

RECORDING INSTRUCTIONS FOR FOOD PREPARATION

Performance Standard 4A.H

After listening and taking notes on a classmate's presentation and instructions (at least 10 steps) on a demonstration of a skill or technique, the student will be paired with one peer demonstrator and use his/her notes to recreate the instructions of the demonstration. The peer demonstration instructions and the student demonstration instructions will be compared accordingly:

- *Recreating the demonstration*: identify key points given in the instructions; organize key points in correct sequence.

Procedures

1. *In order to listen effectively in formal and informal situations (4A)*, students should experience sufficient learning opportunities to develop the following:
 - Appraise the situation and assume the appropriate listening mode.
 - Separate main ideas, supporting facts and details while listening.
 - Record appropriate notes and rough outlines with editorial.
 - Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feeling, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
 - Infer speaker's bias and purpose.
 - Analyze, paraphrase and summarize information, in both oral and written form, information in formal/informal presentations.
 - Follow a multi-step set of instructions to complete a task.
 - Modify, control, block out both internal and external distractions.

It is important for foodservice workers to understand recipe terms and food preparation techniques in order to prepare an acceptable final product. There are many techniques that required a sequence of steps to complete the procedure. For example: beating egg whites to soft or stiff peaks, measuring ingredients, mixing a batter, etc. This assessment could be used in a variety of food preparation demonstrations.
2. Have Family and Consumer Sciences (FCS) students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with active listening techniques.
4. Students will prepare demonstrations on various food preparation topics.
5. The demonstration will be organized with ten or more instructions in the demonstration. (List will be given to teacher prior to demonstration.)
6. Each demonstration will be numbered and each student will be paired randomly with a numbered demonstration and told to record the instructions for that demonstration.
7. As part of a classroom audience, the randomly assigned student will listen to and record a peer's food preparation instructions. (One recorder per demonstration.)
8. The student will record notes from the demonstration so he/she will have enough information to recreate the demonstration.
9. The student's notes, instructions and questions will be collected immediately after the peer demonstration.
10. The peer will present his/her food preparation demonstration using verbal instructions, and a student will record the instructions.
11. Using the ten steps submitted by the original demonstrator as a guide, evaluate steps recorded and demonstrated by the second student.
12. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Two to four class periods for demonstrations and writing instructions

Resources

- Writing materials
- Material for demonstration
- Student and Peer Demonstration Instructions sheets
- Recording Instructions Rubric

RECORDING INSTRUCTIONS

NAME _____ DATE _____

- Exceeds standard (must receive 4 points)
- Meets standard (must receive 3 points)
- Approaches standard (must receive 2 points)
- Begins standard or absent (must receive 1 point)

	Instructions for Demonstration
4	<ul style="list-style-type: none">• Student consistently identifies all 10 key points given in the instructions.• Key points are consistently organized in correct sequence.
3	<ul style="list-style-type: none">• Student identifies most key points given in the instructions.• Key points are usually organized in correct sequence.
2	<ul style="list-style-type: none">• Student identifies some key points given in the instructions.• Key points are occasionally organized in correct sequence.
1	<ul style="list-style-type: none">• Student identifies few or no key points given in the instructions.• Key points are seldom/never organized in correct sequence.
Score	

DEMONSTRATION

Student Demonstration Instructions

NAME _____ DATE _____

DEMONSTRATION

Peer Demonstration Instructions

NAME _____ DATE _____