

Isle of Wight Chopped

Deeper Learning Postcard



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Highlights

Vetted Project: “Isle of Wight Chopped” was essentially a cooking competition between two groups of students in Culinary 1 second semester. The students divided themselves up into groups on their own. Each group was given the same ingredients and instructed to produce an appetizer, entrée & dessert in a 1.5 hour time frame. Students had many components of the project to complete, including:

1. Use the internet, social media, food blogs and previous instruction to research each ingredient to fully understand the history and cultivation (note that students had been shown a demonstration by the instructor using the ingredient);
2. Formulate a plan to begin building each course. The students decided which team member would be tasked to complete each course.
3. Participate in two rounds of judging prior to the finale on May 4th. After each judging round the students were given a chance to collaborate and adjust the courses prior to the final event.
4. Students were given the opportunity to self assess and then were graded by the instructor on Development of Knife Skills, Use of Kitchen Equipment, Measuring, Demonstration of Technique and Presentation.

The Finale “Isle of Wight Chopped” was filmed by the media specialist David Elliott. He filmed small fragments of each team and the project finale in its entirety. The Finale was made available on YouTube and streamed on Twitter. Many staff members watched the finale live.

Sustainability: Project gave students a look at “real world” foodservice applications.

Driving Question: Do we have the next iron chef?

Student Reflection: Although the students shared reflection after each round it was important to give them the opportunity to reflect on the project as a whole. According to the self-reflection handouts many of the students stated that they learned how a commercial kitchen operates. They communicated also that they understood how each role in a commercial kitchen is important and that leadership, communication & teamwork are keys to a successful kitchen. Specific comments included the following:

Student 1: “Teamwork and collaboration makes the project easier.”

Student 2: “Communication is key. Without working together you fail.”

Student 3: “Working on this project I learned some leadership and organization skills as well as knife skills & communication.”

Teacher Reflection: Through the entire process of this project I felt the students used what they learned throughout the semester and implemented it in all phases of the project from understanding the history of the ingredients, using basic knife skills, kitchenware, measuring and constructing a commercial quality food item that could be served in any local food service establishment. I felt that the students got a taste of “real world” experience and the importance of Organization, Communication & Teamwork.

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Lessons Learned: One thing I would do differently is to make the ingredients a little tougher. Make the students really think outside the box. Also, I would break them up into smaller groups.

Teacher Rating: Definitely would recommend

WANTS

I. Authenticity

Performing

Dramatic Performance
Participate in a Rehearsal
Realistic Role

Demonstrating

Event
Exhibit / Contest
Film / Documentary
Lab Activity
Marketing / Sales
Show / Program
Producing / Revising
Execute Multiple Drafts
Model or Prototype
Portfolio / Presentation Board
Product
Revise a Product or Service
Test for Quality / Integrity

Presenting

Display Calculations & Trends
Leverage Media Technologies
Utilize Visuals

II. Media Produced

Internet Media: Video footage taken by David Elloit, streamed on twitter and YouTube.

Internet Media

Social Media Page
Website

Digital Content

Audio Content
Video Content
Digital Photography

Print Media

Signage

Technical Writing

Instruction / How to Use
Lab / Research Report

III. Challenging Problems

Questions

Assist Others
Compassion for the Unknown
Express the Intangible Visually
Reveal the World
Self Reflection & Evaluation

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Themes

Field-based Work
Internship / Apprenticeship
Research-based
Topics: Physical World
Time & Dimensions
Topics: Of the Mind
Implications of Decisions
Intelligence & Learning
State of Mind

IV. Achieved Literacy Skills

Media

Enhance Multicultural Interaction
Examine Media's Influence
Utilize Media Creation Tools

Project / Work

Adapt to Ambiguity / Changing Priorities
Address Setbacks / Criticism
Adjust to Schedules / Contexts
Balance Various Roles / Responsibilities
Learn / Develop Expertise
Manage Time / Workload
Take Initiative for Personal Success

Leadership

Balance Diverse Views

NEEDS

I. Parameters & Feasibility

Project Timeframe

3-4 Weeks

Assessment Timeframe

Timed Assessment

of Project Members

Small Group

Grade Level

High School (Grades 9-12)

Authentic Audience / Evaluators

Community Members

Industry Representatives

Special Test Accommodations

Presentation of Materials / Directions

Setting

Student Response

Timing / Scheduling

II. Intended Learning Outcomes

Creativity

Brainstorm Change

Design / Create

Elaborate / Expand

Envision / Invent

Improve / Refine

Recognize Limits

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Communication

Business Presentation
Cross-demographic Communication
Engage Creatively
Instruct
Point of View
Role-play
Terms, Concepts or Calculations

Collaboration

Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback
Manage People / Team
Work with Diverse Teams

Critical Thinking

Assemble Parts of a Whole
Balance / Weigh Alternatives
Clarify Meaning
Critique Reasoning of Others
Draw Analytic Conclusions
Negotiate
Overcome Obstacles
Persuade
Quantify
Rational, Objective Decision-making
Reflect Critically on Learning
Solve Problems Innovatively

Instilled Citizenship Values

Express Empathy / Compassion
Habits of Mind & Heart
Personal Responsibility
Social Responsibility
Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge

Cognitive Demand

Identifying / Remembering
Comprehending / Understanding
Applying
Analyzing
Evaluating
Creating

Social & Emotional Skills

Self-awareness
Self-management
Group-awareness
Group-management

Learning Styles / Intelligences

Interpersonal / Social
Intrapersonal / Introspective
Logical / Mathematical
Verbal / Linguistic

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Assessment Structures / Resources

Checklists

Graphic Organizers

Portfolios

IV. CTEs & Disciplines

Career & Technical

Food & Beverage