

Cooking by yourself

I teach **cooking** in a **semi-urban school** in Flanders.

14

age of pupils
on average

1,000

pupils

16

pupils per class
on average

20

classes



Teaching environment

There are two campuses, the campus on which I teach offers **general education as well as technical and vocational education**. Our school focuses on students' talents, and we differentiate a lot. Our students come from all types of backgrounds. There is a boarding school.

Digital tools

The school tries to keep up with digital learning. We use the **Smartschool platform** which allows teachers and students to communicate, managing the school agenda, and to hand in tasks.



Experience with digital tools before Covid-19

I tried to keep up with digital tools but it really was something I had to learn very quickly when Covid hit. So **I had to self train**. Before Covid, I used Smartschool to fill in a digital agenda and to follow up with the students. **That was the only digital tool I used** because I teach a practical subject which was done with my students in class.



The tool : Foodbox

I came up with the idea of making a sort of Hello Talent box. It was a bag that teachers dropped off at students' home with all the ingredients and instructions to prepare a dish.

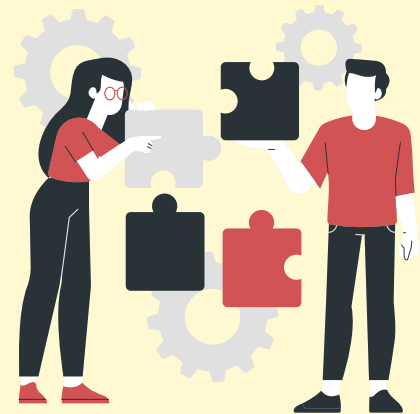


Needs for this teaching practice

The challenge was to **teach a practical subject during lockdown**. I aimed at giving students motivation and the tools and ingredients to keep practising.

Needs solved

The foodbox allowed students to **continue practising cooking methods** at home with instructions and tools from teachers.

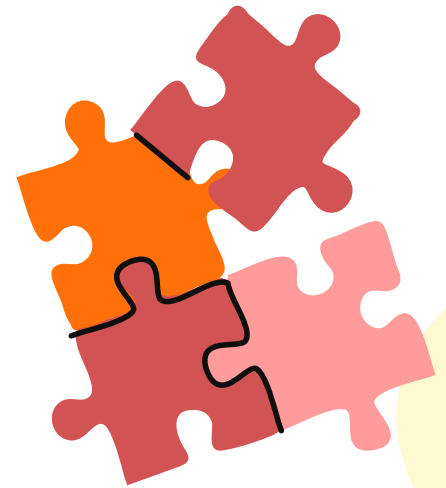


Audience targeted

The goal was to enable all students - from our food and catering course-, of all grades, to **make one dish, every week** for four people.

Organisation

First, I had to think about how to gather all the pupils' addresses to **come up with a planning**, so that the ten teachers of the food and catering course, could group the bags together and **deliver them to the pupils** at their home. I made sure that each teacher had to deal with 12 to 14 addresses, grouped per neighbourhood, in order to **supply all the pupils**. For every grade, they allocated a bag each week, complete with ingredients and recipes.



Besides the box with ingredients and recipes, students received **a lot of instructions on Smartschool**. So, in the Smartschool diary, we had more instructions, and **some colleagues even made films**. The recipes were adapted to the age and grades of the students and they gradually increased in complexity. We also based our dishes on the equipment available at home. My students could **ask questions** in the weekly live lessons and through the chat on the Discord app.



Practice activity

Written instructions were given in the box. Those instructions contained **all the ingredients, the necessary kitchen tools**, all the steps of the recipe, including hygiene and safety measures, and how the students had to record what they had done.

Short instruction films were provided digitally in Smartschool. The written instructions received with the box were also uploaded on Smartschool, so everything was always available.

The instruction films were made by a colleague or searched for on the Internet. My colleague filmed himself **cooking the dishes step by step**. He had to make about six films for a single recipe. It was really a bit like being a chef on television, that's how we got the idea in the first place.

At the end, **students either made a video or took some pictures** of the different cooking steps, which they had to upload onto Smartschool.



Impact of the practice

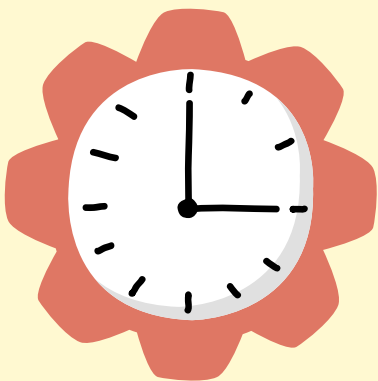
An innovation

Pupils got **feedback** from their teachers and parents.

Students kept practicing their **cooking methods** during lockdown.



An efficient practice



- My students had the opportunity to be still involved in their subject. They could **cook at home**. They had the opportunity to learn and evolve.
- The following school year the pupils **caught up quite quickly** in the practical subjects.
- Parents and students could give **feedback** with a digital evaluation form.

Keys to success

A solid team of **committed teachers** and principals.

Diversity of tools with the **same goal**.

Continuous feedback and **involvement** of parents and students.

Adaptation to students' capabilities, age, and home environment.



Benefits



More **involvement** from pupils' parents.



Mutual assistance between teachers and pupils.



Students could really **keep practicing** cooking.

Ready ?

I think it is important to listen to your pupils and their needs, in order to keep them as active as possible.



Resources

Screenshots



Example of a list of ingredients and instructions for a dish that was placed in the foodbox.



Example of kitchen tools and an evaluation form for students and parents.

This portrait gives a representation of the teacher's choices which are not our own.

The statements in this portrait are not direct quotations but have been adapted from an interview which took place in 2022.