

GRADE 12 ADST (FOOD STUDIES): Signature Cookie Creation

Summary of Learning Opportunity

This signature cookie lab is part of a larger unit where students have been scaffolded to take risks and be creative in the kitchen. In addition, students develop and practice key cross-curricular Literacy skills like interpreting texts, developing ideas, and communicating ideas and information throughout the unit. Students learn about:

- basic ingredients involved in cookie making and the role each of these ingredients play within a recipe
- substitution options that can be made in baking which provides options for them in the creation of their signature cookie
- different kinds of cookies and creative ideas for making cookies
- identity exploration and the ethics of cultural appropriation

In the final product, students discussed how their recipe is a signature cookie, including discussing decisions they made in creating their signature cookie and how the process and/or the final product relates to their personal identity. I assessed students in key literacy skills which supported their design thinking, including summarizing information, reflecting on their process, applying their learning in cooking labs, self-evaluation and incorporating taste tester feedback as part of their idea generation.

ADST 12 Food Studies

Learning Standards

- Observe and research the context of a meal and/or recipe preparation task or process
- Take creative risks in generating ideas and add to others' ideas in ways that enhance them
- Identify, critique and use a variety of sources of inspiration and information
- Identify appropriate tools, technologies, food sources, processes, cost implications and time needed for production
- Complex meal and recipe design opportunities
- Ethics of cultural appropriation

Literacy Connections

Instruction and Assessment

Competencies Developed, Practiced and/or Assessed

LITERACY: Comprehends—
Interprets texts

1. Through readings and videos, students learn about the different roles of baking ingredients in cookies as well as ingredient substitutions that will keep the integrity of the cookie. Students also learn about cultural appropriation in relation to baking, and discuss their understanding of the difference between cultural appropriation and appreciation in support of the Food Studies 12 content learning standard. We also investigate and brainstorm about personal identity. Students do further research through interviewing their family about recipes and how they represent their culture and family's identity.

Observe and research the context of a meal and/or recipe preparation task or process

Identify, critique and use a variety of sources of inspiration and information

LITERACY: Develops ideas—Generates ideas

2. Students then brainstorm and list their ideas for making a signature cookie. Students also consider the tools, ingredients, processes, etc., they will need to make their signature cookie. They look at recipes and see what best connects with who they are. They list possible ideas for changes they can make to their chosen recipe to personalize it and create their signature cookie.

Take creative risks in generating ideas and add to others' ideas in ways that enhance them

LITERACY: Communicates—Expresses ideas and information

3. As part of the lab, students identify the tools, techniques and technology used to create their signature cookie as well as a comprehensive recipe including the amount of each ingredient, cooking instructions and the time needed to cook their signature cookies. Students also provide visuals (photos and/or video) showing the process involved in creating their signature cookie and the final product.

Students create a written or oral reflection about how their signature cookie represents and connects to who they are. Students also give credit to the original source of their cookie recipe which could be taken from a family recipe or online.

Identify appropriate tools, technologies, food sources, processes, cost implications and time needed for production

Demonstrations of Student Learning, Teacher Assessment and Reflection



Student's Reflection:

Signature Pig Cookies

I chose to create pig cookies because I was born in the Year of the Golden Pig in the Chinese horoscope. The Year of the Golden Pig cycles every 60 years, and people born in this year are seen as especially lucky when it comes to fortune, health and wealth. My grandmother is also born in the Year of the Golden Pig, so it gives me a special connection to my grandmother and our shared cultural heritage. I feel that I connect with the symbol of the pig as it's seen as a smart and curious creature in Asian cultures. I made the cookies using a gingerbread recipe from my grandma that I really like because of the spicy strong flavour. My grandma got this recipe from my grandpa's mom who is Irish, so it's another way I feel linked to my family history and my multiracial roots.

Teacher's Observations and Assessment

The student demonstrated an understanding of cookie ingredients, cultural appreciation and personal identity through both the cookies' shape and flavour. They described their connection to and inspiration of their own signature cookie while giving credit to the original source. They documented their process and recipe (not shown) efficiently. The student connected many sources of information, took creative risks in altering a family recipe and effectively communicated how the cookie represented them personally.

Student's Reflection:

Matcha Swirl Cookies

I used a swirl cookie recipe I found on the internet and I put my own spin on it to make my signature cookie. I used red food colouring to represent my Canadian side like the red of the maple leaf on the Canada flag. Then for the green swirl, instead of using food colouring like it said in the recipe, I used matcha powder to both colour the cookie stripe green and to give the cookie a matcha flavour. I love matcha tea and anything matcha flavoured. I feel this cookie represents who I am as a Japanese Canadian. I am happy to be Canadian, and am I am proud of my Japanese heritage.

Teacher's Observations and Assessment

The student gave credit to the recipe source in their reflection and came up with an inventive idea to make the cookie their own. They made and justified their changes and substitutions to the recipe. The student linked and creatively represented their Japanese and Canadian heritage, demonstrating their ability to take creative risks through recipe design and adaptation. The student clearly expressed their ideas and rationale for their choices made in the creation of their signature cookie and effectively explained how the cookies represented their personal identity.



Teacher's Reflection

The Learning Pathways resources helped me plan, teach and assess students, reminding me that literacy is an important skill to be woven throughout all courses that I teach. This assignment allows students to make meaningful and personal connections to the food they are creating—and to also work on their thinking and communication skills. It's always interesting to see what creative ideas that students will come up with in relation to artistic design, ingredients, flavours, colours, textures, etc. This assignment lets students showcase their creativity, their knowledge of what goes into a cookie, how to make changes/substitutions in a recipe and how to present and discuss their food product. You can just give someone a cookie, but being able to tell the story behind its creation brings the experience and understanding of what a person is eating to a whole new level. Students learn the importance of giving credit to the original source of a recipe and finding ways to make the food they make personally meaningful. As per the First Peoples Principles of Learning, learning requires exploration of one's identity. Being able to express who you are through both food and communication skills comes together nicely in this assignment for students.