Designing a Classroom Observation Tool to Measure

Children's Cooking Skills

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Abstract

Objective: To design and test an observation tool to assess gains in cooking skills of 4th-grade children in classroom settings.

Methods: literature review, qualitative semi-structured interviews, classroom observations, peer review, and development of an observation tool. Expert review established content validity, and inter-observer reliability was tested. The tool was piloted twice -graduate students and a representative age group.

Results: Child self-report proved to be the main evaluation method represented in the literature. Interviews and observations provided detailed examples of nutrition education classes, cooking skills, and evaluation methods. Skills measured during piloting included knife skills, measuring, kitchen tools identification, and *mise en place.* Inter-observer reliability of the first pilot round was 76.6%, increasing to 78.65% during the second pilot round.

Conclusions and Implications: A valid and reliable observation tool can be used to measure children's cooking skills rather than relying solely on child self-report. Further improvements may improve this tool's reliability, and it should be tested within an actual classroom setting.