

THE EDIBLE SCHOOLYARD PROJECT

FINAL PROJECT: RECIPES OF MEANING

Summary: As a final project, you will be demonstrating your improved kitchen abilities by making a recipe of your choice and documenting your cooking process. This is an opportunity to practice what you've learned by making a dish that is meaningful for you. At the end of this project you will have cooked a recipe that is important to you and documented your work, including a description, a recipe, a skill demonstration video OR a photo essay, and a written reflection OR a recorded reflection.

Time: 3-6 hours

Before You Begin:

- Please complete the [Your Ingredients](#) lesson before beginning this project.

READ: For your final project, you will be creating a recipe using two ingredients that are meaningful to you and your family. This is a short overview of the steps you will take. Each step has more detailed instructions below. Read through this overview carefully before following the instructions below.

- **Step 1: Choosing your recipe:** You will **choose two** of the ingredients from [Your Ingredients](#). You will research and document a recipe you are going to prepare.
- **Step 2: Making the recipe:** You will cook the recipe and document your work with either a photo essay or a short video demonstrating a kitchen skill.
- **Step 3: Document your work:** You will respond to a series of questions that help you document your work.
- **Step 4: Reflecting:** You will reflect on your experience with this final project and on your entire experience in the kitchen during this curriculum.
- **Step 5: Sharing:** You will share your recipe, photo essay OR video, and a reflection with your classmates or family members.



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Student Name:

DO: Complete the following steps in sequential order. Check off each item when you have completed the task

- ☐ **Step 1: Choose your recipe.** Look at the five meaningful ingredients that you wrote down in lesson, [Your Ingredients](#). Pick **TWO** ingredients from your list of five. Your recipe should include at least one skill that you learned during the course.

Notes for choosing a recipe: Here are some helpful questions to ask yourself when you are choosing a recipe:

- Is the recipe meaningful to you? Has your family cooked that recipe or ingredients featured in the recipe?
- Does the recipe have simple ingredients? Are the two ingredients you choose in the recipe?
- Are you able to practice some of the skills you learned in Cooking with Curiosity, such as using a knife or flipping food? (Check for the skills necessary to prepare the dish in the instructions section of the recipe).
- Is the recipe easy to complete? Some dishes require some pretty fancy moves, so it might be helpful to find a recipe that relies on basic skills. If you want to take on the challenge of a difficult recipe, see if an adult might be available to help you figure out the tricky parts.
- Is the recipe exciting and special? Maybe it offers you a chance to work on a kitchen skill you wanted to try or maybe it is a dish with sentimental or cultural meaning to you.



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☐ **Write down your recipe:**

Recipe Title:

Ingredients (remember to include quantities):

Instructions:

☐ **Write a description of your recipe below:**

- Your response should include: 3-4 sentences describing the dish and the reason you chose your recipe. Also write one sentence about each of your special ingredients that explains why they are special to you.

☐ **Step 2: Make your recipe:** Gather your ingredients and needed tools and get cooking! Don't forget to take pictures as you go or to record a video of yourself demonstrating one of the kitchen skills you learned.

- ☐ **Record:** While you cook, record a video of a skill demonstration OR at least 4 pictures of you making your dish.

- ☐ **Step 3: Document your work:** As you cook, take notes of what went well and what you would like to try next time. Consider the ingredients you chose, the prep work you completed, and the cooking process. Complete the following table with your answers. Each step has questions that will help you find your answers.

Steps	What worked well?	What would you do differently next time?
Ingredient Selection: <ul style="list-style-type: none"> • What ingredients did you use? • Where did you get the ingredients? • What flavorings did you include? • Did you add, leave out, or substitute any ingredients? 		
Prep Work: <ul style="list-style-type: none"> • What tools did you use to prepare the food? • What techniques did you use in preparing your food? • Was anything particularly difficult or surprisingly fun? • How long did it take? More or less time than expected? 		
Cooking Process: <ul style="list-style-type: none"> • Did you use a heat source? If so, was it the right temperature? • How long did you cook the food? • What other steps did you take to cook the food? 		

☐ **Step 4: Reflect:** Now that you have completed all the lessons in this course, you will complete a final reflection describing your experience. For your reflection response, write one paragraph (about five to eight sentences) or record a voice memo (about one to two minutes), responding to

ONE of the following prompts:

- Take out your Reflection Wheel. As you spin your wheel, think about your time in the kitchen as a whole, write down or record your response.
- Complete a 3, 2, 1 reflection about your cooking project. Discuss **three** things you learned, **two** things that you enjoyed, and **one** thing that you have a question about.
- Return to the goals activity from the [4 Levels of...](#) lesson in Unit one. Review the goals you wrote for yourself and consider whether or not you met them.

☐ Final Reflection:

☐ **Step 5: Share:** Submit the following materials as instructed by your teacher:

- ☐ Final recipe and recipe description
- ☐ Skill video OR photo essay
- ☐ Written or recorded reflection

Student Notes:

- Your final project will be evaluated using a rubric. Review the Final Project Rubric to see what elements can be completed to earn full credit.

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum, [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 4.3, the third lesson and final project of Unit 4.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.



FINAL PROJECT RUBRIC

Student Name:

This rubric is designed to evaluate the final project of Cooking with Curiosity. Students can review this document before submitting their project to see how their work will be evaluated. Teachers can use this rubric to assess student work.

Category of Assessment	4 – Exemplary	3 - Accomplished	2 - Developing	1 - Beginning	Comments
Recipe	<p>Project includes all three of these elements:</p> <ul style="list-style-type: none">• Recipe contains two or more of the ingredients that are meaningful to students.• The recipe is detailed and has clear instructions.• Recipe utilizes skills learned during the course.	<p>Project is missing one of these elements, or has one incomplete element:</p> <ul style="list-style-type: none">• Recipe contains two or more of the ingredients that are meaningful to students.• The recipe is detailed and has clear instructions.• Recipe utilizes skills learned during the course.	<p>Project is missing two of these elements, or has two incomplete elements:</p> <ul style="list-style-type: none">• Recipe contains two or more of the ingredients that are meaningful to students.• The recipe is detailed and has clear instructions.• Recipe utilizes skills learned during the course.	<p>All of these elements are incomplete or missing:</p> <ul style="list-style-type: none">• Recipe contains two or more of the ingredients that are meaningful to students.• The recipe is detailed and has clear instructions.• Recipe utilizes skills learned during the course.	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary	3 - Accomplished	2 - Developing	1 - Beginning	Comments
Photo Essay OR Skill Video	<p>Photo essay contains 5 or more photos from the cooking process.</p> <p>Each photo clearly demonstrates a step in the cooking process.</p> <p>Photo essay has descriptive captions.</p> <p>OR</p> <p>Project includes a skill demonstration in the form of a short video.</p> <p>Video is clear and bright.</p> <p>Video demonstrates that the student has practiced a technique from the lessons.</p>	<p>Photo essay contains 5 photos from the cooking process.</p> <p>Photos are clear and tell a story.</p> <p>Photo essay is shared and has some descriptive captions.</p> <p>OR</p> <p>Project includes a skill demonstration in the form of a short video.</p> <p>Video is slightly blurry, dark, or is difficult to see.</p> <p>Video makes it clear that the student has practiced a technique from the lessons.</p>	<p>Photo essay contains 3-4 photos.</p> <p>Photos are sometimes blurry or unclear, and/or lack an obvious progression.</p> <p>Photo essay is missing descriptive captions.</p> <p>OR</p> <p>Project includes a skill demonstration in the form of a short video but the student does not clearly demonstrate the skill.</p> <p>Project includes a skill demonstration in a form other than a video.</p>	<p>Photo essay is missing or contains two or fewer photos from the cooking process.</p> <p>Photos are often difficult to see or understand. Photos lack an obvious progression.</p> <p>OR</p> <p>Skill demonstration video is missing</p>	



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Category of Assessment	4 – Exemplary	3 - Accomplished	2 - Developing	1 - Beginning	Comments
Project Description	<p>Description includes 3-4 sentences describing the dish and the reason for choosing the recipe.</p> <p>Description also includes one sentence about each of the special ingredients.</p> <p>Responses are exceptionally thoughtful and demonstrate a clear sense of self-awareness.</p>	<p>Description includes 2-3 sentences describing the dish and the reason for choosing the recipe. Description includes just one sentence describing the special ingredient.</p> <p>Responses are thoughtful and demonstrate self-awareness.</p>	<p>Description is missing an element or has an incomplete element.</p> <p>Description shows little self-reflection around the recipe and ingredient choices.</p>	<p>Description is missing multiple elements or has multiple incomplete elements.</p> <p>Description shows minimal self-reflection around the recipe and ingredient choices.</p>	



FINAL PROJECT RUBRIC

Category of Assessment	4 – Exemplary	3 - Accomplished	2 - Developing	1 - Beginning	Comments
Reflection	<p>Reflection is in the form of a 5-8 sentence paragraph or 1-2-minute voice memo.</p> <p>Reflection answers one of the three prompts thoughtfully and completely.</p> <p>Reflection uses critical thinking skills to discuss the cooking process.</p> <p>Reflection demonstrates a deep understanding of a concept covered in the previous lessons.</p>	<p>Reflection is in the form of a 5-8 sentence paragraph or 1-2-minute voice memo.</p> <p>Reflection answers one of the three prompts completely but lacks some depth or critical thinking.</p> <p>Reflection demonstrates a partial understanding of a concept covered in the previous lessons.</p>	<p>Reflection is in the form of a 3 sentences paragraph or shorter than a 1-minute video.</p> <p>Reflection answers lack depth.</p>	<p>Final reflection is missing.</p>	