

Instructional Video Design Worksheet

One worksheet per video. If creating a micro-video series, use one worksheet for each video in the series.

Title of Video and Topic:

___ Micro-video Series Tutorial ___ Training ___ Screencast ___ Presentation/Lecture

Grade or Target Age Group Level: My target group level is High Schoolers, but it can be used by anyone.

Video Duration (*Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes*): 4:59 is the duration of my video.

FCCLA Integration (*National Programs, Competitive Events, Meetings/Events, if applicable*):

This video can be integrated into events or curriculums because of the way I teach about how to make a pancake from a pre-made mix can be used in an Intro to Culinary class.

Video Learning Objective(s):

The objective in my videos is too teach the viewer how to make pancakes on a griddle, how to measure wet and dry ingredients correctly, and how to customize a base recipe into more.

National Family and Consumer Sciences Standards (or others as appropriate):

The FCS Standards used in my video are 8.5.11 “Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.” and 8.5.3 “Demonstrate knowledge of portion control and proper scaling and measurement techniques “.

Career Readiness Practices (Select all that apply):

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| <ul style="list-style-type: none"> <input type="checkbox"/> Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> Apply appropriate academic and technical skills <input type="checkbox"/> Attend to personal health and financial well-being <input type="checkbox"/> Communicate clearly and effectively and with reason <input type="checkbox"/> Consider the environmental, social and economic impacts of decisions <input checked="" type="checkbox"/> Demonstrate creativity and innovation <input type="checkbox"/> Employ valid and reliable research strategies | <ul style="list-style-type: none"> <input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them <input type="checkbox"/> Model integrity, ethical leadership and effective management <input type="checkbox"/> Plan education and career paths aligned to personal goals <input type="checkbox"/> Use technology to enhance productivity <input type="checkbox"/> Work productively in teams while using cultural global competence |
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Materials Needed to Create Video:

The materials needed to create this video include, a Tripod, Laptop with access to a editing software, Griddle, Bisquick pancake mix, Vanilla Extract, Cinnamon Sugar, Spatula, Mixing bowl, and correct measuring tools.

Instructional Strategies: The instructional strategies I used was visual learning, I demonstrated everything I said visually so the viewer could understand what to do.

Key Topic/Step 1: Prepping the Area, Washing Hands, Putting Hair up.

Timeframe: 0:00-0:37

Storyboard/Scripting (media/images/notes): Make sure to show me setting the dishes and ingredients out around the bowl so the view knows what to use and when to use it.

Key Topic/Step 2: Making the batter, How to measure wet and dry ingredients.

Timeframe: 0:37-4:11

Storyboard/Scripting: (media/images/notes): Demonstrate exactly everything you need to do that can help the view correctly know how to measure and mix ingredients and in what order, wet goes with wet, and dry goes with dry. Also make sure to note that you should wash your hands after cracking the eggs.

Key Topic/Step 3: Cooking the pancakes, correct temperature, and what to look for.

Timeframe: 4:11-4:59

Storyboard/Scripting (media/images/notes): Make sure the viewer knows when to set the temperature, when to add the cooking spray, and when to start applying the pancake batter. When the pancakes bubbles start to pop make sure the view knows that is supposed to happen and that the pancake needs to be golden on both sides.

Summary/Ending (summary of key learning, next steps for viewer, and call to action for viewer):

Ending the video off in a congratulatory tone can make the viewer feel better about themselves and encourage them to keep cooking and baking, Now that they know how to Mix pancake batter, measure dry and wet ingredients, and cook the pancake on the griddle

Application or Assessment of Learning:

Get a class to watch the video and explain to me how the video helped, or could help them in future culinary experiences, ask them would they attempt to try pancakes with my video.

Source (If Applicable: cite any published or copyrighted materials used in this video):

The music I used was opened to the public domain and was free to use.

<https://pixabay.com/music/modern-jazz-cafe-of-love-230761/>

Additional Notes:

