

Cooking fun - Collaboration

EXPLANATION:

Hands on cooking activities with students provide practical experience with many essential skills.

YEAR LEVELS: Years 1–3

STUDENT GROUPING: Small group activity

ACTIVITY LENGTH: 30–40 mins approx.

LINK TO CURRICULUM:

English: Sequence of content F–6

Strand: Language – Text structure and organisation sub-strand

- Purpose audience and structures of different types of texts – How texts serve different purposes and how the structures of types of texts vary according to the text purpose.

Mathematics: Sequence of content F–6

Strand: Measurement and Geometry

- Using units of measurement.

See also Personal and Social Capability learning continuum sub elements:

- Communicate effectively
- Understand themselves as learners
- Work collaboratively
- Negotiate and resolve conflict.

PIKELETS

Ingredients

- 1 cup (150g) self-raising flour
- 1 tbs caster sugar
- 3/4 cup (185ml) milk
- 1 egg
- Melted butter, to brush, plus extra knobs to serve

Method

1. Sift flour and sugar together into a bowl with a pinch of salt.
2. Whisk milk and egg together, then add to dry ingredients, whisking until smooth.
3. Heat a non-stick frypan over medium heat and brush with a little melted butter. Drop level tablespoonfuls of the mixture into the pan and cook for half a minute or until bubbles appear on the surface.
4. Turnover and cook other side for 1 minute until golden.
5. Allow to cool and serve with butter.

SCOPE OF TASK:

Cooking with children provides practical experiences with opportunities to develop many essential skills across a range of key learning areas. For example, reading and deciphering recipe genres, exploring formal measurement and science inquiry (e.g. change of matter). The experience of creating meals can help build students' self-confidence and lay the foundation for healthy eating habits.

Cooking in small groups also requires children to collaborate and take turns in group situations. Following recipes requires problem solving, negotiating and group engagement.

There are many steps in a cooking activity that can promote collaborative learning:

- Negotiating the safety rules
- Choosing recipes
- Cleaning up jobs
- Turn taking
- Problem solving
- Communication.



At the completion of cooking activities ask probing questions to make explicit the collaborative engagements that took place:

- How did you decide who would do what in the cooking activity?
- Did everyone get a fair turn?
- If not, what could you do differently?
- Did you learn anything about your team members?
- What would make the cooking activity work better?

RESOURCES:

- Cooking ingredients
- Cooking utensils
- Recipes.

