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Bowdle FCCLA

Bowdle School

Bowdle

South Dakota

Instructional Video Design

Level 3

Tasty Swaps for a Delicious Bite



# FCCLA Planning Process Summary Page Template



(This template may be modified, but all headings must be used in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.)

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## IDENTIFY CONCERNS



Our main concern is that many people don't know how to correctly substitute ingredients for allergens and intolerances when baking. In FACS class we have many kids who have different allergens and intolerances and those who don't know anything about the allergies and intolerances either. Our second concern is that there are many people who do not understand the importance of substituting ingredients correctly. Our last concern is that we do not know how to create an instructional video, and this could be a useful skill for us in the future.

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## SET A GOAL



Our main goal is to create an instructional video that effectively demonstrates how to substitute ingredients for allergens and intolerances. Through this video we not only hope to teach people how to properly substitute but also bring awareness to those who don't know about allergens and intolerances. We will be using Food Production and Services standard 8.5: Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer's needs.

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## FORM A PLAN



**Who:** We will be working together on our instructional video under the guidance of adviser/FACS teacher.

**What:** We will create a video demonstrating proper substituting techniques.

**When:** We will work on our project in the FACS class, during study hall, and before and after school. We will start working on our project in December, and finish in January.

**Where:** We will work on our project in the FACS room so that we have all the equipment we need.

**How:** We will ask our adviser if we can use her kitchen during study hall and during class. We will plan out our video using the video worksheet. We will collect all our ingredients, make our video, edit the video, and then share it with people in our school and community.

**Resources:** We will use our adviser as a human resource. We will use information she taught us about substituting, along with research we find online. We are also using a recipe we found online. Our last resource will be CapCut.

**Cost:** We will just need to buy the ingredients for our muffins. Most of the ingredients we already have on hand.

**Evaluation:** We will evaluate our project based off whether or not we reached our goals.

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## ACT



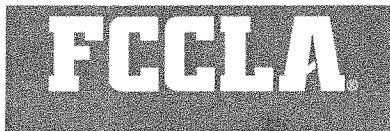
We started out by finding a good recipe to use. From there we began planning how we wanted to do our video and made our video worksheet. After that, we made sure we had all the right ingredients for the muffins, and all the proper equipment. We made our video and loaded all of our video clips onto CapCut. We edited the video and added music, and final details. We then shared our video with people in our school community.

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## FOLLOW UP



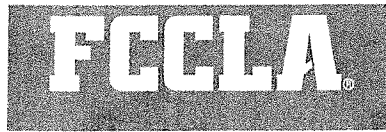
Overall, our project went really well. The recipe we chose was perfect to demonstrate substitution. It was our first time creating an instructional video, and it taught us a lot about using editing software and organizing video clips. We handed out the muffins that we made to students and teachers in our school, and they were a huge hit. We were able to tell people that they turned out so good because we used substitution, so people with gluten and lactose intolerances can eat them. If we were to do this project again, we would try and find a quieter environment, since people were heard in the background of our video. In the end we think we did really well planning this instructional video. We hope that many people watch our video, and learn about substitution, and the importance of knowing what to substitute with.



## Instructional Video Design Worksheet

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

<b>Title of Video and Topic:</b> ___ Micro-video Series <input checked="" type="checkbox"/> Tutorial    ___ Training    ___ Screencast    ___ Presentation/Lecture	
<b>Grade or Target Age Group Level:</b> Anyone who can cook on their own. People with or without allergy intolerances.	
<b>Video Duration</b> ( <i>Maximum 5 minutes, if creating a micro-video series, series must not exceed 5 minutes</i> ): 4:30	
<b>FCCLA Integration</b> ( <i>National Programs, Competitive Events, Meetings/Events, if applicable</i> ): This video could show techniques related to the Baking and Pastries STAR Event	
<b>Video Learning Objective(s):</b> How to substitute for allergens and intolerances during baking or cooking.	
<b>National Family and Consumer Sciences Standards (or others as appropriate):</b> Food production and services. Standard 8.5- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	
<b>Career Readiness Practices (Select all that apply):</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Act as a responsible and contributing citizen and employee</li> <li><input type="checkbox"/> Apply appropriate academic and technical skills</li> <li><input type="checkbox"/> Attend to personal health and financial well-being</li> <li><input type="checkbox"/> Communicate clearly and effectively and with reason</li> <li><input type="checkbox"/> Consider the environmental, social and economic impacts of decisions</li> <li><input type="checkbox"/> Demonstrate creativity and innovation</li> <li><input type="checkbox"/> Employ valid and reliable research strategies</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them</li> <li><input type="checkbox"/> Model integrity, ethical leadership and effective management</li> <li><input type="checkbox"/> Plan education and career paths aligned to personal goals</li> <li><input type="checkbox"/> Use technology to enhance productivity</li> <li><input type="checkbox"/> Work productively in teams while using cultural global competence</li> </ul>
<b>Materials Needed to Create Video:</b> A phone, Bobs Red mill Flour 1 to 1 gluten free flour, baking powder, salt, ground cinnamon, diced apples, margarine, sugar, eggs, vanilla extract, milk, muffin tin, non-stick spray, oven, and a stand mixer.	



**Instructional Strategies:** Demonstration and direct instruction.

**Key Topic/Step 1:** Introduction:

**Timeframe:** 20 seconds.

**Storyboard/Scripting (media/images/notes):** : "Sigh, I'm bored we should do something." "lets bake something". "Yeah lets bake something!" "Lets make muffins!" "Hmmm I have a gluten intolerance." "I'm lactose intolerant". "Wait what do those two things even mean?" "Well I'm basically allergic to flour". \*slides a fake flower over\* "Like this flour?" "No silly wheat flour!" "What about you?" "I'm intolerant to milk." Oh so what should we do? "We will have to substitute!"

**Key Topic/Step 2:** Adding ingredients.

**Timeframe:** 2 min

**Storyboard/Scripting: (media/images/notes):** Today we will be making apple muffins. First, we will be preheating the oven to 375. Then, we sift together in a medium bowl cinnamon, salt, baking powder, and flour. We will now mix gluten free flour and cinnamon and toss apples with it. We will now cream together sugar and butter, but margarine in this case. We will now add our eggs one at a time while adding our vanilla. We will now gently fold the flour mixture with almond. We now add the apples and add the mixture to the muffin tin.

**Key Topic/Step 3:** Baking.

**Timeframe:** 2 min

**Storyboard/Scripting (media/images/notes):** Let It bake for 30 minutes. Our delicious apple muffins are now finished. Our gluten free and dairy free apple muffins are finished. The substitute for flour in this recipe will be Bobs Red Mill ours is one to one but some can alternate. Almond milk is a good substitute for milk, especially since its one to one. A good substitute for an egg would be ¼ cup of applesauce. But now let's get some reviews and see what other students think!

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

\*Takes a bite out of the muffin\* "Mmmm these muffins are delicious even with the substitutions I can barely tell the difference. Thank you for teaching me about substitutions and how to do it! "No problem! Glad we could help!" Now you and Josie know how to substitute for different allergens and intolerances!" You guys are the best! \*jump freeze frame\* Our concern while making this was that many people don't know how to correctly substitute ingredients for allergens and intolerances when baking. Our second concern was that many people don't know the importance of substituting ingredients correctly. Our last concern is that we didn't know how to create an instructional video, but now we do and this can be a useful skill for us in the future.

**Application or Assessment of Learning:**

Our FACS teacher can use this video to teach students about substitutions.



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

Stone, R. (2024, January 5). *Cinnamon apple muffins recipe*. Add a Pinch. <https://addapinch.com/cinnamon-apple-muffins-recipe/#wprm-recipe-container-31022>

*Easy Egg replacements for baking and cooking*. PETA. (2023, November 8). <https://www.peta.org/living/food/egg-replacements/>

**Additional Notes:**



EVIDENCE OF PROJECT SUMMARY SUBMISSION

Thank you for completing the project summary form for your STAR Event. To receive the point for submission, print this email and have your adviser verify by signing and dating below for inclusion in a display, file folder, or portfolio. **One survey per entry is required.**

Chapter Name: Bowditch FCCLA Chapter - 13839

State: South Dakota

Members: Miss Anya Potvin, Miss Emma Sonstebj, Miss Josie Thomas

Event Name: Instructional Video Design

Level: Level 3 (grades 11 and 12)

Project Title: Tasty swaps for a delicious bite.

Adviser's Signature Megan GTS

Date 1/19/24