Create and Maintain a Journal or Portfolio

Description
In this activity, students will keep an ongoing journal or portfolio that demonstrates their learning. The journal or portfolio will include photos and reflections about the theoretical and practical learning process throughout the entire module. This will take on a chosen form such as a blog, website, portfolio (digital or hard copy), or journal (digital or hard copy).

This could be done as a hard copy assignment but it is easier for submission to post-secondary if it is done online. (Hard copy assignments can be scanned or photographed for conversion to a digital format.) Students applying for jobs may find it easier to bring a hard copy with them.

Lesson Objectives
Students will be able to:

• describe the characteristics of their product and then compare it to the characteristics of an ideal baked product of the same type

• examine challenges with their baking experience and propose changes to resolve the challenges

• observe and reflect on the process and results of their baking experience

• describe what new techniques or information they learned from their baking experience

• discuss their personal connection to recipes they have brought (e.g., “it’s an old family recipe”, “I made this with my grandmother”, “it’s part of my culture”, “it’s my favourite”, etc.)

• display images of their mise-en-place, baking process, and final products, and

• reflect on their skill development via ongoing documentation.

Assumptions
Students have access to a digital portfolio or collection of Word documents and can take photos and upload or print them.
**Terminology**

**Blog**: A website run by an individual to document a person's experiences, it can be updated daily, weekly, or as information arises. Blogs often include anecdotal reports or stories.

**e-Portfolio**: An electronic portfolio is a collection of writings and photos used to demonstrate your work. e-Portfolios can be submitted to post-secondary institutions along with applications for entrance to many programs. The information is stored online for easy access.

**Journal**: A reflective record of events or diary of activities.

**Mise-en-place**: A French culinary term meaning *everything in its place*. That is, having all ingredients, equipment, and tools assembled before beginning to cook or bake.

**Estimated Time**

30–60 minutes: Introduction to assignment

10–15 minutes a day outside of class time (photography will be done in class)

**Recommended Number of Students**

This activity is done individually.

**Facilities**

Internet-accessible computer

**Resources**

If students are completing this activity electronically, have the students use the school district’s on-line portfolio system or Google docs to share information. Some students may prefer to start their own blog.
Demonstrating Skills And Knowledge

Procedure
1. Show students an example of other student portfolios preferably with baking or culinary content.
2. Explain the value of having a collection of their work for reference for post-secondary application or for employment purposes.
3. Explain that all photos must be of good quality (minimum of three and maximum of six for each activity). Check that lighting is good with no shadows or background mess: one for *mise-en-place*, one–two for process, and one–two of the final product.
4. In a computer lab, have students log on to their account and show them where they will be collecting their photos or results and how to submit their work digitally.
5. Ensure all students are comfortable uploading their images and adding written reflections.
6. Remind students daily to take photos and add to their portfolio, blog, or document collection, and to save and upload.

Evaluation Guidelines
• Student has included three quality photos for each product.
• Student has included a short reflection of the experience or knowledge gained from each activity/photo.
• Students are to upload after each activity. Teacher should monitor every week or so to ensure that students are on track and submitting photos and documents. Feedback about quality of photos and reflections early on will help ensure better quality in future posts.
• It is recommended to use a Pass/Fail marking scheme as the process is for the student’s benefit.

Important note for students: When submitting your journal to post-secondary institutions, it is important to send a carefully curated version of your work. It is advised to submit your best work, to showcase your talents and learning process. You may not want to include everything you have written.
Extension/Culminating Activity: Successful Baker Traits

Description
In this activity, students will explore and identify the traits of a successful baker by reflecting on professional baking traits and creating a personal representation of what this means to the student him/herself. This personal representation can be in the form of a map, photograph, collage, painting, video, drawing, diagram, etc. Students can first brainstorm characteristics as a class or in small groups, and time may be given for additional research/reflection. The representation will be posted to the student’s portfolio/blog as a final reflective piece. This is a culminating activity.

The description of this activity will be repeated in a later Activity Plan as a reminder to the teacher.

Lesson Outcomes
Students will be able to determine if baking suits them as a profession.

Assumptions
- Student has a portfolio, journal, or blog.
- The student has completed other Activity Plans in the Baker module including A Day in the Life of a Baker, Visit a Bakery, and other Activity Plans that provide an opportunity to experience baker tasks.

Estimated Time
45–90 minutes