “best practice” and that clear expectations are both necessary and beneficial for student achievement. Personally, I find that assessment is more equitable and faster with a solid evaluation tool, too.

Is technology used for or included in the evaluation process? The assessment rubric requires students to use Prezi/wiki for their project. Proficiency with Prezi/wiki is not being assessed beyond the use of one of them for the project as a whole. Additionally, because of the limits of accessible books and periodicals on celebrity chefs, students will use the internet for research. The rubric includes an evaluation of resources and of students evaluating reliability. (The reliability checklist is familiar to students. I use it for every class and these students have used it previously for an earlier research assignment.) I will use technology for viewing student work and for recording their scores in our electronic grade book.

How will you share data with students/others and why? Students will receive their scores both in writing (on the returned rubric) and online in Progress Book. Mrs. Bucy (teacher of the other class) and I may share data and review project assessments for equity AND in our relationship as mentor (me) and Resident Educator (her.)
Models of Instruction/Instructional Strategies

Whole Group: Introduction to the topic of careers and celebrity chefs. Video clip; brainstorm: as many celebrity chefs as we can name. (In a larger class I might make this a table-talk brainstorm, but there are only 13 students in my class and 8 in Mrs. Bucy’s class.) Review standards/benchmarks; Introduction to Prezi: view tutorial as a group (students computers in LMC do not have sound without earphones.) Review of wiki on the SharePoint Server space.; hand out assignment and rubric.

Individual work: Move to LMC. Students begin research.

Procedures/Activities

Motivation: a short video clip of a celebrity chef will be used to introduce the project.

Introduction: Students will be introduced to the standard/benchmark for the project and will brainstorm a list of as many celebrity chefs as they can name.

Instruction: Project assignment and rubric will be passed out. Student will choose their celebrity chef (from a predetermined list) for researching.

Class will view a Prezi tutorial; class will review how to access the intra-district SharePoint wiki space.

Class will move to LMC for research.

(With only 13 students in my class, I will be easily accessible for student direction and assistance.)

Identify and Discuss Technological Decisions

Introducing the topic of careers through a celebrity chef video clip is meant to bolster students’ interest and engagement. Using YouTube in class is still just a bit novel for these students; they access it frequently for entertainment but do not seem to do so for learning as often.

Viewing the Prezi tutorial in the classroom before moving to the LMC was decided based on the availability of sound. Student computers do not have external speakers at all. Sound is only available through earphones and while students may be told on Friday to bring their own, many will not have them in class on Monday. I do not plan to give passes to lockers for that reason alone on the first day of the assignment: too much wasted time!

There are only 4 computers for student use in the classroom so time had to be scheduled in the LMC in advance. This project has been on the schedule since mid-September. We are using the LMC and not the RaveNet Labs so that students also have access to cookbooks and periodicals that may be relevant. It will also provide students who work fast and finish early with enrichment through additional or deeper content or more time with the programs. Additionally, as a small class, the LMC has adequate computer availability without our reserving the computer labs and only occupying half the computers.

I expect many questions about Prezi, not all of which I will be able to answer without researching myself. In the event of excessive student frustration, I may opt to have students (individually or collectively) revert to designing their presentation using MS PowerPoint so that they may still achieve the content learning goals. I may consider a TEAM Time or afterschool tutoring-time activity for introducing Prezi more effectively to interested students.
Since none of the students have worked with Prezi, I choose not to assess their level of proficiency with the program itself.

**Technology/Resources**

Classroom/teacher computer with internet access, projector and screen/SMART Board.

YouTube video: chosen for student engagement and motivation

Prezi tutorial: chosen to introduce students to a new presentation tool. Students will use Prezi (or an alternative wiki) to synthesize content related to professions in foods, hospitality, and tourism disciplines.

Library Media Center: access to student computer workstations, internet, books, and periodicals. Use will be evaluated by students’ performance using a rubric

Internet research: chosen for depth and variety of information; interest to students; and accessibility of information. Since students are working with a new interface, familiar research strategies should balance the novelty of the program and newness of the content. Assessment on content will be by rubric. Using celebrity chef profiles as the vehicle for students learning about career paths in food service, hospitality, tourism, and recreation professions is a valid choice because student interest and engagement are enhanced by the inclusion of high profile celebrities. Student research will be evaluated by using a rubric.

Electronic drop box and online grade book (ProgressBook): Students will submit the link to their Prezi/wiki through the electronic drop box. This procedure was chosen because the other means of sharing a Prezi is through e-mail and currently, RHS students may NOT access any e-mail accounts via school computers. Using the drop box eliminates printing a paper to turn in and is familiar to students. Grades will be reported through ProgressBook. Students and parents/guardians have access to the online grade book at all times.

**Lesson Reflection**

Discuss your thought process in the development of this lesson. After learning about TPACK how has this knowledge influenced the way you developed this lesson?

How is the development of your planning with the use of technology changed in terms of how you integrate technology into your classroom?

How do you measure the impact that technology has on your student learning?