

Bridging the Employment Gap

Kitchen Help



*Simcoe/Muskoka
Literacy Network*



Human Resources and
Social Development Canada

Ressources humaines et
Développement social Canada

KITCHEN HELP

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Bridging the Employment Gap

- Focus on Level 1 Essential Skills
- Based on National Occupation Code Profiles for jobs in 5 sectors
 - Clerical
 - Grounds Maintenance
 - Janitorial
 - Kitchen Help
 - Retail
- Emphasis on community partnerships with job coaches / job developers and with employers
- Student units include Learning Activities (Essential Skills identified), Teaching Aids, Student Activity Sheets, and Demonstrations (including instructor notes, tasks, and assessment.)

READY FOR WORK includes

- **ESSENTIAL SKILLS** training module for tutors
 - Exploring the Essential Skills
 - LBS / ES alignment charts
 - How to Use the Ontario Skills Passport (including NOC)
- **STUDENT UNITS** focused on skills all people need – especially the “soft skills”
 - **Before Applying for the Job**
 - Choosing a Job
 - Fit for the Job
 - Keep Fit
 - Using a Personal Information Wallet Card
 - Going for the Interview
 - **On the Job**
 - Pay Information
 - Form Filling
 - Succeeding in the Workplace: Personal and Interpersonal Skills
 - Working with Others
 - Employee Responsibilities
 - Employer Responsibilities
 - Messages
 - Bus Smart
 - Time
 - Units of Time Measurement
 - Digital Clock
 - Analog clock
 - Measuring Elapsed Time
 - Managing Time
- **EVALUATION**
 - For the Employer
 - For the Support Worker
 - For the Student

CONTENTS OF SECTOR MANUALS

CLERICAL

- Safety
- Collating
- Photocopying
- Preparing Envelopes for Mailing
- Taking Telephone Messages
- Making a Telephone Call

GROUNDS MAINTENANCE

- Safety
- Understanding Hazardous Product Labels
- Tools and Fasteners
- Lawns and Gardens: Tasks and Tools
- Lawnmowers
- Flower Gardens
- Communicating on the Job

JANITORIAL

- Safety
- Understanding Hazardous Product Labels
- Understanding Signs
- Garbage Bags and Recycling
- Floors, Tables and Windows
- Cleaning the Washroom

KITCHEN HELP

- Safety
- Loading and Unloading the Dishwasher
- Counting and Patterns
- The Condiment Station: Sorting and Storing Food
- Setting Temperatures: Burners and Ovens
- Measuring Ingredients

RETAIL

- Safety
- Counting Money
 - Previous experience
 - Loonies and toonies
 - \$5
 - \$10 & \$20
 - Pennies
 - Quarters
 - Nickels & Dimes
 - Putting it all Together
- Sorting Sizes
- Matching UPC Numbers
- Stocking Shelves

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Background

This is part of Phase 2 of ***Bridging the Employment Gap for Learners with Low Level Literacy Skills***, a project begun in 2001. The focus of Phase 1 of the project was students with the lowest level literacy and basic skills, especially the developmentally challenged population. These students are the hardest to place in jobs and they face significant challenges in getting and keeping employment.

Phase 1 produced job specific sector manuals. These manuals presented step-by-step learning activities for selected tasks in the following sectors:

- Clerical
- Grounds Maintenance
- Janitorial
- Kitchen Help
- Retail.

Activities and teaching aids, as well as some demonstrations, were produced for each of the above sectors. Tasks selected were representative of jobs in which students were being placed. These manuals have been successfully used by a number of agencies, and this led to requests for their augmentation and fuller circulation.

In Phase 2, the focus was expanded to include all Essential Skill Level 1 learners, not just those who are developmentally challenged. To accomplish this, more activities requiring greater skill were created. All the activities have been aligned to the Essential Skills and to the selected National Occupation Classification (N.O.C.) profiles. A summary of the N.O.C. profiles and their Level 1 tasks is included; however, some of the Level 1 tasks from the profiles have yet to be developed. Demonstrations and authentic documents have been added to complement the activities.

As a result of focus group meetings with representatives from Ontario Works, Job Connect, Employment Resource Centres, community-based literacy programs, job coaches, job developers and literacy instructors, a need for the development of the “soft skills” was identified. There are many other non sector-specific job related skills needed by all employees, for example, form filling skills. **Ready for Work** is the resource which has been developed to address these needs. **Ready for Work** should be used as a complement to each sector manual.

The **Kitchen Help** manual will help individuals who may have the opportunity to work in a kitchen, bakery, or restaurant. It includes six main units: Safety; Loading and Unloading the Dishwasher; Counting; The Condiment Station: Sorting and Storing Food; Setting Temperatures: Burners and Ovens; and Measuring Ingredients.

How to Use This Resource

NATIONAL OCCUPATION CLASSIFICATION AND THE ESSENTIAL SKILLS

Several N.O.C. profiles were used in planning what tasks to include in the resource manual. The Level 1 skills for the several profiles are printed as they appear in the profiles, and they are also summarized in chart form. Indication is made as to whether that task has been addressed, and if so, in which manual: Clerical, Ready for Work, another sector manual. Sometimes, the specific task has not been taught, but the necessary skill has. If the task has not been taught, it is one that could be developed at some later time, if funding becomes available. Instructors and students can access the full profile by going to the Essential Skills website (Google "Essential Skills.")

UNIT ORGANIZATION

• INTRODUCTION

These pages outline the intent of the unit as a whole, and they include the following sub-headings:

- Description of unit
- Prerequisite and additional skills not taught in this unit
 - Skills a student should have before attempting the activities and tasks.
- Objectives
 - Measurable goals which should be met by the end of the unit.
- Materials
 - Materials the instructor/job coach/volunteer will need to gather prior to teaching the unit.
- Vocabulary
 - The words the students will need to be able to recognize, read or hear by the end of the unit. Specific vocabulary exercises are not provided.
 - Instructors/job coaches/ volunteers should be prepared to teach new vocabulary as it arises.
 - New words could be written on vocabulary cards which should then be laminated for multiple usages.
 - Some students will only recognize the words orally, while others may be able to copy and/or spell the words.
 - Some students may benefit from making their own vocabulary cards.
- Resources
 - Sources of information used to develop the unit plus other resources which could be used to augment the learning.

• ESSENTIAL SKILLS CHART

- The Essential Skills are named across the top of the chart (the abbreviations noted above have been used)

- The Activity Descriptions are listed numerically down the left-hand column of the checklist.
 - The final activity, named D, is the Demonstration.
 - Each learning activity in the unit has been named, numbered and the Essential Skills used in the activity are identified and leveled. This will enable instructors / job coaches/ volunteers to locate tasks which will develop particular skills.
- **LEARNING ACTIVITIES**
The Learning Activities contain detailed steps which are necessary for low level students. Some students may be able to omit steps in certain units depending upon their expertise in a particular area.
A listing of the Essential Skills contained in the activity and the materials needed to complete the activity precede the instructions.
 - **DOCUMENTS**
Authentic documents have been used as appropriate. We encourage everyone using this resource to gather authentic materials appropriate to their geographic area and /or job placement.
e.g. Local bus schedules/time-tables
Local business application forms
 - **TEACHING AIDS**
These materials are cross-referenced in the Learning Activities. Their inclusion should facilitate the preparation process. Some of the Teaching Aids incorporate role play situations. These should be laminated or mounted on card stock to make them durable for posting and multiple usage
 - **STUDENT ACTIVITY SHEETS**
Students will work on these sheets. They will be required to fill in forms, charts, checklists and/or answer questions. These should be photocopied as needed.

On the CD, doc forms of the student sheets are included so that instructors may individualize these for their students.
 - **DEMONSTRATION - INSTRUCTOR PAGE**
This page acts as a summary for the instructor/job coach/volunteer. The skills and achievement indicators of the unit are itemized.
 - **DEMONSTRATION TASKS**
Demonstration Tasks will be completed by the student at the end of the unit. The skills inherent in the tasks have been taught and practiced throughout the unit (in the Learning Activities and in the Student Activity Sheets.) These demonstration tasks act as a summation of the unit, and may be collected for a student portfolio or for a workplace portfolio. The Task sheets should be photocopied as required.

- **DEMONSTRATION - ASSESSMENT**

This form will show how the student has performed on the tasks and will be a useful tool for instructors/job coaches/volunteers and employers. It could be included in a portfolio to be taken to a job placement or interview. An indicator on all demonstration assessments is student self-assessment. This will help the individual to recognize his or her areas of strength as well as the skills he or she will need to practise further in order to meet with success in the workplace.

WHAT I HAVE LEARNED AND SKILLS PRACTISED

This is a standard self assessment form that can be used at the completion of each demonstration. The object is for the student to understand what Essential Skills have been practiced in the unit and shown in the demonstration. This form may be included in a portfolio, or may be used with a job developer or job coach as a resume is being written. It will also help the student to feel confident about his or her skills, and hopefully will help the student to be able to articulate strengths when interviewed for a job.

ABBREVIATIONS USED FOR ESSENTIAL SKILLS (on charts)

RT	Reading Text
DU	Document Use
W	Writing
N	Numeracy
◦ MM	◦ Money Math
◦ SBA	◦ Scheduling or Budgeting and Accounting
◦ MC	◦ Measurement and Calculation
◦ DA	◦ Data Analysis
◦ NE	◦ Numerical Estimation
TS	Thinking Skills
◦ PS	◦ Problem Solving
◦ DM	◦ Decision Making
◦ JTPO	◦ Job Task Planning & Organization
◦ SUM	◦ Significant Use of memory
◦ FI	◦ Finding Information
WVO	Working With Others
CU	Computer Use
CL	Continuous Learning

NATIONAL OCCUPATION PROFILES AND THE ESSENTIAL SKILLS

There are two NOC codes that can apply to this field: NOC 6242 – Cooks, and NOC 6641 – Kitchen Helpers and Line Cooks

NOC 6242 : Cooks prepare and cook a wide variety of foods. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments. Cooks are also employed aboard trains, ships and at construction and logging camps.

Cooks perform some or all of the following duties:

- Prepare and cook complete meals or individual dishes and foods
- Prepare and cook special meals for patients as instructed by dietitian or chef
- Schedule and supervise kitchen helpers
- Oversee kitchen operations
- Maintain inventory and records of food, supplies and equipment
- May set up and oversee buffets
- May clean kitchen and work area
- May plan menus, determine size of food portions, estimate food requirements and costs, and monitor and order supplies.
- May hire and train kitchen staff

Cooks may specialize in preparing and cooking ethnic cuisine or special dishes.

Typically, a cook will have further training and qualifications. Most of their skills and tasks are at levels higher than 1. The profile is included here since there may be small operations where one person does everything: eg. Hot dog stand owner/operator.

NOC 6641: This profile was generated as part of an occupational standard. The NOC group to which it relates is "Kitchen and Food Service Helpers." Workers in this unit group clear tables, clean kitchen areas, wash dishes, and perform various other activities to assist workers who prepare or serve food and beverages. They are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals and other establishments.

Food service counter attendants and food preparers perform some or all of the following duties:

- Take customers' orders
- Clean, peel, slice and trim foodstuffs using manual and electric appliances
- Prepare food such as sandwiches, hamburgers, salads, milkshakes and ice cream dishes

- Portion and wrap food or place it directly on plates for service to patrons, and package take-out food
- Serve customers at counters or buffet tables
- Stock refrigerators and salad bars and keep records of the quantities of food used
- May receive payment for food items purchased.

Kitchen helpers perform some or all of the following duties:

- Wash and peel vegetables and fruit
- Wash work tables, cupboards and appliances
- Remove trash and clear kitchen garbage containers
- Unpack and store supplies in refrigerators, cupboards and other storage areas
- Sweep and mop floors, and perform other duties to assist cook and kitchen staff.

Food service helpers perform some or all of the following duties:

- Clear and clean tables and trays in eating establishments
- Bring clean dishes, flatware and other items to serving areas and set tables
- Replenish condiments and other supplies at tables and in serving areas
- Remove dishes before and after courses
- Perform other duties such as scraping and stacking dishes, carrying linen to and from laundry area and running errands.

Dishwashers perform some or all of the following duties:

- Wash dishes, glassware, flatware, pots and pans using dishwasher or by hand
- Place dishes in storage area
- Scour pots and pans, and may clean and polish silverware.

SUMMARY OF LEVEL 1 TASKS

Essential Skill	Sample tasks	This resource	Ready for Work	Other	To be developed
READING TEXT	<ul style="list-style-type: none"> • Instructions re tasks • Instructions re operation of equipment • Comment sheets/letters from customers 	Written instructions ✓	✓	Clerical Grounds /Retail/ Clerical	✓
DOCUMENT USE	<ul style="list-style-type: none"> • Hazard symbols • Product labels re ingredients • Read & enter data (freezer record chart) • Delivery checklists – check for accuracy • Report sheets - data • Guest checks 	✓ (Stove/oven)	✓	Janitorial /Grounds Retail	✓ ✓ ✓ ✓
WRITING	<ul style="list-style-type: none"> • Email • Reminder notes to self & others • On-line ordering 		✓ ✓	Clerical Clerical	✓
NUMERACY Money Math	<ul style="list-style-type: none"> • Petty cash to purchase supplies • Prepare guest checks, use cash register & make change 			Retail Retail	✓
Measurement & Calculation	<ul style="list-style-type: none"> • Weigh & measure ingredients 	✓			
Numerical Estimation	<ul style="list-style-type: none"> • Estimate amount of food in containers • Estimate amounts of food by comparing 	✓ ✓			✓

ORAL COMMUNICATION	<ul style="list-style-type: none"> Communicate with supervisors – work assignments, instructions Communicate with co-workers – coordinate work Communicate with customers re orders, ingredients, menu items Communicate with delivery personnel Place phone orders (phone skills) 	✓	✓	All	
		✓	✓	All	✓
			✓	Clerical	✓
			✓		✓
THINKING SKILLS			✓		✓
Problem Solving	<ul style="list-style-type: none"> Miscommunication as result of noisy environment: clarify Difficult cleaning jobs: which cleaner to use Staffing issues 		✓	Janitorial	✓
			✓		✓
Decision Making	<ul style="list-style-type: none"> Inspect supplies for quality Select appropriate cleaning product Ordering of supplies Food pairings 	✓			✓
					✓
					✓
Finding Information	<ul style="list-style-type: none"> Policies – ask supervisor Look up recipes 	✓	✓	All	✓
WORKING WITH OTHERS	<ul style="list-style-type: none"> Independently, but coordinate with others Part of a team With a partner or helper 	✓	✓	All	
		✓	✓	All	
		✓	✓	All	
COMPUTER USE	<ul style="list-style-type: none"> Equipment with computerized settings Word processing for memos, etc 	✓	✓	Clerical /Retail	
			✓		
CONTINUOUS LEARNING	<ul style="list-style-type: none"> On the job training Articles, manuals, Internet Workshops, etc 	✓	✓	All	
		✓	✓	All	
		✓	✓	All	

LEVEL 1 ESSENTIAL SKILLS: (reprinted from profile)**Reading Text**

- Read instructions on the operation of appliances and equipment, such as dishwashers, deep fryers and ovens.
- Read written instructions for particular work tasks, such as for cleaning a piece of equipment.
- Read comment sheets and letters from customers

Document Use

- Interpret Occupational Health and Safety hazard symbols.
- Read product labels to identify any ingredients that may be allergenic or excluded from restricted diets.
- Read and enter data on the freezer temperature recording chart.
- Check off items and quantities on delivery checklists.
- Complete chef report sheets showing the number of entrees prepared.
- Locate and read labels and symbols relating to the Workplace Hazardous Materials Information System (WHMIS).
- Line cooks read guest checks.

Writing

- Write and respond to electronic mail primarily for the purpose of internal communications.
- Write brief reminder notes regarding their tasks and list tasks for other staff.
- Order food ingredients and kitchen supplies (e.g. dishwashing detergent) on-line.
- Write "to do" notes for themselves and co-workers.

Numeracy

- Money Math
 - Use petty cash to purchase small quantities of supplies needed immediately.
 - Prepare guest checks, enter amounts in the cash register and provide change to customers.
- Measurement and Calculation
 - Weigh and measure ingredients when cooking and weigh food to ensure proper portion sizes
- Numerical Estimation
 - Estimate the amounts of food in different sized containers.
 - Estimate amounts of food by comparing containers, product sizes and volumes.

Oral Communication

- Place supply orders by phone.
- Call maintenance personnel to request repair of equipment.
- Communicate with supervisors and co-workers to organize and co-ordinate their work and receive instructions.
- Communicate with delivery personnel about where to place supplies.
- Communicate with other food service workers to clarify orders.
- Respond to customer inquiries about particular menu items, including questions about ingredients to which the customer is allergic.

The kitchen environment can be very noisy because of the use of kitchen equipment such as mixers and dishwashers. Such noise may interfere with concentration levels and may lead to difficulty in communicating orally with co-workers in the kitchen.

Thinking Skills

- Problem Solving
 - May encounter problems caused by miscommunication due to their noisy working environment. They must then clarify the information.
 - Are sometimes confronted with difficult cleaning jobs where conventional methods do not seem to work. They have to determine how to clean ovens and other equipment, selecting the best cleaner and devising effective cleaning methods.
 - May have to deal with an employee being absent or late by either calling in a part-time worker or extending the shifts of present employees as per guidelines.
- Decision Making
 - Decide whether supplies received meet the required quality standards and purchasing specifications. This is usually done initially under supervision.
 - Select which cleaner to use for particular cleaning tasks.
 - Decide what supplies need to be ordered and when.
 - Decide which sauces will be most complementary to a meal.
- Finding Information
 - Find out about policies for product specifications by asking their supervisor.
 - Look up food preparation information in recipes.

Working With Others

- Kitchen helpers and line cooks work both independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.

- Cooks work as a member of an integrated team that may include other cooks, chefs, kitchen staff and servers. They must co-ordinate their activities with co-workers to ensure optimum use of work space and equipment. They may at times also work with a partner or helper.

Computer Use

- Use equipment with computerized settings. For example, line cooks may use computerized point of sale equipment when accepting payment.
- Use word processing to write memos for fellow workers and submit ideas for recipes.

Continuous Learning

- Kitchen helpers and line cooks continue to learn. New procedures, new product information, new menus, recipes, techniques and trends all unite in creating a learning environment.
- Cooks participate in an ongoing process of acquiring skills and knowledge so they can keep up with the new trends in their industry. In order to grow within their trade, cooks need to know how to gain access to a variety of materials, resources and learning opportunities. Their learning activities include reading books and magazines, accessing the Internet, watching cooking programs on TV, learning from friends and co-workers and trying out new recipes. They may attend customer service seminars or demonstrations hosted by food suppliers. Some cooks also belong to professional associations, attend trade shows and workshops and participate in cooking competitions.

Other Information

- **Attitudes**
 - Cooks need to be physically fit and able to stand for extended periods of time during the shift. Team work was rated very high by all interviewees. They also mentioned that this is a very high pressure job, requiring excellent organizational skills. Cooks also need to be able to accept constructive criticism and to be adaptable to quickly changing needs in a fast paced environment. The cooks interviewed said that cooks have to be extremely focused and attentive to details. Being well disciplined and reliable are considered definite assets.
- **Future Trends Affecting Essential Skills**
 - Line cooks will be assuming more responsibilities in the future, probably including supervisory roles. This would require developing their team work and communication skills. There is a trend toward computerization in the kitchen which will require increased computer skills. There is a movement toward trendier or more ethnic cooking techniques and styles. This will place an increased demand on line cooks to upgrade their knowledge continually through more reading and ongoing learning.

What I Have Learned and Skills Practised

Name: _____ Activity: _____

Essential Skills

<i>Essential Skills</i> Used	Reading Text	Document Use	Writing	Numeracy	Oral Communication	Thinking Skills	Working with Others	Computer Use	Continuous Learning
What I Did									

Safety

Safety

This unit deals with a worker's guide to health and safety in the workplace. It is a generic unit, not sector specific, but it is included in each sector manual. As the authentic material is written for the general population, it may be necessary to read aloud most of the Teaching Aids for students with the lowest literacy skills.

The activities are mostly in discussion format, although tasks related to the classroom, which are transferrable to the workplace, have been included.

Several government publications are available through the Internet to augment these materials. These websites should always be checked before using to be sure that they are up to date.

Workers in the Food Preparation sector also have special responsibilities for the safety of the customer. Cleanliness is extremely important. The unit addresses the need to handle food safely in the interests of public safety and health.

The unit is divided into two sections: **Personal Safety** and **Safe Food Handling Practices**.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Using Internet to access a website
- Filling in a simple chart
- Locating information in lists, charts and texts using key words, skim and scan, etc.
- Making simple inferences
- Filling in blanks with appropriate words
- Reflecting on past experience and thinking about future possibilities
- Ability to count to 20
- Ability to measure: 1 teaspoon (1 tsp) and 3 cups
- Basic hygiene rules

OBJECTIVES

The student will

- Understand the general rights and responsibilities of both employers and workers with regard to workplace safety
- Know how to ask for training in order to be safe
- Know how to refuse unsafe work
- Know about reporting accidents or injuries
- Know how to keep a workplace safe
- Know how to recognize hazards in a workplace
- Wash hands safely and hygienically
- Wash food preparation surfaces
- Wash fruits and vegetables (produce)
- Recognize high risk foods
- Understand the need for good hygiene when handling foods
- Understand the safe storing of certain foods

MATERIALS

- *Understanding Hazardous Product Labels* in the **Janitorial** and **Grounds Maintenance** manuals: These sectors deal more fully with WHMIS issues because of the products used on a daily basis. Workers in the Kitchen Help sector do have to use cleaning products in the kitchen (such as oven cleaner), so the *Hazardous Product Labels* teaching unit should be used.
- **Ready for Work** resource manual: *Succeeding in the Workplace: Personal and Interpersonal Skills; Fit for the Job;* and *Form Filling* units are referenced as providing additional or supportive activities for this unit.
- Collection of articles from newspapers about workplace accidents or injuries. Collect these over time and keep in a file.
- Posters from local safety associations, WSIB, etc.
- Soap
- Access to water
- Paper towels
- Garbage bin
- Cutting boards: wood, plastic, glass
- Fruits & vegetables
- Scrubbing brush
- Bleach
- Teaspoon, measuring cup
- Bowl
- Pictures of high risk foods: shellfish, eggs, poultry, peanuts, sprouts, etc.

VOCABULARY

- | | |
|--------------------------|-------------------|
| • Accidents | • High risk foods |
| • Allergenic | • Immediate |
| • Bacteria | • Hazard |
| • Bleach | • Shellfish |
| • Brush | • Skin |
| • Control | • Soap |
| • Cycle | • Solution |
| • Danger | • Sprouts |
| • Dishtowels | • Surfaces |
| • Eggs | • Towel |
| • Emergency | • Law |
| • Equipment | • Leafy |
| • Fruit: melons, oranges | • Long term |
| • Germs | • Meat |
| • Hairnet | • Milk Operating |
| • Hands | • Orientation |
| • Personal | • Safety |

- Poultry
- Procedures
- Produce
- Protect / Protective
- Raw
- Responsibility
- Rights
- Training
- Transfer
- Undercooked
- Vegetables
- Wash
- WHMIS

RESOURCES

- www.worksmartontario.gov.on.ca This is the main site. Select “My Health and Safety at Work” and use the menu to find appropriate resources.
- www.labour.gov.on.ca/english/hs/ohsaguide/index.html This is the Ministry website for the complete Occupational Health and Safety Act, 1990. It is a very long document and not in student-friendly language; however, it is referenced here as a possible resource for specific questions you may encounter.
- www.whsc.on.ca The Workers Health and Safety Centre provides general health and safety training as well as programs and training modules specific to each industry sector
- www.ohcow.on.ca The Occupational Health Clinics for Ontario Workers provides information and diagnostic services about occupational diseases such as repetitive strain injuries, noise induced hearing loss, respiratory problems and cancer.
- www.wsib.on.ca The Workplace Safety and Insurance Board is a comprehensive resource. Search “Launching a Safe Start” and choose “Right and Responsibilities”.
- <http://www.nald.ca/library/learning/wkplace/cover.htm> Go to the chapter on WHMIS.
- www.labour.gov.on.ca search for “Protecting Yourself: Tips for Young Workers (This is printed in the Teaching Aids, but there is lots more available here.)
- Contact your local WSIB office to find brochures and use their resource personnel as guest speakers or to help you find additional job specific information or teaching aids.
- www.canfightbac.org Canadian Partnership for Consumer Food Safety Education
- Local Health Authority: good source for hand-washing posters and rules/regulations

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
PERSONAL SAFETY																		
1.	Rights and responsibilities									2	1	1		*				*
2.	Everyone has a part to play	1	1							2	1	1		*				*
3.	The employer plays a part	1	1							2	2	2		*				*
4.	Hazards	1	1							2	2	2		*				*
5.	Learn how to protect yourself									2				*				*
6.	Personal protective equipment (PPE)	1	1							2	1	1		*				*
7.	Safe operating procedures (SOPs)	1	1							2	1	2		*				*
8.	Emergency procedures	1	1							2	2	2		*				*
9.	Protecting yourself	1	1							2	1	1		*				*
10.	Reporting injuries	1	1							2	2	1		*				*
D	Safety in the Workplace	1	1	1						2	2	1		*	1			
SAFE FOOD HANDLING PRACTICES																		
11.	What to wear									2	2	1		*				*
12.	Wash! Wash! Wash! - Hands		1	1						2	2	1	1	*				*
13.	Wash! Wash! Wash! - Surfaces		1	1						1			1	*				*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
14.	Wash! Wash! Wash! - Vegetables and fruit		1	1						1			1	*				*
15.	Wash! Wash! Wash! - Dishcloths and tea towels									2	1	1	1	*				*
16.	High-risk foods		1	1						2	1	1	1	*		*		*
D	Be a bacteria fighter	1	1										1	*				

PERSONAL SAFETY

LEARNING ACTIVITIES

<p>1. RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>My Basic Health and Safety Rights</i>
<p>Explain to students that whenever they start a new job, they need to know their rights and their responsibilities.</p> <p>Ask students if they understand a “right” (something they are entitled to), and a “responsibility” (something they need to do to play their part.) For example, they can vote after they are 18 years old (right), and they should go and vote (responsibility). Another example: (right) they have the right to feel safe in their workplace; (responsibility) they must do their part to keep the workplace clean and safe and to treat others fairly.</p> <p>Discuss other scenarios of rights and responsibilities with students. (If you give new scenarios and ask students to say what they should or should not do, then the Problem Solving and Decision Making become Level 2 as the consequences of not perceiving the complete problem, or of making wrong decisions become more serious.)</p> <p>Refer to Teaching Aid: <i>My Basic Health and Safety Rights</i> from Work Smart Ontario website (see RESOURCES).</p>	

<p>2. EVERYONE HAS A PART TO PLAY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>The Law</i> • Teaching Aid: <i>Rights and Responsibilities.</i>
<p>Explain to students that workers have rights and responsibilities in the workplace. Refer to Teaching Aids: <i>The Law</i> and <i>Rights and Responsibilities</i>. Read and discuss each bullet. For example:</p> <ul style="list-style-type: none"> • They must participate in keeping the workplace healthy and safe. What might be some ways to keep a store healthy and safe? (aisles clear, etc) • They must recognize and refuse unsafe work. What might be unsafe in a warehouse? • They must practise safe work procedures. Think of examples. • They must wear protective equipment required by the job. (steel- toed shoes might be required; etc.) <p>They must not do anything on the job that would endanger themselves or others.(examples)</p> <p>** This Teaching Aid and several that follow are from the WSIB “Launching a Safe Start” resource, which is available on-line. See RESOURCES for website.</p>	

<p>3. THE EMPLOYER PLAYS A PART</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>The Law</i> • Teaching Aid: <i>Rights and Responsibilities.</i> • Student Activity Sheet: <i>I Don't Feel Safe</i>
<p>Refer to Teaching Aids: <i>The Law</i> and <i>Rights and Responsibilities.</i></p> <p>Find the employer's responsibilities. For example, the employer must make sure that safety equipment is provided and that machinery is used properly and maintained well. How do you think an employer might do this? Who might help him with this on the jobsite?</p> <p>What might happen if the employer does not fulfill his responsibilities? (example, fails to keep machinery in good working order, or does not provide training.)</p> <p>Use Student Activity Sheet: <i>I Don't Feel Safe.</i></p>	

<p>4. HAZARDS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>What is a Hazard?</i> • Teaching Aid: <i>Hazards</i> • Teaching Aid: <i>Hazard Control</i>
<p>Ask students if they understand the meaning of the word “hazard”.</p> <p>Explain that they encounter hazards every day in their lives: for example, walking across a busy street. Ask what they do to face that hazard. How did they learn this? Did someone teach them?</p> <p>Refer to Teaching Aid: <i>What is a Hazard?</i> The instructor will need to choose examples that relate to students’ specific situations or plans. Do not attempt to read this Teaching Aid directly with students as it is very complex.</p> <p>Now, say that they will need to be trained to recognize and deal with hazards in the workplace. Each workplace will be different. Discuss examples and come up with more of your own.</p> <ul style="list-style-type: none"> • If liquid or grease spills on the floor, it can be a falling hazard. • If boxes are left lying in the aisles, this could also cause a falling hazard. • Kitchen helpers use special equipment, like deep fryers and meat slicers, which if not used properly, can result in injury. • Products such as cleaners for ovens are toxic, and there will be safe handling procedures to be learned. <p>Discuss the concepts of immediate and long term hazards. Immediate hazards must be rectified right away (such as a spill.) Long term hazards (such as loud noise,) should be reported promptly but the solution may take time.</p> <p>Discuss what they should do if they recognize a hazard at work: for example, spilled cleaning product. Because there is an immediate danger to anyone in the area, it must be dealt with right away. Should they tell someone? Should they clean it up themselves? (No one answer) What should be done to prevent further problems?</p> <p>Use Teaching Aids: <i>Hazards</i> and <i>Hazard Control</i> for further discussion.</p>	

<p>5. LEARN HOW TO PROTECT YOURSELF</p> <ul style="list-style-type: none"> • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Understanding Hazardous Product Labels</i> in the Janitorial manual • Sample home cleaning products showing WHMIS symbols
<p>Ask if students have heard the term “WHMIS.”</p> <p>Tell the students the letters stand for “Workplace Hazardous Materials Information System.” Explain that this system was designed to help workers know how to handle chemicals and other products safely. You should show samples of hazardous industrial cleaning products as they might relate to their jobs, and draw students’ attention to labels on the product.</p> <p>The <i>Understanding Hazardous Product Labels</i> in the Janitorial manual will further develop skill in this area.</p> <p>Ask if they have seen some of these symbols on products at home. Show a couple of examples. Explain that some household cleaning materials might not have a hazardous symbol displayed on the label; however, a manufacturer’s size requires a label and these should be recognized by the student. Tell students that if a chemical has been poured from a large container to a smaller one, then the workplace is required to display the warning label on the smaller label too.</p>	

<p>6. PERSONAL PROTECTIVE EQUIPMENT (PPE)</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Hazard Control</i> • Teaching Aid: <i>Learn How to Protect Yourself</i> • <i>Understanding Hazardous Product Labels</i> in this manual
<p>Explain that if they are working with chemicals, some protective equipment might be necessary. For example, gloves if handling strong detergent or bleach; closed, non-slip shoes or boots anywhere in a warehouse.</p> <p>Again, use the <i>Understanding Hazardous Product Labels</i> in this manual for further learning activities.</p> <p>Use the Teaching Aids: <i>Hazard Control</i> and <i>Learn How to Protect Yourself</i>. Read and discuss each point. Make sure students can identify the protective clothing icons.</p>	

<p>7. SAFE OPERATING PROCEDURES (SOPS)</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Can Do It</i> • Ready for Work resource manual
<p>Ask students what it means to operate a piece of equipment safely. Explain that equipment comes in all shapes and sizes: for example, a stapler is a piece of equipment; a can opener is a piece of equipment. Some equipment might require a special license for operation, such as a fork-lift.</p> <p>Explain that all equipment needs to be used safely, and workers need to be shown how to use it properly.</p> <ul style="list-style-type: none"> • Ask students what kind of equipment they might have to use as a kitchen helper: for example, a blender, deep fryer or sharp knife. <p>Use common pieces of equipment found in the classroom or at home to demonstrate safe operation. First you should give “training” on how to use the equipment safely. Then, ask students to demonstrate that they can use the equipment safely. For example: coffee maker, sharp knife, hand mixer. Focus on their ability to use “training” that you gave.</p> <p>Use Student Activity Sheet: <i>I Can Do It</i> as a follow up. Add items to the list, and delete ones that you did not use.</p> <p>Refer to <i>Fit for the Job</i> in Ready for Work. There is an opportunity to list pieces of equipment they have used, or know how to use, safely.</p>	

<p>8. EMERGENCY PROCEDURES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Health and Safety in the Classroom</i> • Ready for Work resource manual
<p>Explain that every workplace has emergency procedures and plans. Workers must get to know these emergency procedures as soon as they are hired.</p> <p>Your classroom is a workplace. The emergency procedures for the classroom will be similar to those in the workplace. Ask students the following. (Add more of your own.)</p> <ul style="list-style-type: none"> • Where is the fire exit? • Where is the first aid kit? • What should be in the first aid kit? (This will vary from workplace to workplace.) • What is expected of you in the classroom to keep it safe? • What is expected of you in the classroom to be respectful to others? • Do you have to wear protective clothing for any activities? For example, if you are allowed to cook in your classroom, are there oven mitts? <p>Use Student Activity Sheet: <i>Health and Safety in the Classroom</i>. Emphasize that all the safety procedures they are using in the classroom are transferrable to workplaces. When they start a new job, they will be given an orientation. Safety and emergency procedures should be included. If they are not, what should they do? (Ask for training. See Learning Activity 3 and Student Activity Sheet: <i>I Don't Feel Safe</i> if they have forgotten.)</p> <p>Set up a scavenger hunt in the classroom. Before students arrive, make several unsafe situation: spilled water, blocked aisles, overturned chair, too many chairs in a stack, overhead projector cord running across classroom floor, garbage, etc. Tell students to find the unsafe or unhealthy things in the classroom. Discuss their findings. Make sure to correct each situation before proceeding with class.</p> <p>**</p> <p><i>Succeeding in the Workplace: Personal and Interpersonal Skills</i> in Ready for Work contains activities about respect and harassment, which fall under personal safety.</p>	

<p>9. PROTECTING YOURSELF</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Articles from newspaper about workplace accidents, health or safety • Teaching Aid: <i>Protecting Yourself</i>
<p>Tell the students that an average of 42 young workers are injured or killed on the job every day in Ontario. Explain that workplace accidents can happen at any job and can cause serious injuries. That is why health and safety is so important.</p> <p>Refer to Teaching Aid: <i>Protecting Yourself</i>.</p> <ul style="list-style-type: none"> • Read “Candace’s Story” to the students. Discuss the students’ reactions to this situation. • Examine each section on the Teaching Aid and discuss with students. You will probably need to read this aloud, or you could photocopy and enlarge each section to present separately. • Make flashcards of the bolded words from the final section, “How to Protect Yourself” with the students. Discuss them then display them in the classroom. Encourage students to refer to these frequently. <p>Ask if students have seen commercials on TV about health and safety in the workplace. (eg. The one set in a kitchen where the young woman slips on grease and is dreadfully burned.)</p> <p>Clip articles from the local paper that report on workplace accidents; keep these in a file or post on the walls to use as discussion starters.</p> <p>Contact local safety associations for posters, etc. Ask someone to come as a guest speaker from WSIB or other safety association.</p>	

<p>10. REPORTING INJURIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>I Had an Accident</i> • Ready for Work resource manual
<p>Whenever an accident occurs, or when someone is injured, it must be reported. There will often be a form to complete.</p> <p>Who would they report to in the classroom? Who do they think they should report to in a workplace? How would they know who this person would be?</p> <p>Role play some possible scenarios for how to report an accident. Use Student Activity Sheet: <i>I Had an Accident</i>. The student should say who should be told, and should practise telling it. (Improvise questions to ask the injured person.) What does the student think should happen next?</p> <p>There is a sample Accident Reporting form as the demonstration activity for <i>Form Filling</i> in the Ready for Work resource manual.</p>	



Ministry of
Labour

www.WorkSmartOntario.gov.on.ca
My basic health & safety rights

The Occupational Health and Safety Act gives every worker important rights.

What are some of my basic rights?

1. **The right to know.** You have the right to know the hazards in your job. Your employer or supervisor must tell you about anything in your job that can hurt you. Your employer must make sure you are provided with the information you need so that you can work safely.

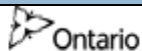
[Want to know more about hazards?](#)

2. **The right to participate.** You have the right to take part in keeping your workplace healthy and safe. Depending on the size of the company, you can be part of the Health and Safety Committee or be a Health and Safety Representative. You also have the right to participate in training and information sessions to help you do your job safely.

[Want to know more about Health and Safety Committees?](#)

3. **The right to refuse unsafe work.** If you believe your job is likely to endanger you, you have an obligation to report the unsafe situation to management. If the situation is not corrected and you feel your health and safety is still in danger, you have the right under the OHS Act to refuse to perform the work without reprisal.

[Want to know more about refusing unsafe work?](#)



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The Law

Federally regulated workplaces include:

- post office
- airlines
- airports
- inter-provincial transportation
- telephone
- banks

There are two sets of laws and regulations for health and safety in Ontario:

- *Canada Labour Code (CLC), Part II* for workplaces under federal jurisdiction
- *The Occupational Health and Safety Act (OHSA)* for workplaces under provincial jurisdiction

These laws and regulations outline the rights, roles and responsibilities of workers, supervisors, employers and other workplace parties.

Most workplaces in Ontario are provincially regulated. Examples of workplaces under federal jurisdiction are listed at the side.

If you are not sure if your workplace is under provincial or federal jurisdiction, contact the Ministry of Labour office or Human Resource and Skills Development Canada. See who to contact on page 12 for more information.

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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Rights and Responsibilities

Worker rights

You have the right to

- Know about hazards in your workplace
- Participate in keeping the workplace healthy and safe
- Refuse unsafe work

Worker responsibilities

- Always practice safe work procedures
- Report unsafe conditions as quickly as possible to your supervisor or employer
- Properly wear any protective equipment the job requires
- Do not do anything on the job that will endanger yourself or others

Employers must

- Take every reasonable precaution to protect a worker's health and safety
- Make sure necessary safety equipment is provided, used properly and maintained
- Inform workers and supervisors of any hazards and how to handle them
- Ensure that safe procedures are followed in the workplace
- Provide information, instruction and competent supervision to protect the health and safety of workers

Supervisors must

- Take every reasonable precaution to protect a worker's health and safety
- Inform workers of job hazards and ensure they are trained to do their jobs safely
- Ensure that workers work safely and use the equipment and protective devices properly where required

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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What is a hazard?

A hazard is generally anything that can hurt you or make you ill.

Table of Contents

1. [What's the difference between hazards at work and in everyday life?](#)
2. [How can I recognize hazards at work?](#)
3. [What if I recognize a hazard at work?](#)

What's the difference between hazards at work and in everyday life?

You deal with hazards in your life every day walking across busy streets, driving and playing sports. Generally, you don't worry too much about these situations. Why? Because you've learned from an early age how to deal with everyday hazards.

You've learned from your own experiences, and you've been trained by parents, teachers and coaches. Municipalities install traffic lights and pedestrian crossings, car manufacturers install safety equipment. You might have taken driver's training and you probably wear protective gear playing sports.

But you haven't been trained how to recognize, assess and control hazards found in the workplace. That's one of the reasons why young workers are so likely to be injured at work.

You need to do some quick studying about workplace hazards so you're as comfortable with spotting hazards and dealing with them at work as you are at home, in the car and on the street.

How can I recognize hazards at work?

The first step to protecting yourself is being able to recognize hazards in the work you're assigned and in the conditions you're working in. There are four main types of hazards:

Physical hazards are the most common and will be present in most workplaces at one time or another. They include unsafe conditions that can cause injury, illness and death.

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What is a Hazard, pg 2.

They are typically easiest to spot but, sadly, too often overlooked because of familiarity (there are always cords running across the aisles), lack of knowledge (they aren't seen as hazards), resistance to spending time or money to make necessary improvements or simply delays in making changes to remove the hazards (waiting until tomorrow or a time when "we're not so busy").

None of these are acceptable reasons for workers to be exposed to physical hazards.

Examples of physical hazards include:

- electrical hazards: frayed cords, missing ground pins, improper wiring
- unguarded machinery and moving machinery parts: guards removed or moving parts that a worker can accidentally touch
- constant loud noise
- high exposure to sunlight/ultraviolet rays, heat or cold
- working from heights, including ladders, scaffolds, roofs, or any raised work area
- working with mobile equipment such as fork lifts (operation of fork lifts and similar mobile equipment in the workplace requires significant additional training and experience)
- spills on floors or tripping hazards, such as blocked aisle or cords running across the floor.

Biological hazards come from working with animals, people or infectious plant materials. Work in day care, hospitals, hotel laundry and room cleaning, laboratories, veterinary offices and nursing homes may expose you to biological hazards.

The types of things you may be exposed to include:

- blood or other body fluids
- fungi
- bacteria and viruses
- plants
- insect bites
- animal and bird droppings.

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What is a Hazard, pg 3.

Ergonomic hazards occur when the type of work, body position and working conditions put strain on your body. They are the hardest to spot since you don't always immediately notice the strain on your body or the harm these hazards pose. Short-term exposure may result in "sore muscles" the next day or in the days following exposure, but long term exposure can result in serious long-term injuries.

Ergonomic hazards include:

- poor lighting
- improperly adjusted workstations and chairs
- frequent lifting
- poor posture
- awkward movements, especially if they are repetitive
- repeating the same movements over and over
- having to use too much force, especially if you have to do it frequently.

Chemical hazards are present when a worker is exposed to any chemical preparation in the workplace in any form (solid, liquid or gas). Some are safer than others, but to some workers who are more sensitive to chemicals, even common solutions can cause illness, skin irritation or breathing problems.

Beware of:

- liquids like cleaning products, paints, acids, solvents especially chemicals in an unlabelled container (warning sign!)
- vapours and fumes, for instance those that come from welding or exposure to solvents
- gases like acetylene, propane, carbon monoxide and helium
- flammable materials like gasoline, solvents and explosive chemicals.

The Workplace Hazardous Materials Information System (WHMIS) is designed to make sure you have the information you need to evaluate any hazards and take action to protect yourself.

Looking for more information on [WHMIS?](#)

www.WorkSmartOntario.gov.on.ca

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What is a Hazard, pg 4.

What if I recognize a hazard at work?



Some hazards, such as unguarded machinery, pose immediate dangers: a worker could lose a finger or arm. Other types of hazards, such as ergonomic hazards can injure a worker over a long period of time, but the full extent of the damage (such as chronic strain or a muscle impairment) may not show up until after several months or years of exposure to the hazard.

Both types of hazards need to be fixed. Some require immediate attention because exposure to them can cause injury to you and fellow workers NOW. They can be quickly fixed by cleaning up the floor, putting a guard back on or installing a guardrail, for instance. Hazards that can hurt you in the long term also need to be identified and reported promptly. Interim solutions should be sought right away, such as rotating tasks with other workers, but permanent elimination of the hazard may take a little more time to achieve.

Once you've recognized a hazard, assessing its potential to cause injury and the extent of the hazard is a necessary step in determining how the hazard can be addressed.



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Hazards

What should you do?

Be sure to receive training specific to the equipment, materials and work processes in your workplace.

Ask questions about the potential hazards in your job and the hazards in the workplace around you.

Always be on the lookout for hazards. Report hazards to your supervisor as soon as you identify them.

A workplace hazard is any condition, practice, behaviour, or a combination of these that can cause injury or illness to a person or damage to property. Here are some examples.



Safety hazards

- Poor housekeeping
- Machine belts and pulleys, sharp blades, and moving parts
- Energy hazards: electricity, hydraulics, steam, heat, or gravity
- Material handling using conveyors, lift trucks, tow motors and manual lifting
- Inappropriate or unsafe work practices



Machinery is guarded with a metal cage to protect the worker.



A lockout device is used to ensure that no one can start a machine while a worker is cleaning, repairing or maintaining it.

Health hazards

- Excessive noise
- Radiation
- Biological agents such as infectious diseases
- Ergonomic problems such as repetitive motion, force or awkward body positions
- Chemicals



[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingASafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingASafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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Hazard Control

What should you do?

Be aware of hazards that can result in injury or death.

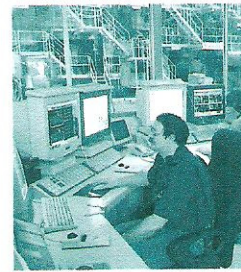
- ✓ slips and falls
- ✓ electrical hazards
- ✓ machinery
- ✓ confined space
- ✓ moving vehicles
- ✓ hazardous chemicals
- ✓ over-exertion
- ✓ falling objects
- ✓ burns
- ✓ workplace violence
- ✓ explosions and fires
- ✓ collapsing platforms or equipment

Hazards should be eliminated or at least controlled to minimize exposure to risk. Here are a variety of ways to control hazards.

- Substitution with a less hazardous material, process or equipment
- Re-engineering equipment or a work process
- Installing physical barriers like machine guarding
- Personal protective equipment (PPE)
- Ventilation



Worker wearing personal protective equipment



Worker in control room isolated from sound and other hazards

Personal protective equipment may be necessary in some environments.



boots



gloves



hardhat



eyegoggles



earmuffs



earplugs

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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Learn how to protect yourself

WHMIS

WHMIS is the Workplace Hazardous Materials Information System. This system was designed to make sure that workers across Canada know how to safely handle chemicals. It is also the law. Everyone in the workplace must receive WHMIS training that relates to the workplace, including you.

WHMIS has three parts;

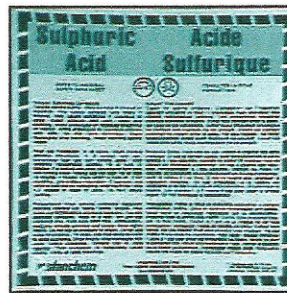
- Warning labels
- Material Safety Data Sheets (MSDS)
- Worker Training

Personal protective equipment (PPE)

You are responsible for properly wearing any special protective equipment that your job requires. Using it will help protect you from injury and illness. Be sure it fits right and meets approved standards.

Here are some examples.

- Hard hats to protect your head
- Hair nets to keep your hair from becoming caught in machine parts
- Non-slip safety boots – look for CSA approval
- Gloves to protect your hands
- Hearing protection to block out dangerous levels of noise
- Safety glasses or goggles to protect your eyes



WARNING LABEL

What should you do?

Be sure to receive WHMIS training.

Check warning labels and ask to see the MSDS before you start handling substances.

Read and follow the guidelines for use.

What should you do?

Ask if there is any protective equipment that you should be wearing when doing your job. If there is, learn how to wear it properly.

[http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/\\$File/ASafeStartWorker.pdf](http://www.wsib.on.ca/wsib/wsibsite.nsf/LookupFiles/PreventionToolsLaunchingaSafeStart_WorkersGuide/$File/ASafeStartWorker.pdf)

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Protecting Yourself

Tips for --Young Workers

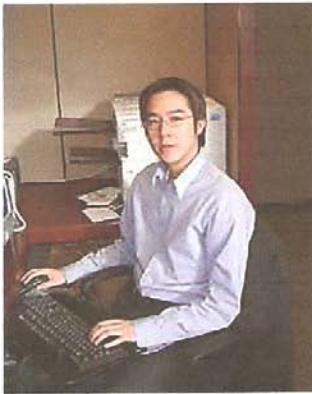
Health and Safety Tip Sheets

Issued: June 2004

Print version [118 kb / 2 pages | Get Adobe Acrobat® Reader]

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By law, you have basic rights, including:

1. The Right to Know about what hazards there are in your workplace and to know what to do to prevent injuries from them.
2. The Right to Participate in health and safety activities in your workplace without fear of discipline.
3. The Right to Refuse work that you reasonably believe can be dangerous to yourself or others.

However, you also have responsibilities including:

1. Work Safely: use all

Don't say it'll never happen

An average of 42 young workers are injured or killed on the job every day in Ontario. Workplace accidents can happen at any job and can cause serious injuries. Just read Candace's story.

Candace's Story

Safety wasn't the first thing on Candace Carnahan's mind when she began a summer job in a paper mill. Tragically, however, in a near fatal episode her foot became caught in a conveyor belt, dragging her helplessly until the machine could be stopped. The catastrophe left her with an amputated leg. It almost claimed her life. Proper safety practices could have prevented this and countless other tragedies, which affect thousands of young workers every year.



Photo compliments of
Passport to Safety
Test your safety
knowledge at
www.passporttosafety.com

www.labour.gov.on.ca/english/hs/tips/tips_youngworkers.html

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- machinery and equipment the way you were trained to.
2. **Report Hazards:** if you know that Ontario's health and safety laws are not being followed, you must report the circumstances to your supervisor or employer as soon as possible.
 3. **Use or Wear Protective Devices:** don't remove a guard or device designed to protect you. Wear your safety gear--it's the law.



Protect yourself. Know your rights and responsibilities.

For more information for young workers go to www.youngworker.ca or www.WorkSmartOntario.gov.on.ca

If you need help with a concern about safety in your workplace, call the local office of the Ontario Ministry of Labour (listed in the blue pages of your phone book) or 1-800-268-8013.

You go to driving school to become a safer, smarter driver, so why not get the same advantage in the workplace? A \$9.00 lifetime Passport to Safety membership provides a standardized safety test, a nationally recognized safety transcript for you to attach to your résumé, and 24/7 access to workplace safety resources. Find out more about it at: www.passporttosafety.com

Produced by the Ontario Ministry of Labour, June 2004

The Ontario Ministry of Labour does

Questions we often ask ourselves about our jobs:

- How do I look?
- What will my co-workers think about me?
- Will I be able to keep the job?
- How much money will I make?

However, we need to consider other issues:

- Will I be trained enough in order to do my job safely?
- Am I able to recognize possible hazards?
- Do I know my rights and responsibilities?
- Could an accident disfigure me or cost me my life?

Some signs that a workplace may be unsafe . . .

- Other employees are getting injured on the job
- You work without direct supervision
- You have not been trained properly
- Equipment is unguarded or broken
- Chemical containers aren't labelled
- Shortcuts are used to save time
- Poor housekeeping and maintenance, e.g. floors are slippery and electrical cords are frayed

How to protect yourself . . .

- **Learn** to do the job safely. Are you in any danger?
- **Think** the job through. Know what to do when there's an injury or emergency situation.
- **Ask, Ask, Ask**--There are no stupid questions.
- **Get help**, especially if you have to lift something heavy.
- **Wear the gear**--Find out what to wear to protect yourself, how to wear it and how to maintain it.
- **Inform** your supervisor if you see anything unsafe that may hurt you or someone else.
- **Report injuries**--If you get hurt, it's your job to tell your supervisor.
- Talk to your family about your job. Sometimes they know something you don't know!

Minimum Age Requirements for Working in Ontario

14 years old	Establishments such as offices, stores, arenas, restaurant serving areas.
15 years old	Factories (other than logging operations), restaurant kitchens and warehouses.
16 years old	Construction, surface mine (except the working face); logging operations; mining plants.
18 years old	Underground mining or a working face of a surface mine; window cleaning.

www.labour.gov.on.ca/english/hs/tips/tips_youngworkers.html

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not assume and is not responsible for any liability whatsoever for any use of this material. To determine rights and obligations under the laws regulating workplace health and safety, the reader is directed to the provisions of the OHSA and the regulations made under that statute.

If you think your job is unsafe, do something about it.

 **Ontario**
Protecting our most valuable resource

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I Don't Feel Safe

Read each situation, or listen to your instructor read it. Role-play what you would do with another student or with your instructor as the supervisor.

SITUATION 1

You have been asked to cook on the grill today because the regular person is sick. You have never done it before and have not been trained. You do not feel safe. What should you do?

SITUATION 2

The handle on the knife you are using is loose. In fact, the blade came out once and is now just taped together. You do not feel safe. What do you do?

SITUATION 3

You are told to unpack supplies into the food storage room at the back. Only one other person will be working with you. This person has frequently made rude or inappropriate comments to you and tried to grab you. You do not feel safe. What should you do?

I Can Do It

For each example, check if you received training, and check when you can do it.

I can	Took the training	Did it
Use a coffee maker		
Use a sharp knife		
Use a hand mixer		
Put on protective equipment such as gloves, eye goggles, and face mask		
Pour liquid from a large, heavy, plastic jug without spilling it.		
Lift a heavy bag of potatoes safely		
Use a potato peeler safely		
Poured hot drinks safely		

Health and Safety in the Classroom

Complete the checklist. Anything that you answer “No”, you need to ask about. Then go back and answer “Yes”.

I know	Yes	No
Where the fire exit is		
Where the first aid kit is		
What protective equipment I need to wear or use		
How to treat others with respect		
How to ask questions		
Who to go to if I have a problem		
How to keep the classroom clean and safe		
Why safety is important		

I Had an Accident

Read each situation. Who should you tell? Role play with another student or with your instructor. That person will ask questions about the accident and you must answer.

Situation 1

You slipped on water that had spilled on the floor near the sink. When you fell, you landed on your hands and knees. You are a bit wet and shaken up, but not really hurt.

Situation 2

You were emptying the dishwasher and found a broken glass. Some broken glass got in your hand. It hurts a lot, and it is bleeding.

Situation 3

You were using a strong cleaner to remove some stains on the stove top. You knocked over the jug and some splashed on your pants. It ate through the material and got onto your skin. It is now red and very sore.

Situation 4

Some fat in the fryer splattered and got on your arm. It has caused a blister and is very sore.

DEMONSTRATION INSTRUCTOR PAGE

Safety in the Workplace

ESSENTIAL SKILLS

- Reading Text 1
 - Document Use 1
 - Writing 1
 - Oral Communication 2
 - Thinking Skills
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information 1
-

DEMO DESCRIPTION

The student will identify hazards in a variety of pictured workplaces. These will be discussed orally. The student will also identify training requirements in a workplace.

INSTRUCTOR NOTES

- Photocopy and use Tasks 1 & 2.
- Task 1 is oral. The student should be able to identify the right and wrong way to work in several situations.
- Provide *What I Have Learned and Skills Practised* to link the demonstration tasks to the Essential Skills.

With student

- Read tasks aloud if necessary
-

ACHIEVEMENT INDICATORS

- Located and categorized hazards
 - Discussed safety issues in a variety of workplaces and work situations
 - Identified equipment requiring training, both shown and not shown
 - Made simple inferences
 - Assessed own performance
-

Safety in the Workplace

TASK 1: Spot the Hazards

Look at the pictures. Discuss each picture with your instructor.

- Tell what the hazard is, or what the person is doing safely.
- What safety issues might there be in this workplace?
- Is training needed?



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 1: Spot the Hazards, cont.



Safety in the Workplace

TASK 2: Happy at Work

Look at the picture of the woman at the computer.

She has had to learn several pieces of equipment shown in the picture.

List the equipment shown she would have had to learn to use safely.

-
-

She works in an office.

What other pieces of equipment might she need to use (not shown in picture.)

-
-
-

Safety in the Workplace

TASK 2: Happy at Work, cont.



Safety in the Workplace **TASK 2: Happy at Work, cont.**

What pieces of office equipment must Patsy be trained on?

How is this office prepared for worker comfort and health during hot weather?



DEMONSTRATION ASSESSMENT

Safety in the Workplace

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

ESSENTIAL SKILLS:

- Reading Text 1
- Document Use 1
- Writing 1
- Oral Communication 2
- Thinking Skills
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory
 - Finding Information

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Located and categorized hazards			
• Discussed safety issues in a variety of workplaces and work situations			
• Identified equipment requiring training, both shown and not shown			
• Made simple inferences			
• Assessed own performance			

ADDITIONAL COMMENTS



SAFE FOOD HANDLING PRACTICES

LEARNING ACTIVITIES

<p>11. WHAT TO WEAR</p> <ul style="list-style-type: none"> • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Hairnets, thin gloves (ask at a grocery store for samples)
<p>Ask students if they have noticed any special clothing worn by people who handle food, say in a coffee shop, deli, or restaurant. (hairnet, apron, etc.)</p> <p>Discuss the importance of clean clothes when handling food. Would they want to eat something made by someone whose clothes were very dirty? Why not?</p> <p>Explain that their hair must be tidy, and no hairs should fall in the food. How would they prevent that happening? (wear a hairnet or cap.)</p> <p>When handling certain foods, like sliced meats in a deli, workers often wear thin plastic gloves. They use them once, then throw them away. Why?(So you do not have their hands touching the food you will put in your mouth.) In a coffee shop, the servers will pick up the donuts or cookies with a paper, so that they do not touch them. It is important that at all times your hands and fingernails are clean.</p>	

<p>12. WASH! WASH! WASH! – HANDS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Soap • Washing facilities (warm running water) • Nail brush • Paper & markers (for poster) • Internet access: search for hand washing posters.
<p>Ask the students why they think it is important to wash hands regularly. (Keeps them clean and free of germs; won't pass germs on to food or other people.) Proper hand-washing may eliminate as much as half of the cases of food-borne illnesses</p> <p>Remind students that fingernails are part of their hands and must be cleaned with a scrubbing brush. Nobody handling food should have dirt under the nails.</p> <p>Ask students when they think they should wash their hands, especially if working in a kitchen and handling food.</p> <ul style="list-style-type: none"> • After handling money, • After touching pets, • After bathroom visits, • After using a cleaning product, • After handling raw (especially high risk) foods, • Before preparing fresh food such as salads, etc. <p>Explain to students that hand-washing does not mean running hands under the tap.</p> <ul style="list-style-type: none"> • Hands should be washed, back and front, using warm water and soap. • Hand-washing should take about 20 seconds (Practise counting slowly to 20. You could sing <i>Happy Birthday</i>, or <i>Row, row, row your boat</i>, TWICE if counting is difficult.) • Scrub nails with a brush. • Hands should then be rinsed and dried with a paper towel. • Turn off the tap with your elbow, or with the paper towel. • The towel should be thrown in the garbage bin. Explain that using a fresh paper towel each time, rather than a cloth towel, guarantees that no germs are transferred from the towel to the clean hands. <p>Demonstrate good hand-washing technique, including scrubbing with a nailbrush. Give students opportunity to practice. Have them time each other to get a good sense of 20 seconds.</p> <p>Obtain a hand-washing poster from your local health authority, from the Internet, or make one of your own and display it, preferably by the sink.</p>	

<p>13. WASH! WASH! WASH! – SURFACES</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Variety of cutting boards: wood, plastic, glass, marble, etc. • Bleach • Water – sink • Paper towels • Rubber gloves • Poster supplies
<p>Show students examples of different types of cutting boards: wood, plastic, glass, marble, etc. Explain that when cutting boards become very worn or scratched, they should be thrown away and replaced because germs can be trapped in the surface.</p> <p>Show how to wash a cutting board:</p> <p>General:</p> <ul style="list-style-type: none"> • Wash with soap and warm water after preparing each food item • Dry with paper towel. <p>Sometimes:</p> <ul style="list-style-type: none"> • Sanitize cutting boards by flooding the board with bleach solution. • Let it stand a few minutes. • Rinse with clean running water. • Dry with a paper towel and throw the towel in the garbage. <p>Bleach Solution:</p> <ul style="list-style-type: none"> • Mix 1 tsp. (5 ml) of bleach with 3 cups of cold water. (Do not use a cooking teaspoon for measuring bleach.) • Wear protective rubber gloves when using bleach solution. Be careful not to splash or spill it on clothes or skin. <p>Have the students make a poster of how to clean surfaces and post this where you will be working with any food. (While doing this unit; in the kitchen, for general reference.)</p>	

<p>14. WASH! WASH! WASH! – VEGETABLES AND FRUIT</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Assorted vegetables and fruits (potatoes, lettuce, oranges, melons, etc.) • Poster-making supplies
<p>Produce should always be washed, whether bought in a store or grown in your own garden.</p> <p>Demonstrate how to wash produce, following these rules:</p> <ul style="list-style-type: none"> • Wash under clean, running, cold water. • Use a scrub brush on produce with a firm skin: potatoes, carrots, melons, etc. • Always wash melons, oranges, and other fruits with a hard skin, even if you do not eat the skin. Why? (Bacteria on the skin can be transferred to the fruit when you cut into it.) • Throw away outer leaves of leafy vegetables, and wash the rest in clean, running, cold water. • *** Do not use bleach or detergent to wash fruit or vegetables. • Some people may add a little lemon juice to the water when washing. <p>Ask students to take turns washing produce, following these rules.</p> <p>Make a poster together to display.</p>	

<p>15. WASH! WASH! WASH! – DISHCLOTHS AND TEA TOWELS</p> <ul style="list-style-type: none"> • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Dirty dishcloth & tea towel • Clean dishcloth and tea towel
<p>Hold up two dishcloths and two tea towels, one of each dirty, and one of each clean. Ask students to inspect them (smell them too). Which would they rather someone had used on their dishes or in preparing their meal? Which would they prefer to use themselves? Why?</p> <p>Tell students that it is important to wash dishcloths and tea towels regularly. (Dirty towels rub germs on newly washed dishes. Dirty dishcloths contain germs and these can be transferred to work surfaces.)</p> <p>Explain that tea towels and dish cloths should be washed often, in the hot cycle of the washing machine. Bleach may be added.</p> <p>Paper towels, if available, could be used to wipe counter-tops or to dry hands.</p> <p>Dishcloths and tea towels should be replaced frequently when they become stained.</p>	

<p>16. HIGH-RISK FOODS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Role-Play</i> • Poster-making supplies
<p>Explain that extra care must be taken when handling certain foods. These foods will be called “high-risk”. Ask if the students know what that means. (extra danger; special care required.)</p> <p>Some high-risk foods may contain bacteria within them (can’t be washed away), and these bacteria could get into the worker’s body or the person who eats the food. Other foods are highly allergenic. (Do they know what “allergenic” means?) Just the smell of them can make certain people very ill, or even die. (Peanut butter or other peanut products are in this category; that is why many schools will no longer allow these foods on the property.)</p> <p>Common high-risk foods:</p> <ul style="list-style-type: none"> • Shellfish: oysters, clams, mussels, scallops, shrimp, lobster, etc. • Eggs (salmonella – ask if they have heard this word before.) • Raw meats: beef, pork, chicken, turkey, lamb, sausage, etc. • Raw sprouts: alfalfa, clover, bean, etc • Raw (unpasteurized) milk products: explain what unpasteurized means. • Nuts • Peanut products <p>Make a poster of high-risk foods.</p> <p>Hands and work surfaces MUST be thoroughly washed when they have finished with each food. (review Learning Activities 12 & 13 – washing hands and surfaces)</p> <p>If they are asked by a customer if a certain food is in the menu item selected, they must be sure of the answer. How would they do this? (Ask the chef; read labels on products, etc.) Use Teaching Aid: <i>Role-Play</i> to practise this. Have students take the parts of customers and wait staff, and you can be the chef.</p>	

Role Play

With the students, role-play a situation in a restaurant. The customer wants to know if there are certain ingredients in the menu item. He or she is allergic to that food.

The student must go to the chef and find out, then report back to the customer.

1. Are there scallops in the seafood crepe?
2. What kind of oil is this fried in? I am allergic to peanut oil.
3. What kind of flour is in this bread? Is it gluten-free?
4. Do you use buckwheat in your pancakes?
5. Is this organic beef?
6. Are there tomatoes in the salad? Can they be omitted?
7. Is your salad dressing freshly made or bottled?
8. Is there MSG in this dish?

DEMONSTRATION INSTRUCTOR PAGE

Be a Bacteria Fighter

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Thinking Skills**
 - Job Task Planning & Organization 1
 - Significant Use of Memory

DEMO DESCRIPTION

The students will be asked to prepare fruit for a fruit tray. They must wash their hands, their work surface and the fruit. They will cut up the fruit and share it with the class, then clean up.

INSTRUCTOR NOTES

- Provide soap, water, a sink or basin, and paper towels. Access to a small kitchen would be helpful.
- Provide a cutting board, and a clean dishcloth.
- Provide fruit: orange, melon, apples, etc as desired.
- Provide a sharp knife and a plate.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks to the Essential Skills.

With student

- Read instructions aloud if necessary.
- Remind students of the training they received on how to use a sharp knife safely. (Learning Activity 7)

ACHIEVEMENT INDICATORS

- Washed hands in a hygienic fashion
 - Prepared work surface (washed and dried)
 - Prepared fruit for cutting (washed)
 - Cut up fruit safely
 - Tidied up
 - Assessed own performance
-

Be a Bacteria Fighter

TASK 1

The chef in your restaurant has asked you to cut up fruit for a fruit tray.

You have just finished bringing in the supplies from the back room.

Wash your hands properly; prepare your work surface; prepare the fruit for cutting.

Cut up the fruit safely. Place it on the plate provided. Clean up.

Enjoy the fruit with other students.

Be a Bacteria Fighter

TASK 2

I CAN HANDLE FOOD SAFELY

I CAN	YES / DATE
I can wash my hands properly	
I know when to wear gloves when handling food	
I know how to clean a work surface	
I know how to clean a cutting board	
I know how to wash fruits and vegetables before preparing them	
I know which foods are high-risk foods	
I know what allergy and allergenic mean	
I use clean dishcloths	
I use clean tea towels	
I know how to ask for help	

DEMONSTRATION ASSESSMENT

Be a Bacteria Fighter

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

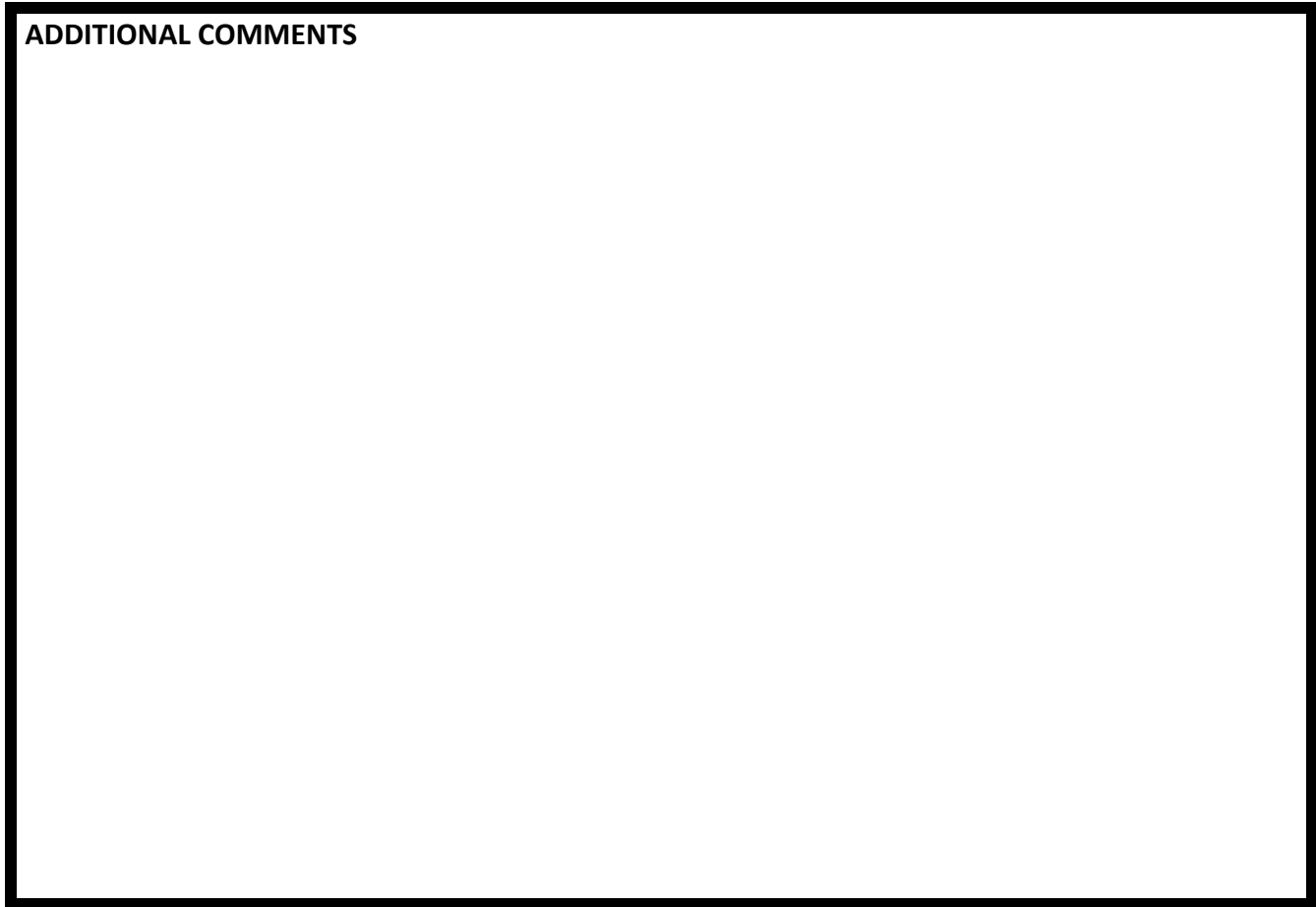
Accommodations?: ____ Yes ____ No
Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Thinking Skills**
 - Job Task Planning & Organization 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Washed hands in a hygienic fashion			
• Prepared work surface (washed and dried)			
• Prepared fruit for cutting (washed)			
• Cut up fruit safely			
• Tidied up			
• Assessed own performance			

ADDITIONAL COMMENTS



Loading & Unloading the Dishwasher

Loading & Unloading the Dishwasher

This unit will help students to sort and stack dishes and cutlery taken out of a dishwasher. They will be asked to put things away according to labels or verbal instructions. This will enable them to put away or get dishes or cutlery of different types, by name, in a restaurant setting. They will be given the opportunity to load and unload a dishwasher.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understands concepts of “same” and “different”, “small”, “medium” and “large”.
- Recognizes that objects have different shapes.
- Recognizes and names dishes and cutlery used in everyday life.

OBJECTIVES

Students will

- Identify dishes and cutlery by name
- Categorize / sort: as directed (orally or written), and according to own choices
- Recognize basic shapes: round, oval
- Put items in order from smallest to largest
- Stack like materials according to type, shape and size
- Unload a dishwasher or dish draining rack
- Store / stack dishes safely and hygienically

MATERIALS

- Dishes of various sorts: especially oval and round plates of varying sizes
- Glasses, cups and mugs
- Collection of cutlery
- Cutlery drawers or drawer organizers
- Paper plates
- Cardboard, scissors, markers, labels
- Vocabulary cards
- Dish draining rack
- Access to dishwasher if possible
- Shelves, cupboards and drawers to use for practice in sorting and stacking
- Hard boiled egg (Task 1)
- Laminating facilities: mount and/or laminate all Teaching Aids

VOCABULARY

- Bowl
- Breakfast
- Cup
- Cupboard
- Cutlery
- Dessert
- Dinner
- Drawer
- Fork
- Glass / glasses
- Juice
- Knife
- Large / larger /largest
- Lunch
- Medium
- Mug
- Oval
- Plate / plates
- Platter
- Round
- Saucer
- Small / smaller / smallest
- Sort
- Soup
- Spoon
- Stack
- Tray
- Utensils
- Water

RESOURCES

- *Sorting by Size* unit in **Retail** manual (Bridging the Employment Gap; Simcoe/Muskoka Literacy Network)
- The lunchroom or kitchen where you work; if there is no place that has the dishwasher and dishes, perhaps you could arrange a visit to a local small restaurant (during quiet hours) to see how dishes are stored.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Round and oval	1	1	1						1	1	1		*				*
2.	Plate shapes									1	1	1		*				*
3.	Sorting by size	1	1	1						1	1	1		*				*
4.	Large and small / round and oval									1	1	1		*				*
5.	Bowls									1	1	1		*				*
6.	Glasses, cups and mugs									1	1	1		*				*
7.	Knives, forks and spoons									1	1	1	2	*				*
8.	Labels		1							1	1	1	2	*				*
9.	Load & unload the dishwasher		1	1						1	1	1	2	*		*		*
D	Sort them out	1	1								1	1	2	*				

LEARNING ACTIVITIES

<p>1. ROUND AND OVAL</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Round and Oval</i> • Student Activity Sheet: <i>Round or Oval</i> • Flip chart or chart paper & marker, or board • Egg (hard boiled for safety!)
<p>Ask the student to look around the classroom and find things that are round.</p> <ul style="list-style-type: none"> • Remind students that things that are round look like a circle or a ball-there are no corners. • List round items on the board or flipchart. • If any students are unsure of the concept of round, draw a circle or show them a round plate (see pattern). <p>Explain what is meant by "oval". You might use a round balloon and squash the sides with your hands. An oval looks like a squashed circle.</p> <ul style="list-style-type: none"> • Show the students an egg. • Ask if it is round or oval. Often, people think of an oval as egg-shaped. • Have students draw an oval. • Ask students what else they can think of that is oval-shaped (race track, the face, a locket, picture frame, etc.) <p>Teach vocabulary: round, oval.</p> <p>Use Teaching Aid: <i>Round and Oval</i> and Student Activity Sheet: <i>Round or Oval</i> for follow up.</p>	

<p>2. PLATE SHAPES</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Oval and round plates • Teaching Aid: <i>Round and Oval</i> • Large table for sorting plates on
<p>Explain that some plates are round and some are oval. Show the plates that you have collected.</p> <p>Ask why it would be important to have all the plates of the same shape together? (look neater, easier to sort by size, etc.)</p> <p>Explain that when they take plates out of the dishwasher they should put all of the round plates together and all of the oval plates together.</p> <p>Cut out the two shapes (use Teaching Aid: Round and Oval).</p> <ul style="list-style-type: none"> • Display each in a separate area of the table. • Ask students to sort the plates you have brought in, into the two areas, depending on which shape the plate is like. 	

<p>3. SORTING BY SIZE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Student Activity Sheet: <i>Small, Medium and Large</i>. • Cans, spoon, bowls, containers of varying sizes • Student Activity Sheet: <i>Smallest to Largest</i> • <i>Sorting by Size</i> unit in the Retail manual
<p>Explain that another way of comparing things is by size.</p> <p>Ask students to look around and find like things (pencils, desks, chairs, etc.) of different sizes (small, medium and large.) Teach vocabulary: “small” “medium”, “large”.</p> <ul style="list-style-type: none"> • Ask students to identify items which are small, which medium, and which large. • Note that these are comparative: the largest pencil is still smaller than the smallest desk. • For added practice, give Student Activity Sheet: <i>Small, Medium and Large</i>. <p>Give students cans, spoons, bowls, plates or containers of different sizes.</p> <ul style="list-style-type: none"> • Ask students to put them in order from the smallest to the largest. <p>For added practice with sorting and ordering items, have students cut out all the pictures on Student Activity Sheet: <i>Smallest to Largest</i>, shuffle them up, sort them according to like things and then order them from the smallest to the largest.</p> <p>Refer to <i>Sorting by Size</i> in the Retail manual if additional instruction and practice is needed.</p>	

<p>4. LARGE & SMALL / ROUND & OVAL</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Large, medium and small plates, both round and oval. (See Materials on page 2)
<p>Explain that restaurants often use small plates for bread and butter, medium size plates for sandwiches or lunch items, and large plates for the main dinner.</p> <p>Using your collection of round and oval plates, ask students to sort them into large, medium, and small sizes of each shape. Display one example of each size for future reference. Explain that some people call the largest plates , platters.</p> <p>Show students how to stack plates according to size and shape. Ask why this might be important. (If the plates are not the same size and shape, they might tip and fall over; when you are looking for a certain size and shape plate, it is easier if they are all in the same pile.)</p> <p>Have students practise sorting and stacking plates of the same size. Demonstrate how to handle plates hygienically: hold on edges, not where food will be served.</p>	

<p>5. BOWLS</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • collection of various size bowls
<p>Ask students when they visit a restaurant and order soup, what type of dish is it served in?</p> <p>Explain that some restaurants use bowls for cereal, ice cream, soup, dessert, and salads, etc.</p> <ul style="list-style-type: none"> • These bowls must also be washed. • When the bowls come out of the dishwasher, they have to be stacked according to size and shape. • Why would this be important? • Display one example of each size for future reference. <p>Have collection of various size bowls to sort and stack. Demonstrate hygienic handling: keep hands out of where food will go.</p>	

<p>6. GLASSES, CUPS AND MUGS</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Collection of glasses (at least 2 sizes), cups and mugs
<p>Ask students what they like to drink in a restaurant for breakfast? Lunch? Or dinner?</p> <ul style="list-style-type: none"> • What would it be served in? (a glass, a cup or a mug) • Discuss the different types of glass: juice, water, etc. • Display examples for future reference. <p>Ask what sort of drinks are served in glasses, and what in cups or mugs? (cold and hot)</p> <ul style="list-style-type: none"> • What is the difference between a cup and a mug? (A cup usually has a saucer under it, and is smaller than a mug.) <p>Show students the collection of glasses, cups and mugs. These too will be removed from the dishwasher and sorted before being used again.</p> <p>Have them sort the items into like types and sizes. Demonstrate hygienic handling: don't touch rim.</p>	

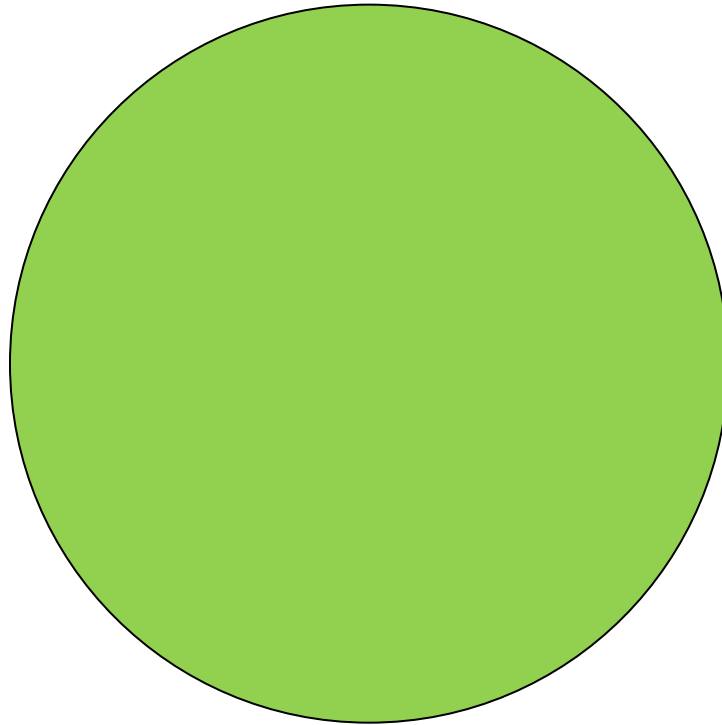
<p>7. KNIVES, FORKS AND SPOONS</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Assortment of cutlery: knives, 2 sizes of forks, 2 sizes of spoons • Cutlery drawer organizer with at least 5 sections
<p>Tell students when eating in a restaurant, you will be given eating utensils: knives, forks and spoons. (cutlery) Sometimes these are laid on the table; other times, they are rolled in a napkin. Sometimes additional cutlery is given if you order a particular item: soup spoon for soup, steak knife for steak. If you order take-out, you will usually be given plastic utensils.</p> <p>Remind them that when cutlery comes out of the dishwasher, it has to be sorted by type and size. This makes it easier for the person who must get the utensils to lay the table.</p> <p>Show a cutlery drawer organizer. Discuss where the different types of cutlery might go in this organizer: knives, large forks, small forks, soup spoons, small spoons.</p> <p>Discuss how to put cutlery away in a hygienic way: hold by handles not by eating end. Why? (Your hands might be dirty; you don't want to get germs on the clean piece of cutlery; no one wants to put something you have held in their mouth.)</p> <p>Ask students to sort the cutlery you have brought in, into the drawer organizer.</p>	

<p>8. LABELS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Labels / vocabulary cards • Table or shelves for sorting • Cutlery drawer organizer • Full assortment of dishes and cutlery
<p>Tell students that when they work in a kitchen, they may notice labels on the shelves, cupboards, and drawers that tell where things go when they come out of the dishwasher.</p> <p>Make labels to match the items discussed in previous learning activities.</p> <ul style="list-style-type: none"> • Large round plates, • Large oval plates, • Juice glasses, • Water glasses, • Mugs, • Soup bowls, • Dessert bowls, etc. <p>Teach all vocabulary necessary.</p> <ul style="list-style-type: none"> • Use the labels like flash cards for practice. • Students might focus on initial consonants to help with the recognition of the words. <p>Read labels with students and place them on the long sorting table or on empty shelves.</p> <ul style="list-style-type: none"> • Ask students to stack and sort the plates, placing them behind the appropriate label. <p>Repeat with bowls, then the glasses, etc.</p> <p>Make vocabulary cards / labels for the cutlery as well, and repeat the exercise.</p> <p>Explain that in a restaurant each different type or size of cutlery would have its own drawer section: they would never mix types or sizes together.</p>	

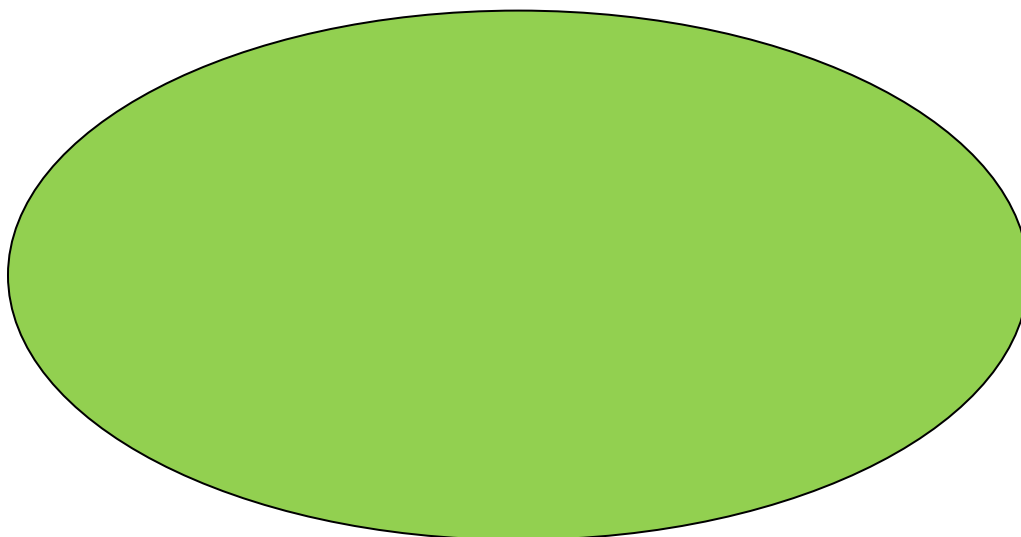
<p>9. LOAD AND UNLOAD THE DISHWASHER</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 2 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Location with dishwashing machine • Assortment of dishes to wash
<p>If your office, canteen, or workplace has a dishwashing machine, take students and observe, or demonstrate, how it is stacked. (Each machine has a different stacking format.)</p> <p>Ask students what they think the stacking procedure would be for the machine you are looking at: where would plates go? cutlery? etc.</p> <p>Tell them that there are some common rules to follow:</p> <ul style="list-style-type: none"> • Extra food or drink is always removed, and • Often the plates are rinsed before putting them in. • For safety, care must be taken when handling knives. • Putting cutlery in with the handles upwards makes it possible to remove them by the handles. • Be careful that glasses do not touch each other. • Don't force anything: it might break. <p>Perhaps students could take turns stacking the machine.</p> <p>When the dishwashing and cooling cycle is complete, ask if it would be possible for students to unload the dishwasher and put away items, according to the procedure being used in the location you are visiting. If no set procedure is followed, ask if students could suggest a way to stack the dishes and put away the cutlery: for example, labeling the cupboards, drawers and shelves.</p> <p>You could make this part of another activity: perhaps a shared lunch, practicing social behavior – conversations, etc. Afterwards, the cleanup (dishwasher) would be a natural conclusion.</p> <p>***The student would receive full training with loading a dishwasher in a restaurant. Here the focus is on identifying like dishes and cutlery, and on safe handling of all dishes. Reading the operational instructions in the manual is a higher level skill.</p>	

Round and Oval

Round:



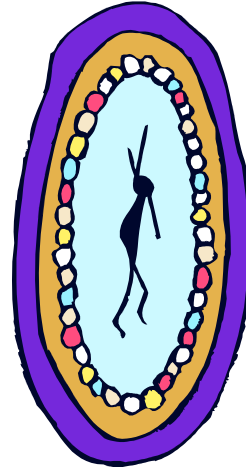
Oval:



Round or Oval?

Write the word “round” or the word “oval” beside the picture.







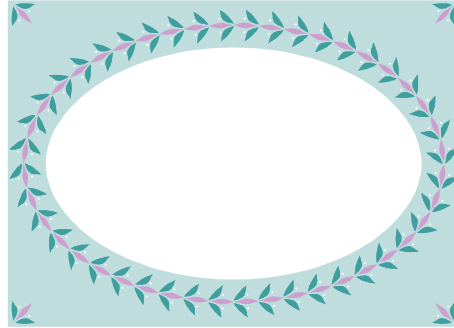


Round or Oval, cont.

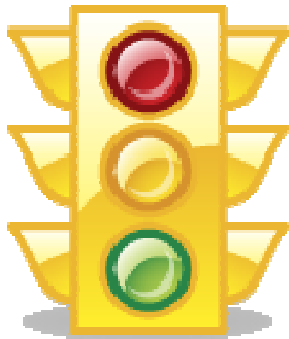
(the button)



(the opening in the frame)



(the lights)

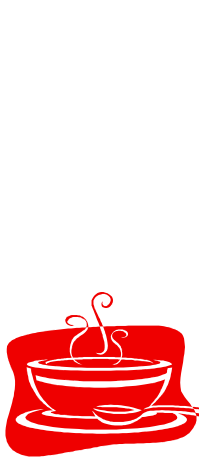


(the eggs)



Small, Medium, and Large

Write small, medium or large for each picture.













Smallest to Largest

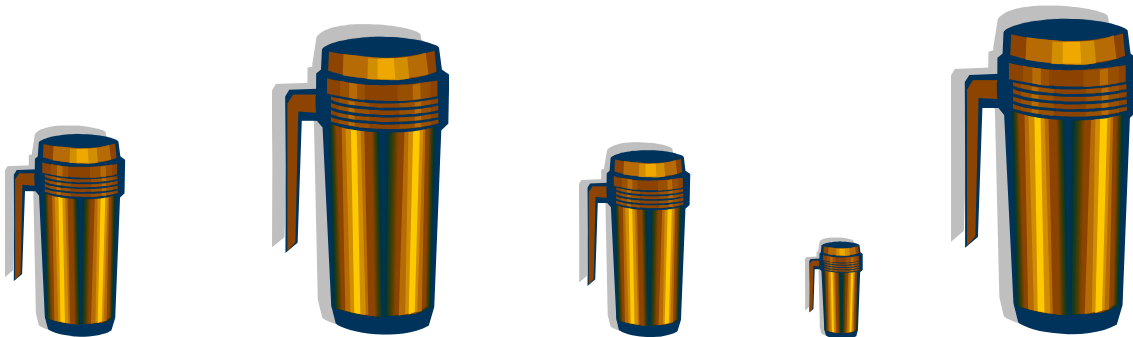
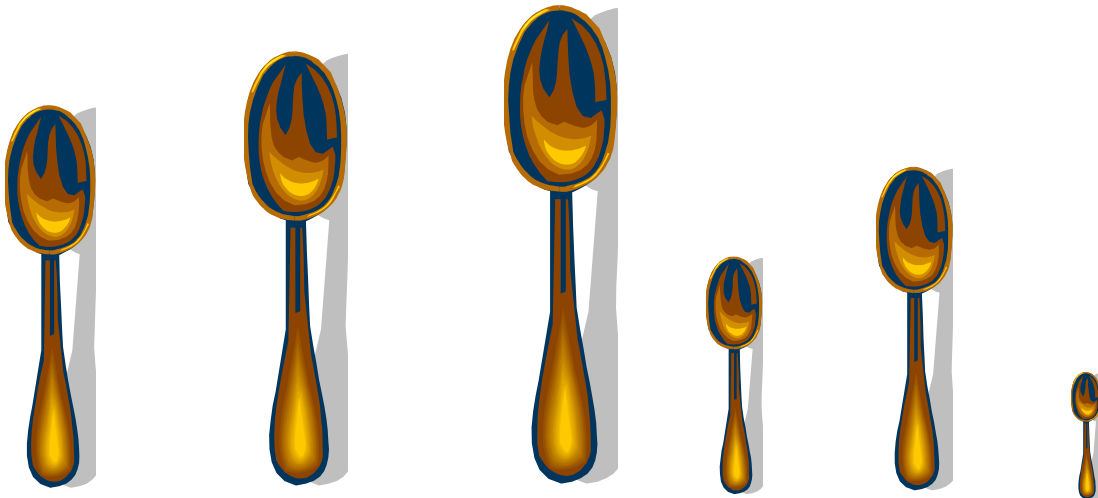
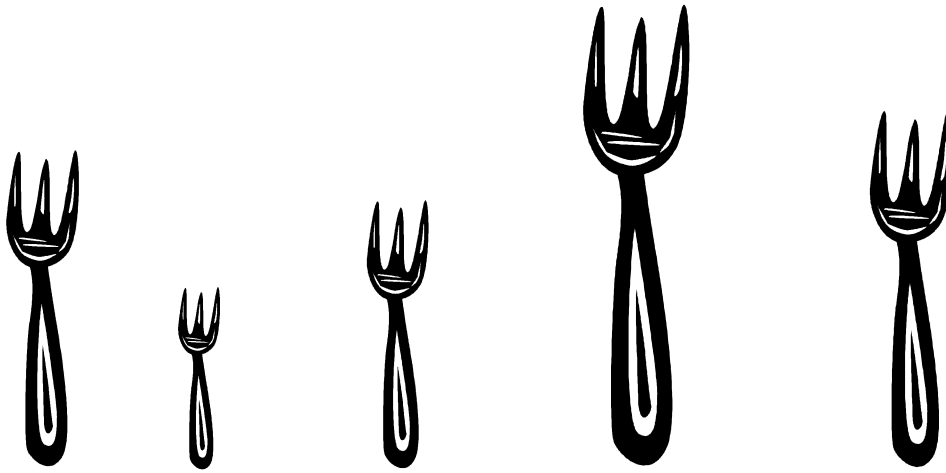
- Cut out all the pictures.
- Then sort them so that you have all of a certain type together: all the glasses, all the mugs, etc.
- Now arrange each group in order, from smallest to largest.



Smallest to Largest, cont.



Smallest to Largest, cont.



DEMONSTRATION INSTRUCTOR PAGE

Sort Them Out

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

DEMO DESCRIPTION

The student will be given a selection of cutlery to sort into sections of a cutlery organizer. The student will also be asked to sort and stack dishes and glasses according written labels. Finally, the student will be asked to get several specific items.

INSTRUCTOR NOTES

- Do this demonstration in a location where you can use a dishwasher if possible. Load the dishwasher with clean dishes and cutlery. If this is not possible, use a dish draining rack. Load it.
- Use a collection of cutlery and a cutlery drawer organizer.
- Use an assortment of glassware and dishes.
- Make labels for each type of dish or glass. Put labels on shelves or other sorting area.
- Provide a tray for the items listed in Task 3. (Make sure you have the items named in Task 3.)
- Provide *What I Have Learned and Skills Practised* to link demonstration to the Essential Skills

With student

- Read aloud instructions if necessary.
- Do not read labels aloud.

ACHIEVEMENT INDICATORS

- Unloaded dishwasher safely
 - Handled dishes and cutlery in hygienic manner
 - Sorted dishes by type
 - Sorted each type by shape
 - Sorted each type by size
 - Could read the labels
 - Placed dishes in correct labeled location
 - Sorted cutlery appropriately
 - Assessed own performance
-

Sort Them Out

TASK 1

You are working in the kitchen of a small restaurant. The cutlery has not been away neatly. The owner has asked you to sort it out.

Sort the cutlery into the labeled sections of the cutlery organizer.

Your instructor will check your work.

Sort Them Out

TASK 2

You have just taken glasses and dishes out of the dishwasher. You must put them away according to the labels.

Use the dishes provided by your instructor.

Put them away according to the labels given.

Sort Them Out

TASK 3

The waiter has asked you to give him some dishes and cutlery to take to his table in the restaurant.

He asks for these things to be put on a tray for him.

- A small round plate
- A juice glass
- A water glass
- A knife, a fork, and a soup spoon
- A cup and saucer with a small spoon

Sort Them Out

TASK 4

I Can Unload the Dishwasher

I CAN	YES/DATE
I can sort plates according to shape.	
I can sort dishes according to size.	
I can sort dishes according to type (bowls, plates, etc.)	
I can stack plates safely.	
I can stack bowls safely.	
I can sort cutlery into a cutlery organizer.	
I can handle cutlery and dishes hygienically.	
I can put dishes away according to labels.	
I know the names of different dishes and cutlery.	
I can get specific dishes and cutlery when I am asked.	

DEMONSTRATION ASSESSMENT

Sort Them Out

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____Yes ____No

Details: _____

Accommodations?: ____Yes ____No

Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Unloaded dishwasher safely			
• Handled dishes and cutlery in hygienic manner			
• Sorted dishes by type			
• Sorted each type by shape			
• Sorted each type by size			
• Could read the labels			
• Placed dishes in correct labeled location			
• Sorted cutlery appropriately			
• Assessed own performance			

ADDITIONAL COMMENTS

Counting & Patterns

Counting & Patterns

This unit will provide students with experience counting out food items for individual servings and for packaging. It will also link counting skills to finding a certain page number in a recipe book. Students will also work with repeated patterns such as would be used in placing items on trays for baking.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Read and write numerals to 25
- Understanding of meaning of number/s
- Ability to follow simple instructions
- Understands concepts of before and after, more and less.
- Hygienic handling of food (see *Safety* unit in this manual.)
- Understands concept of pattern

OBJECTIVES

Students will

- Count and record numbers including when interrupted in the counting process: able to resume counting from place where interrupted
- Recognize dozen and half-dozen
- Count out a given number of items
- Recognize numbers before and after a given number
- Locate a specific page in a recipe book

MATERIALS

- Number line
- Number cards (1 – 25)
- Vocabulary cards
- Muffin pans (2)
- Paper muffin cups
- Muffin baking mix & other needed ingredients
- Access to oven
- Plastic baggies
- Counters – cardboard disks to stand in for food, if using real food is a problem.
- Smarties or other small food items (raisins, etc.) for counting
- Cookie trays
- Cookie mix and other ingredients / or large bag of cookies
- Plastic baking containers from grocery store (for packaging)
- Other commercial packaging: donut boxes from coffee shop, chocolate box (with divided liner if possible), candy size paper cups, Styrofoam trays of varying sizes, etc.
- Recipe book

VOCABULARY

- Arrange
- Baggies
- Bake / baker
- Colour
- Cookie / cookies
- Count
- Dozen
- Fill
- Half dozen
- Measure
- Mix
- Muffin pan
- Number line
- Numbers
- Paper liners
- Pattern
- Plastic bag
- Recipe
- Record
- Rows
- Scoop

RESOURCES

- In-store bakery in large grocery store: they count out set numbers of baked goods and package them for sale. A visit and to the section to see the different packages, count how many in each package, visit with the people who do the packaging, etc.
- Many restaurants pre-count & package ingredients like meatballs for ease in making individual servings of set items. Contact a local restaurant to see if this is their practice. Perhaps a visit could be arranged.
- Ask local store or coffee shop if they could donate day-olds, or boxes of cookies, crackers, etc. for practice if budget is a problem.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Meaning of numbers		1				1			1	1	1		*				*
2.	Counting		1							1	1	1		*				*
3.	Before and after	1	1	1				1		1	1	1		*				*
4.	Find the number		1					1		1	1	1		*				*
5.	Count into the baggie		1				1			1	1	1		*				*
6.	Interruptions		1	1			1			1	1	1		*				*
7.	Role play						1			1	1	1		*		*		*
8.	Muffin pan	1	1					1		1	1	1		*				*
9.	Baking muffins	1	1				1			1	1	1		*		*		*
10.	Patterns	1	1					1		2	1	1		*				*
11.	Cookies	1	1				1			1	1	1		*				*
12.	Further practice	1	1				1			1	1	1		*				*
D	Cookies, muffins and more	1	1				1	1			1	1		*				

LEARNING ACTIVITIES

<p>1. MEANING OF NUMBERS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Number line • Boxes of Smarties, raisins, or other small items to use as counters
<p>Demonstrate counting from 1 to 25 on a number line. Have students count together as you point to each number on the number line. Remind students that a number represents a quantity, a group of things. (2 cookies, 3 candies, etc)</p> <p>Ensure that students understand the concept of each number by giving each student a box of Smarties (or similar small candy). Ask them to show you 4 Smarties, 7 Smarties, etc.</p>	

<p>2. COUNTING</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Number line • Number cards
<p>It is important that students can move from counting concrete materials to understanding counting in the abstract.</p> <p>Review number line counting. Give students a number card. Ask them to come to the number line and count up to that number. Make sure they are making a one-to-one correspondence between the number pointed to and the number spoken.</p>	

<p>3. BEFORE AND AFTER</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Vocabulary cards for “before” and “after” • Student Activity Sheet: <i>Before and After</i> • Student Activity Sheet: <i>What’s Missing?</i>
<p>Teach vocabulary words “before” and “after”.</p> <p>As you count, stop at a point on the number line. Ask students to name the number before the one you have stopped at, and the number after the one you have stopped at. Give many examples to practise this skill.</p> <p>Use Student Activity Sheet: <i>Before and After</i>.</p> <p>Continue practicing counting on the number line up to 25.</p> <p>Use Student Activity Sheet: <i>What’s Missing?</i> Students may use the number line if needed to complete the sheet.</p>	

<p>4. FIND THE NUMBER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Number line • Number cards • Recipe book
<p>Using a recipe book, show students how the pages are numbered.</p> <ul style="list-style-type: none"> • Have students count as you turn the pages. • Ensure that they realize both the right hand and left hand sides (front and back) of the pages are numbered (not just one number for the piece of paper.) <p>Using the number cards, ask students to turn the pages till they come to the number marked on their card.</p> <ul style="list-style-type: none"> • Insert the number card at that spot, then give another number card. <p>As students become more comfortable with the cards, give them the numbers orally.</p> <p>If possible, extend the number finding past 25.</p> <ul style="list-style-type: none"> • You could combine this with a general numeracy lesson on counting and finding numbers <ul style="list-style-type: none"> ◦ Similar to looking up a word in the dictionary: open the book. ◦ Is the desired number before or after?) 	

<p>5. COUNT INTO THE BAGGIE</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Number cards • Baggies • Raisins, Smarties, buttons, etc. as counters
<p>Have a variety of counters ready. (buttons, Smarties, raisins, etc.)</p> <p>Provide small plastic baggies.</p> <p>Explain that, at work, they may have to put a certain number of cookies or donuts, etc., into a bag. Tell them that in some restaurants, items such as meatballs are counted out and bagged for individual portions.</p> <p>Give each student a number card.</p> <ul style="list-style-type: none"> • Ask students to put the number of raisins, etc., represented by their given number card, into the bag. <p>Check each student's work.</p>	

<p>6. INTERRUPTIONS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Number cards • Baggies • Raisins, Smarties, buttons, etc. as counters • Pencils and paper
<p>Explain that in the workplace there are often interruptions.</p> <ul style="list-style-type: none"> • What could they be? <ul style="list-style-type: none"> ◦ Someone asking a question, ◦ The boss wanting you to do something else for a minute, etc. • What could you do to ensure that your counting carries on from where you were before the interruption? <ul style="list-style-type: none"> ◦ Write the number down and start at after that number when you return. <p>Practise this skill, by allowing each student to be “interrupted” in the middle of counting.</p> <ul style="list-style-type: none"> • Use baggies, counting cards, and counters as before. • Make sure students have pencils and small pads of paper to write the number where they were interrupted. • This is a complicated skill for some and may require repeated practice with the number line before progressing. • Remind them that starting over from 1 may take more time, but if they are unsure of where to resume counting, it is best to start over and be right than to package too few or too many. 	

<p>7. ROLE PLAY</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Baggies • Counters as before
<p>Set up a role-play of a store.</p> <ul style="list-style-type: none"> • Have one person act as the salesperson who will count out whatever the customer asks for and put them in a baggie. • The other students act as customers and ask for any number of a specific item. • The customer must always check that he/she got the number he/she asked for. • Give all students a chance to act as the salesperson. 	
<p>8. MUFFIN PAN</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • 12 muffin baking pan • Paper muffin cups (liners/cases) • Student Activity Sheet: <i>The Muffin Pan</i>
<p>Show students a 12 muffin baking pan. Have students count the cups with you. Explain that 12 is a dozen. Note that the cups are arranged in rows and columns: 4 X 3.</p> <p>Ask students to count six sections with you. This is called a half dozen. Confirm this by counting the remaining cups and comparing: they are both the same (6), so half of 12 is 6, and 6 is a half- dozen.</p> <p>Have the students take turns filling the muffin pans with paper muffin liners (cups/cases). Some students should be directed to put in a dozen paper liners, others a half-dozen.</p> <p>Use Student Activity Sheet: <i>The Muffin Pan</i>.</p> <p>*** You might explain that paper muffin cups come in varying sizes, as do the pans: small, medium, large and extra large. Refer to <i>Sorting by Size</i> in the Retail manual if this concept needs teaching.</p>	

<p>9. BAKING MUFFINS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Muffin pan • Paper liners • Muffin mix and necessary ingredients • Bowl, spoon, measuring cup • Access to oven
<p>This would be a good time to bake a batch of muffins.</p> <p>Use a simple muffin mix.</p> <ul style="list-style-type: none"> • Read the recipe (directions) together. • Have students count the number of eggs needed. • If students are able, have them measure the ingredients. (see <i>Measuring Ingredients</i> in this manual) • Line the muffin pan with paper liners, counting as each is placed. (You may interrupt the counting! • Ask students to count as they spoon the mixture into the individual paper-lined cups. • Bake according to package directions. (see <i>Setting Temperatures: Burners and Ovens</i> unit in this manual, and <i>Time</i> unit in Ready for Work for additional skills.) 	

<p>10. PATTERNS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Cookie Trays</i> • Student Activity Sheet: <i>Matching the Patterns</i> • Cookie trays of different sizes • Cookies to place on tray (real, or cut out cardboard disks as cookies)
<p>Explain that when baking on a cookie sheet, which doesn't have set locations for the uncooked dough like a muffin pan does, the baker has to decide how to arrange the cookies so that they bake evenly without running into each other or into the edges of the pan. The baker will want to get as many on the pan as possible at once so that lots are cooked at one time.</p> <p>Use Teaching Aid: <i>Cookie Trays</i> to show a variety of possible placements.</p> <ul style="list-style-type: none"> • Note that cookies are not placed right against the edges. • Note that there is space for cookies to "spread" as they bake. Explain that some spread more than others and they would be told by the baker how many to place on a tray, and probably even be given a pattern to follow. • Note that some patterns have identical rows, while others are offset to maximize the space. <p>Use Student Activity Sheet: <i>Matching the Patterns</i> to ensure that students can recognize identical patterns.</p> <p>Ask students to make set patterns: 2 rows of 2, 2 rows of 3, 2 rows of 4; 3 rows of 4, etc.</p> <p>If students are able, give them a number of cookies and ask them to make a pattern that would work well on the cookie sheet. There are many possible solutions. Check each with regard to equal spacing and maximizing use of space.</p>	

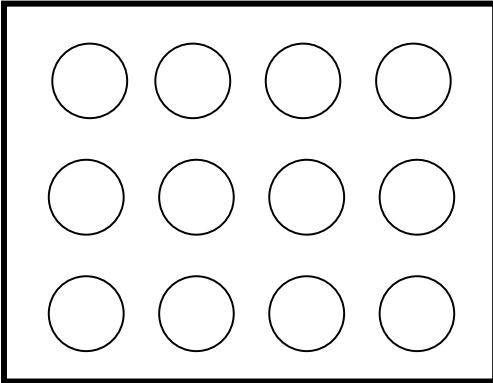
<p>11. COOKIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Cookie sheet • Cookies (dough, already made, etc) • Teaching Aid: <i>Cookie Trays</i> • Student Activity Sheet: <i>Placing the Cookies</i>
<p>If students were helping in a bakery, they may have to place cookies on a baking sheet.</p> <p>Use a packaged cookie dough (slice and bake), make cookies from a recipe (incorporating teaching from other units, teaching recipe reading skills, measurement skills, etc.), or even use a bag of already baked cookies or cut out cardboard disks.</p> <p>Have students place cookies on the trays, copying given patterns: begin with 12 (same arrangement as muffins. Use different sized sheets that can take more or fewer cookies. Display a pattern, like on a domino, and ask students to copy it with the cookies. Count how many items are in the pattern. Note the arrangement (rows and columns. Sometimes there are 2 rows to a pattern: 4 in one row, 3 in the next.) Use Teaching Aid: <i>Cookie Trays</i>. Make patterns of your own for students to copy.</p> <p>Use Student Activity Sheet: <i>Placing the Cookies</i> as follow up.</p>	

<p>12. FURTHER PRACTICE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Counting Flash Cards</i> • Student Activity Sheet: <i>Count the Food</i> • Student Activity Sheet: <i>Shrimp Count</i> • Variety of packaging containers and items or package or arrange
<p>Provide a variety of counting and arranging experiences daily.</p> <ul style="list-style-type: none"> • Have students take turns filling the baggies with various items. Have them arrange items in a variety of regular patterns that you display on the board or on pattern cards. • Use different packaging containers: Styrofoam trays, clear plastic bakery containers, baggies of different sizes, etc. <p>Display Teaching Aid: <i>Counting Flash Cards</i> for easy reference.</p> <p>Use Student Activity Sheets: <i>Count the Food</i> and <i>Shrimp Count</i> for additional practice.</p>	

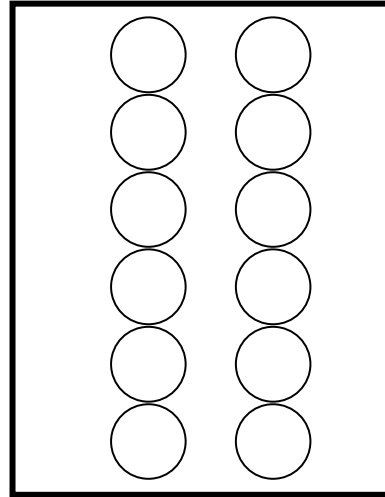
Cookie Trays

Each tray has a dozen (12) cookies.

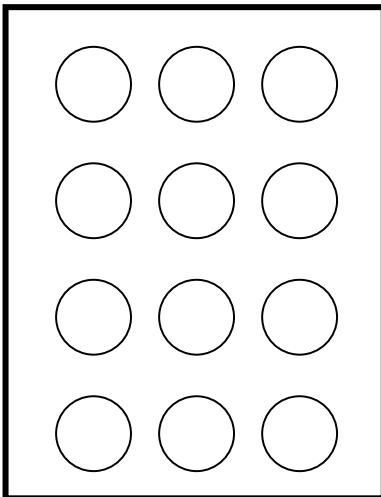
3 rows of 4



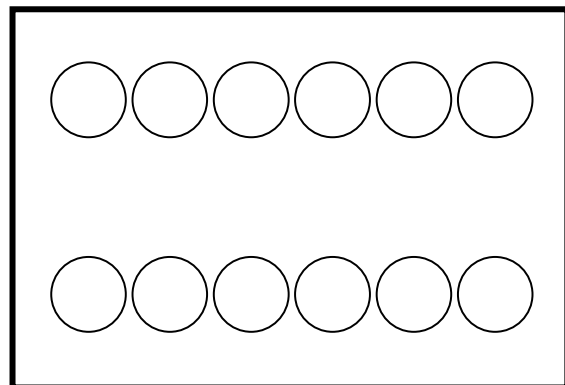
6 rows of 2



4 rows of 3

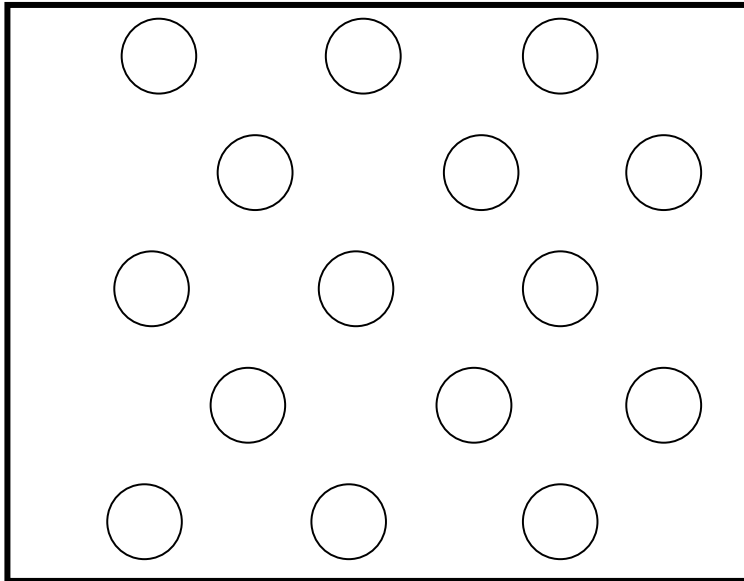


2 rows of 6

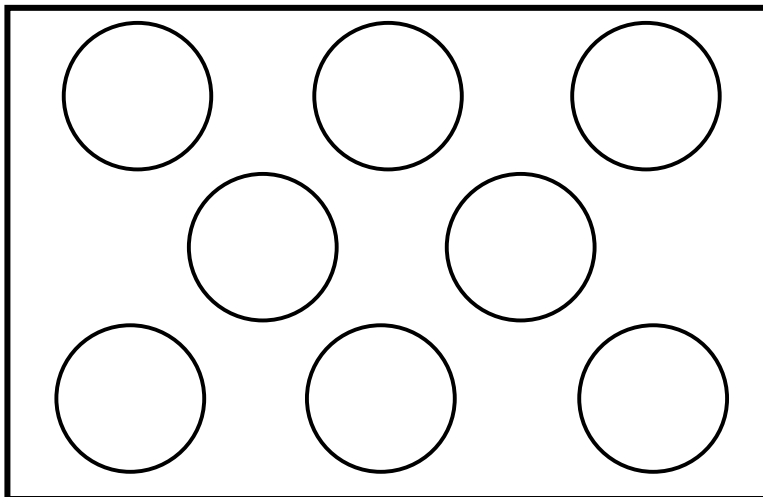


More Cookie Trays

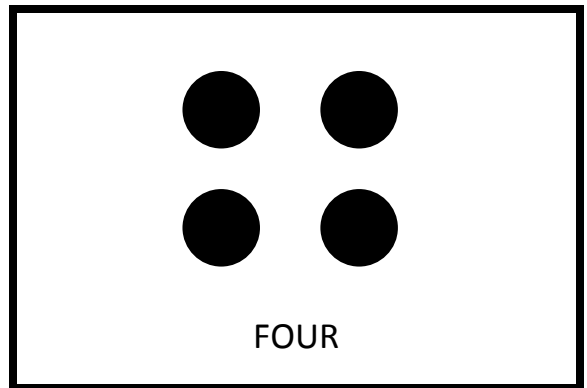
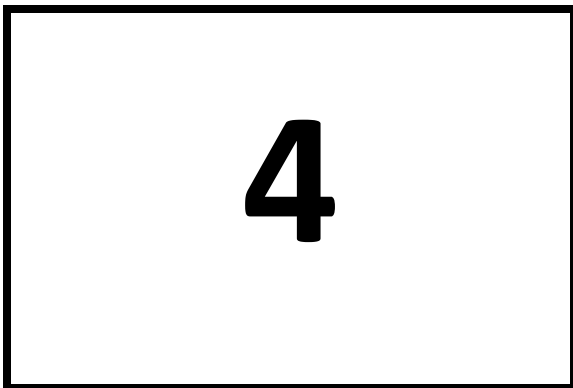
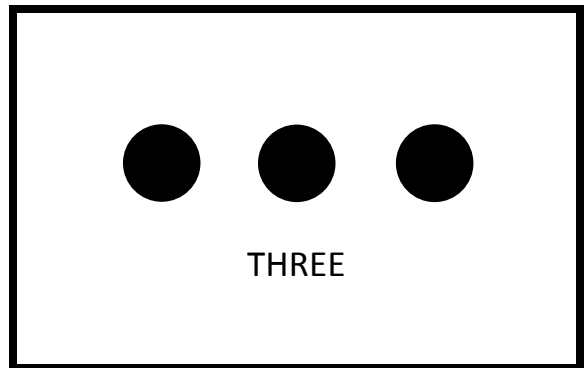
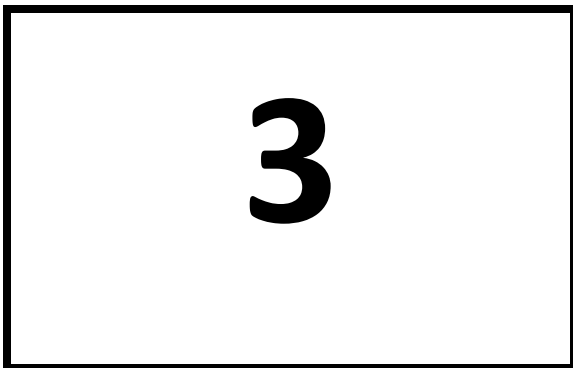
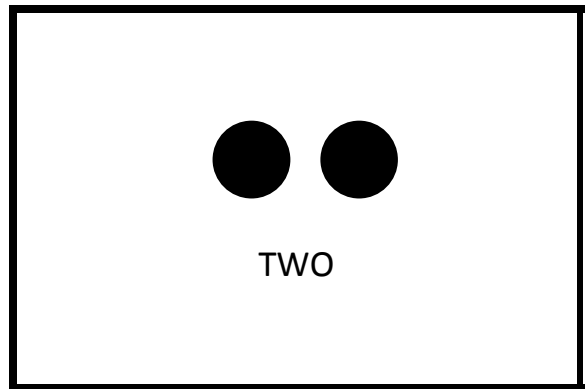
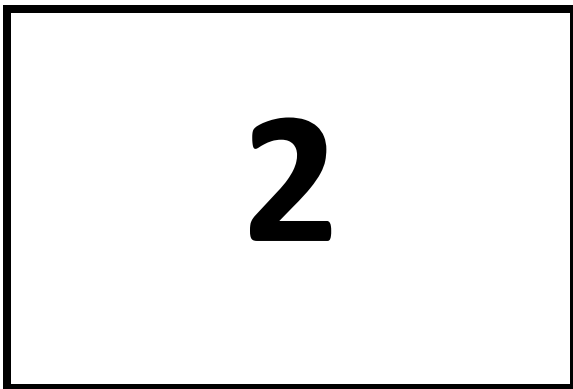
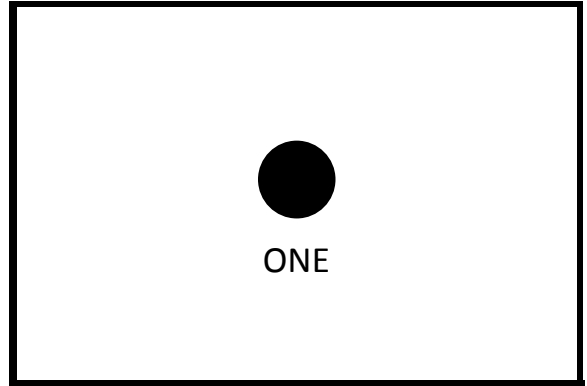
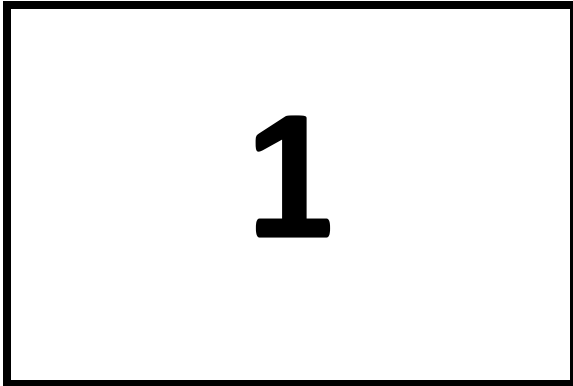
15 small cookies



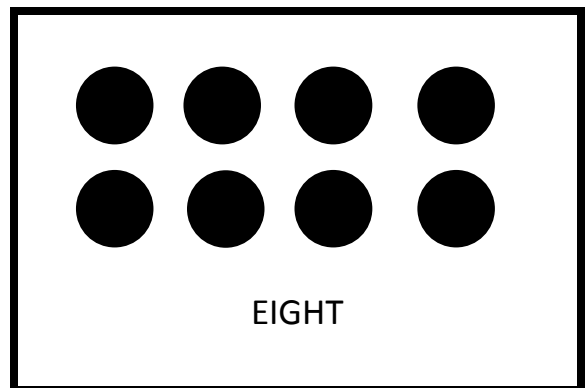
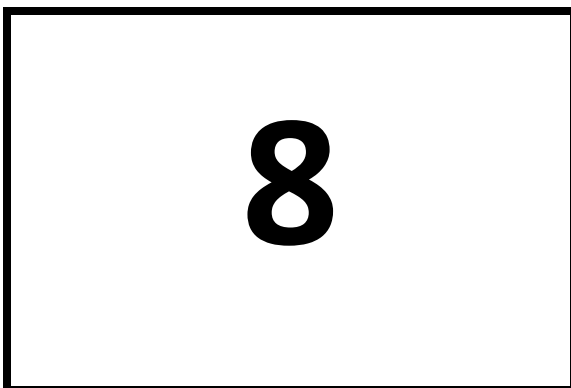
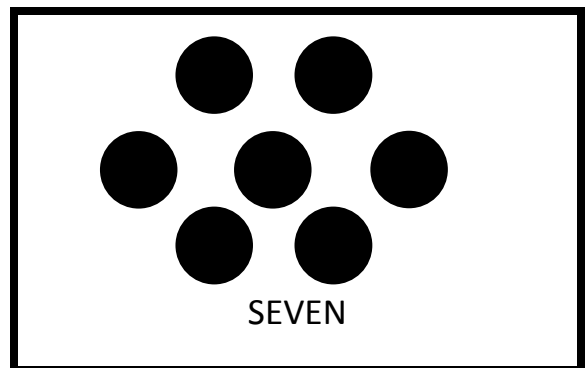
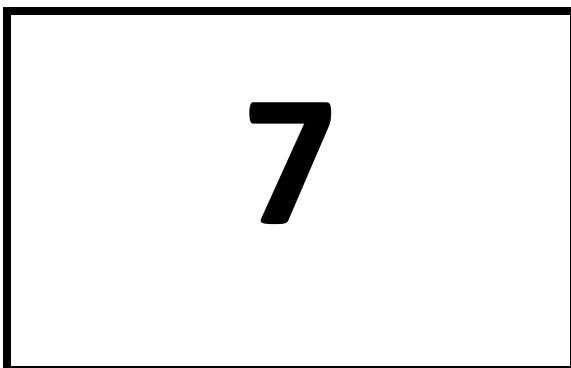
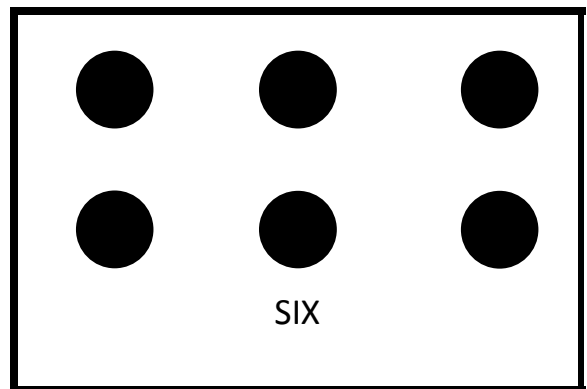
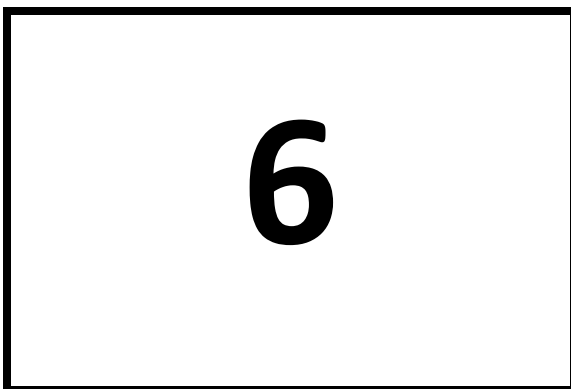
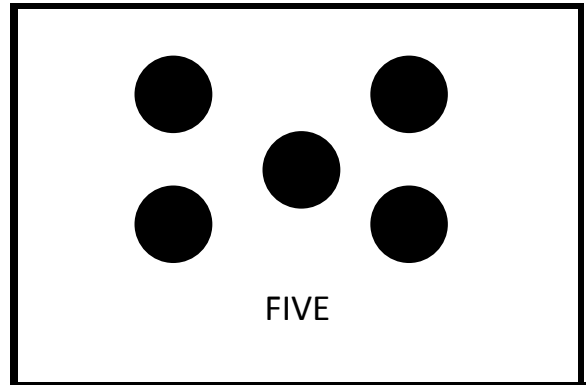
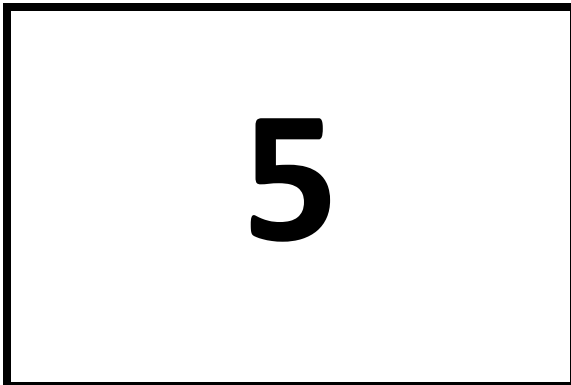
8 large cookies



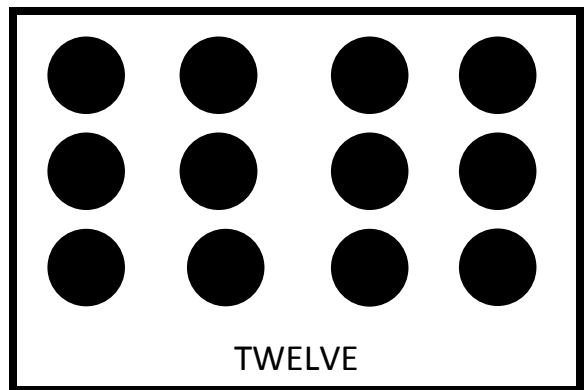
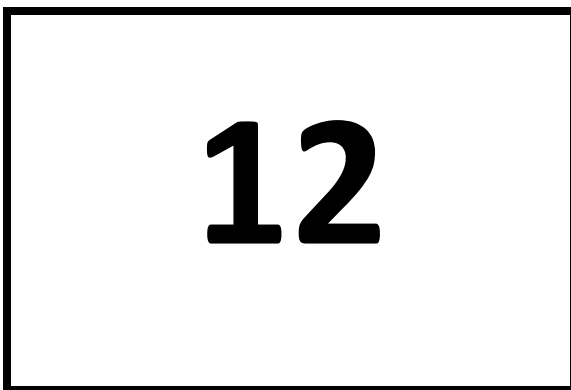
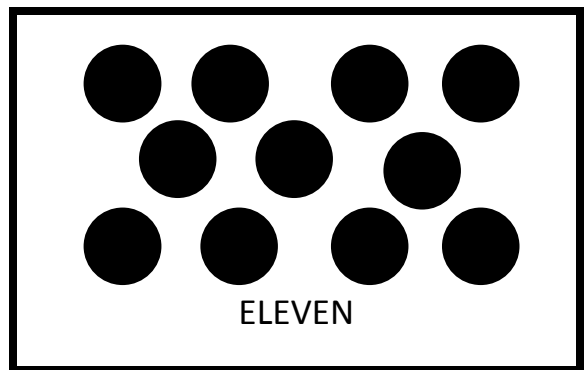
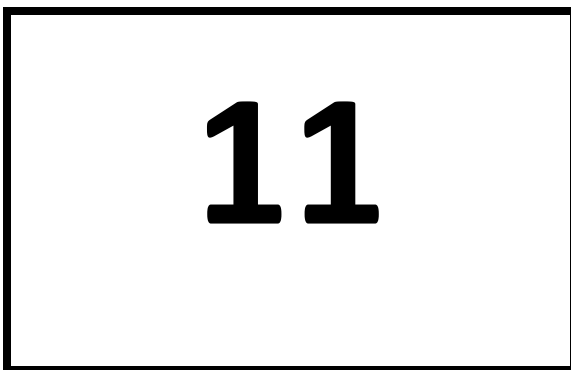
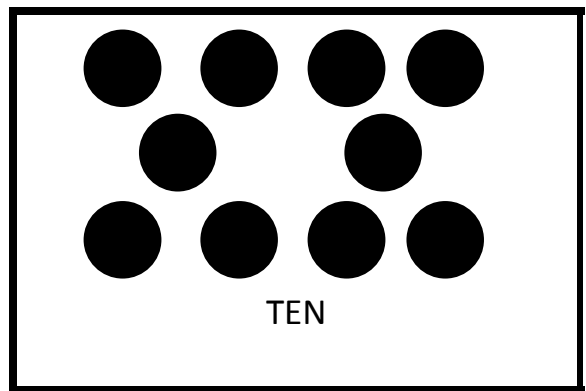
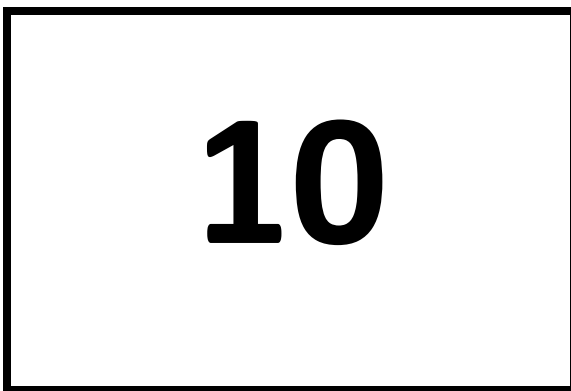
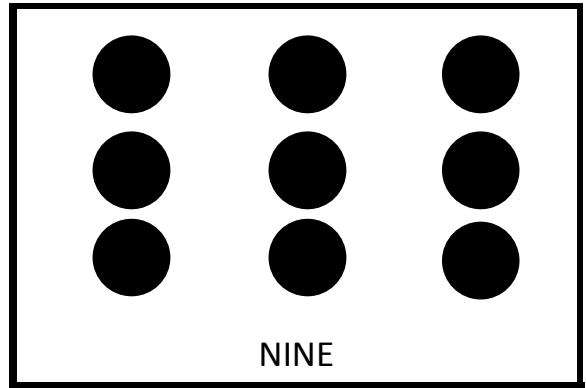
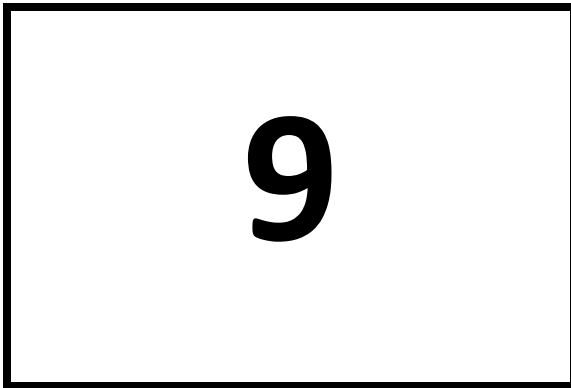
Counting Flash Cards



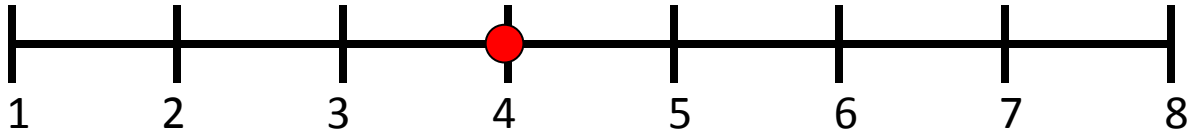
Counting Flash Cards cont.



Counting Flash Cards

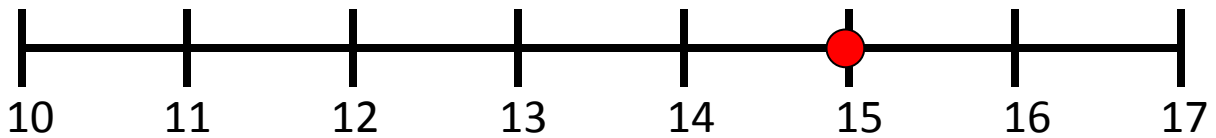


Before and After



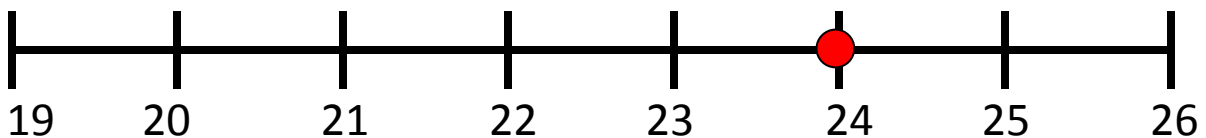
Write the number **before** 4. _____

Write the number **after** 4. _____



Write the number **before** 15. _____

Write the number **after** 15. _____



Write the number **before** 24. _____

Write the number **after** 24. _____

What's Missing?

Fill in the missing number in each line of counting.

a) 1, 2, ____, 4, 5

b) 15, 16, 17, ____, 19

c) 8, ____, 10, 11, 12

d) 3, 4, 5, 6, ____

e) ____, 12, 13, 14, 15

f) 6, 7, ____, 9, 10

g) 16, ____, 18, 19, 20

h) 10, 11, 12, 13, ____

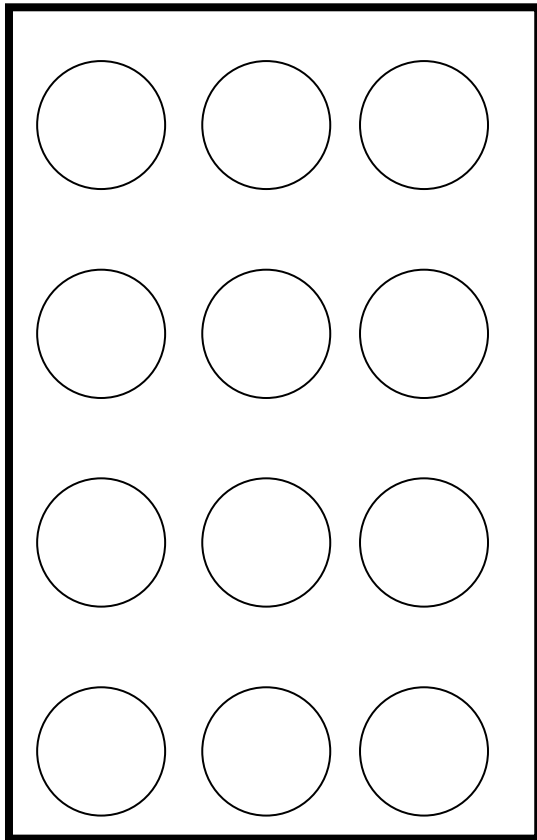
i) 2, 3, 4, ____, 6

j) ____, 5, 6, 7, 8

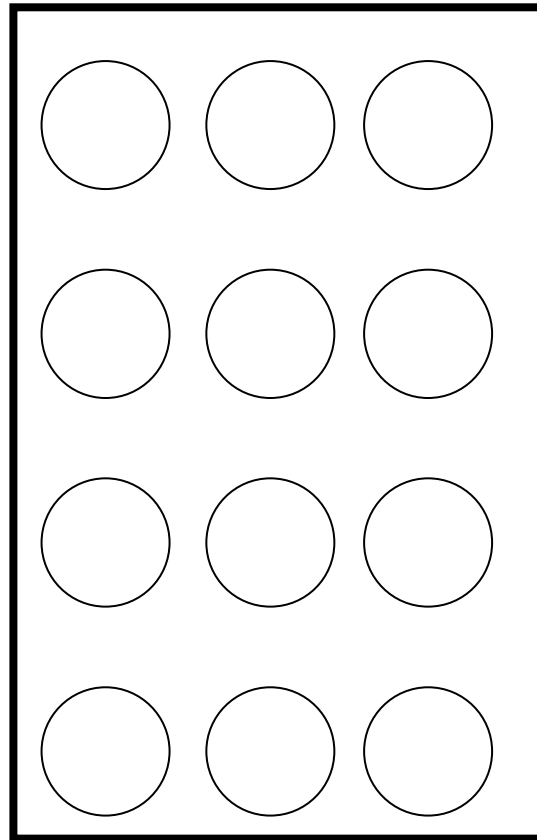
k) 14, 15, ____, 17, 18

l) 12, ____, 14, 15, 16

The Muffin Pan



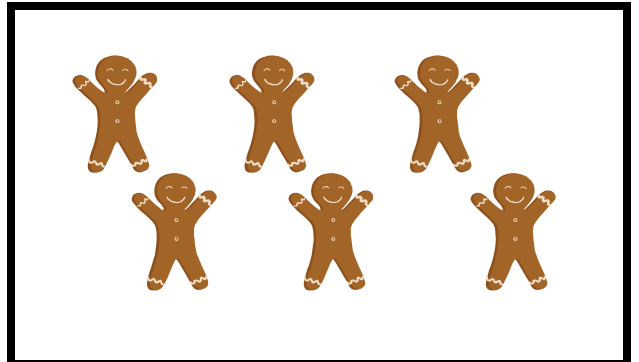
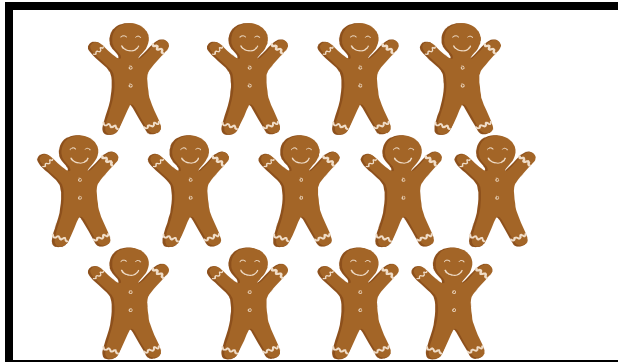
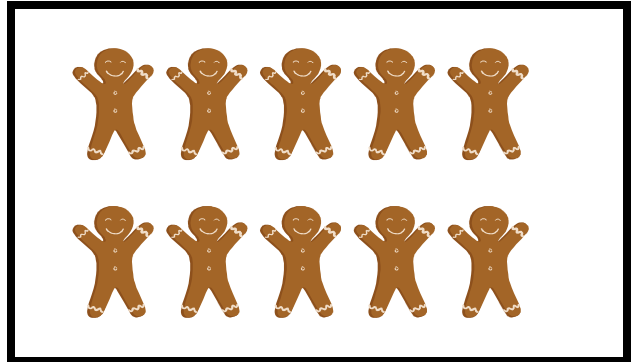
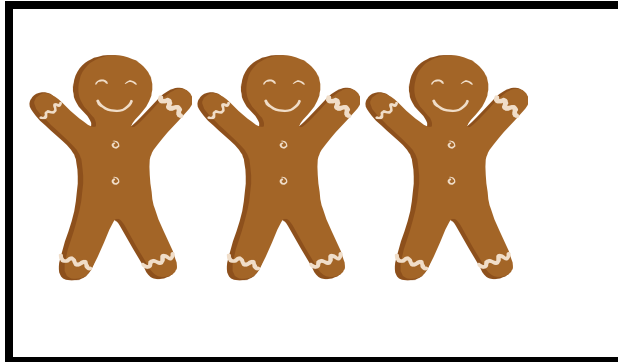
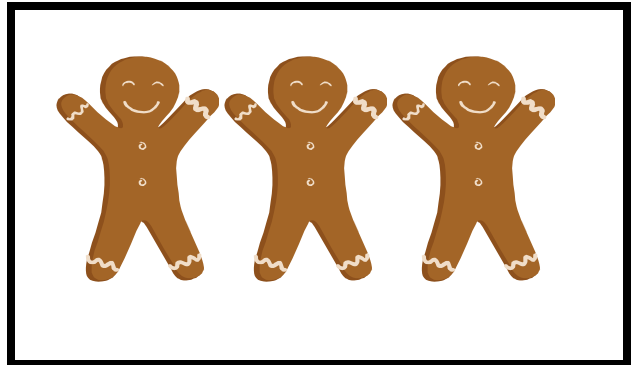
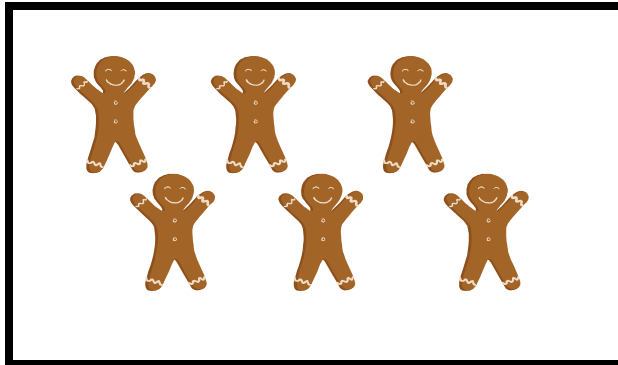
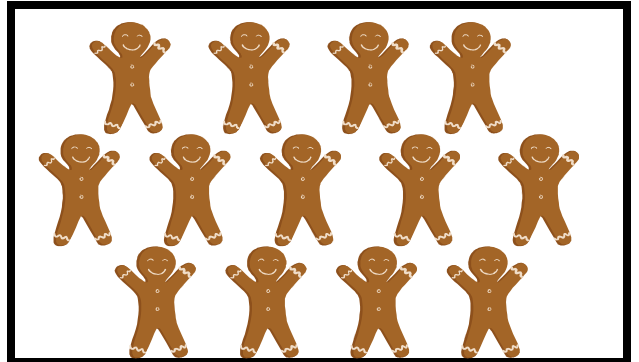
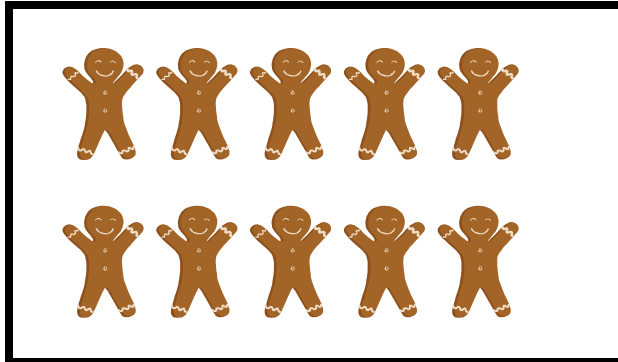
Colour a dozen muffins.



Colour a half-dozen muffins

Matching the Patterns

Match the trays that are arranged the same way.



Place the Cookies

Arrange cookies on the trays using the given pattern. Use a dot for a cookie.

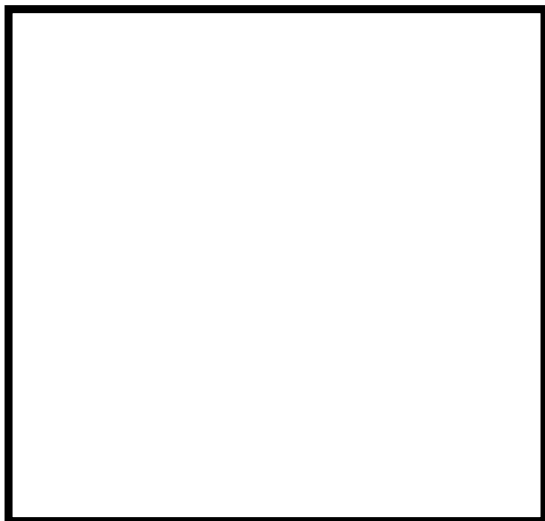
3 rows of 5



6 rows of 2



4 rows of 4

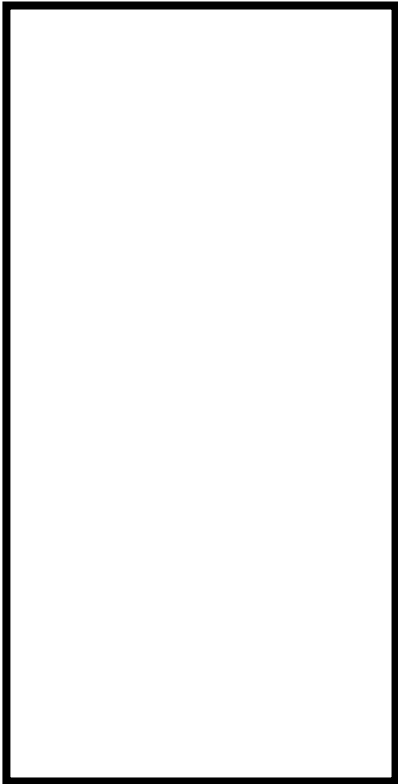


2 rows of 8



Place the Cookies cont.

8 rows of 2



4 rows of 3



4 rows of 5



Count the Food

Count the items. Write the number on the line.



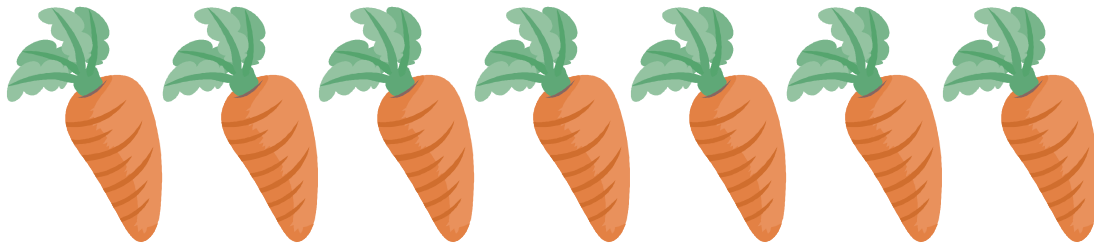
_____meatballs



_____oranges



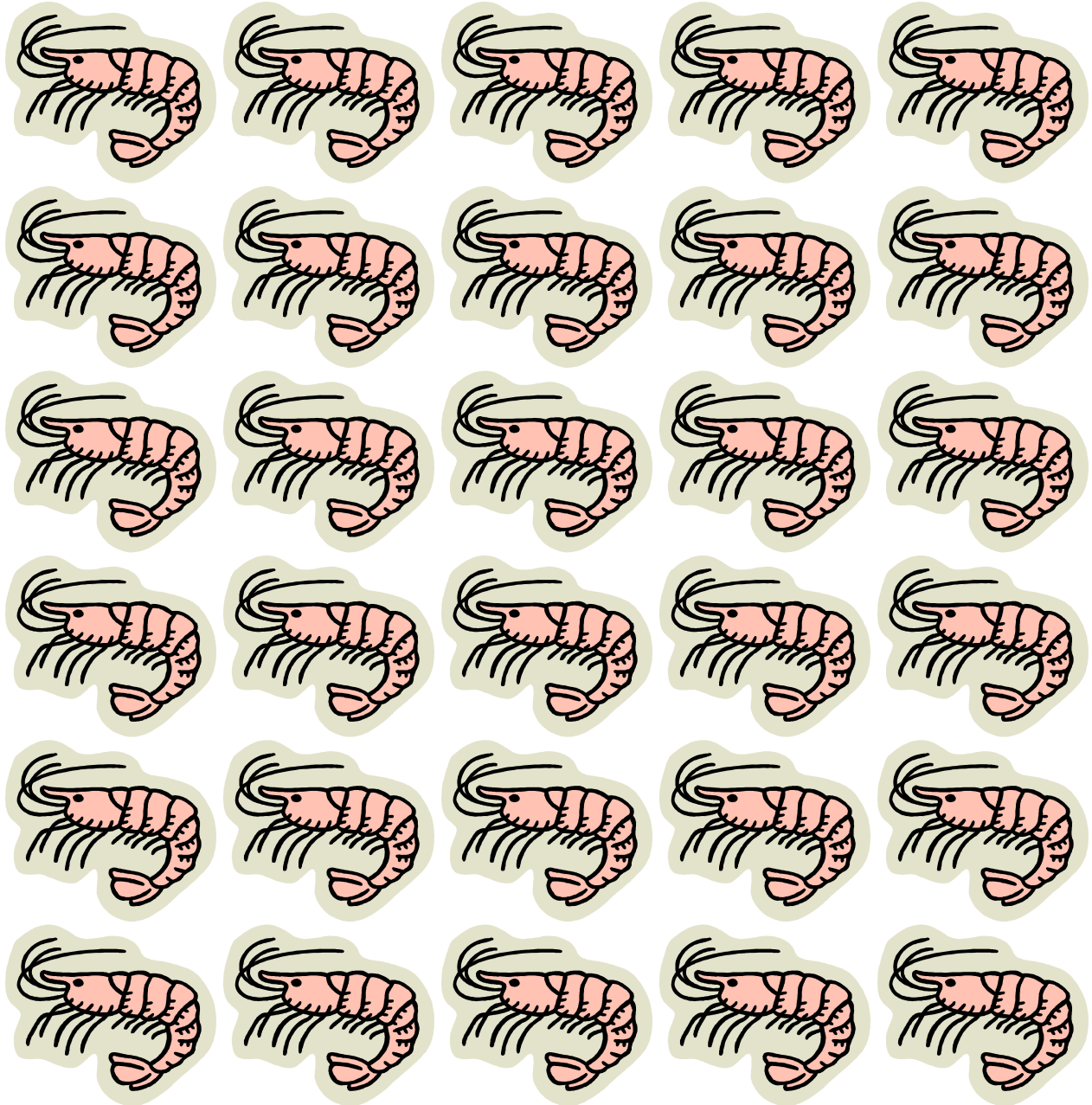
_____cupcakes



_____carrots

Shrimp Count

Cut out the shrimp. Say a number and your partner must count that many shrimp into a bowl.



DEMONSTRATION INSTRUCTOR PAGE

Cookies, Muffins and More

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will count out and place a specified number of items in several labeled bags. The student will make several identical packages according to instructions. The student will arrange cookies on a sheet according to given directions, and line muffin pans according to directions.

INSTRUCTOR NOTES

- Provide 12 baggies (or other appropriate packaging containers).
- Provide a bag of cookies, a box of Smarties, a box of crackers, and a bunch of grapes (or other countable food items.) You could make cutouts of the food
- Provide 2 muffin pans and paper muffin cases (at least 24)
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks with Essential Skills

With student

- Read instructions aloud if necessary
- Do not count with student.

ACHIEVEMENT INDICATORS

- Counted according to instructions
 - Made several identical packages, according to instructions
 - Arranged items in a pattern formation, according to instructions
 - Recognized and showed half-dozen and dozen
 - Lined muffin pans
 - Assessed own performance
-

Cookies, Muffins & More

TASK 1

You have been asked to package food items for a class trip. There will be a certain number of each item placed into a bag. **You must make 3 bags of each item.**

Put 6 cookies in a bag.

Put 8 crackers in a bag.

Put 15 grapes in a bag.

Put 18 Smarties in a bag.

Cookies, Muffins & More

TASK 2

The baker wants you to prepare some cookie trays for the oven. She tells you to arrange 16 cookies in 2 rows on each tray.

Draw the cookies, and arrange them on the tray your instructor gives you.



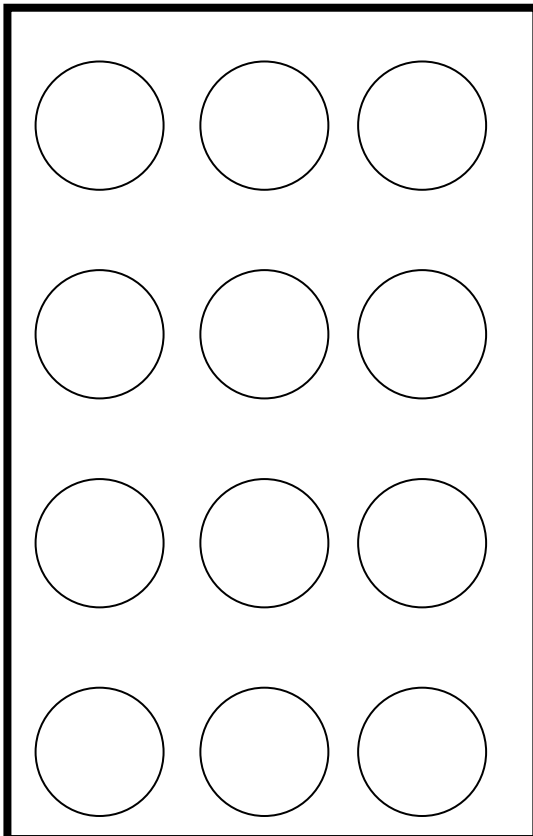
Cookies, Muffins & More

TASK 2, cont.

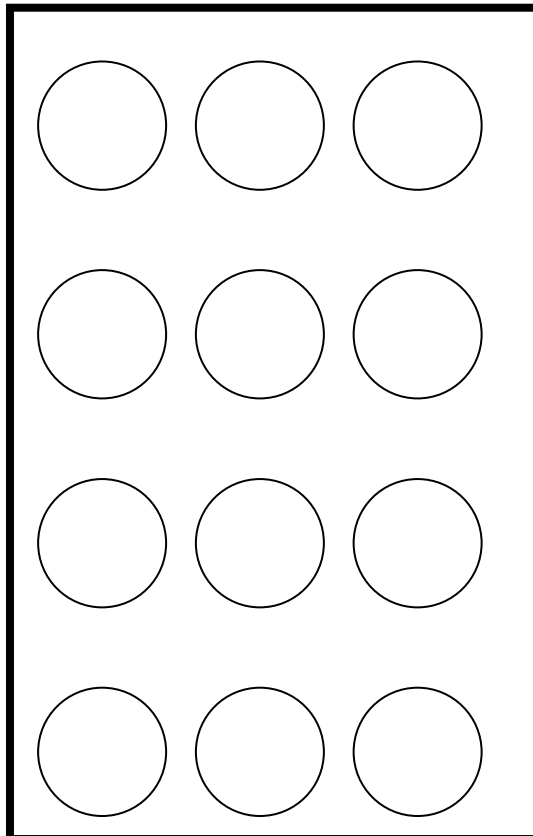
Now, the baker asks you to prepare muffin pans. She needs to make one dozen blueberry muffins and a half dozen date muffins.

- Colour the pans below to show one dozen in one pan and a half- dozen in the other pan.
- Line the muffin pans your instructor gives you with paper cases: one dozen in one pan and half a dozen in the other.

1 dozen



half-dozen



Cookies, Muffins & More

TASK 3

I Can Count Cookies

I CAN	YES / DATE
I can count on a number line.	
I can count pages in a book.	
I can find a page in a book using the numbers.	
I know what “before” means.	
I know what “after” means.	
I can count out a number of food items.	
I can fill packages with the same number of items many times.	
I can continue counting after being interrupted.	
I can arrange things in a pattern.	
I know what “dozen” means.	
I know how many a half-dozen is.	
I can put paper liners in a muffin pan.	

DEMONSTRATION ASSESSMENT

Cookies, Muffins and More

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

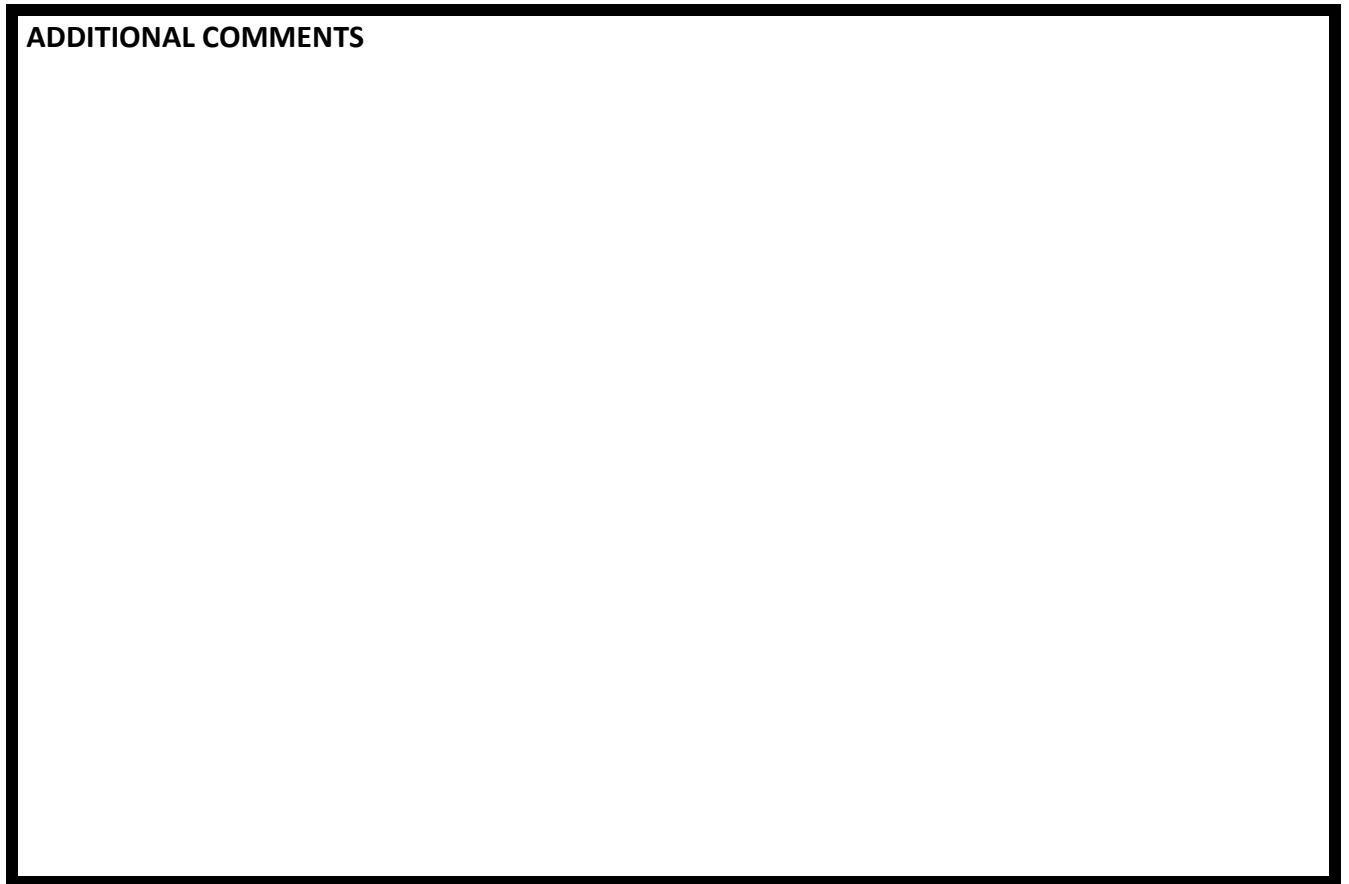
Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- **Reading Text 1**
 - **Document Use 1**
 - **Numeracy**
 - Scheduling or Budgeting & Accounting 1
 - Measurement & Calculation 1
 - **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Counted according to instructions			
• Made several identical packages, according to instructions			
• Arranged items in a pattern formation, according to instructions			
• Recognized and showed half-dozen and dozen			
• Lined muffin pans			
• Assessed own performance			

ADDITIONAL COMMENTS



The Condiment Station: Sorting and Storing Food

The Condiment Station: Sorting & Storing Food

This unit will provide strategies for helping students to identify pre-packaged condiments. They will experience a situation they may encounter in the workplace: refilling a condiment station and napkin containers. They will also learn to refill containers on tables, such as salt and pepper shakers. Safe storage requirements of different foods will be discussed briefly.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Concepts of same and different, full and empty, part-full
- Ability to classify and sort
- Colour recognition
- Good oral vocabulary of food words
- Some sight vocabulary, especially of food words
- Experience eating in restaurants, sit-down and take-out
- Recognition of what ketchup, vinegar, mustard, etc. are
- Some letter/sound knowledge
- Experience with storing food at home

OBJECTIVES

Students will

- Recognize labels on condiment packages, using clues such as pictures, initial letters, colours, etc.
- Sort according to criteria
- Place napkins in a box or refill container
- List types of food And their storage paces
- Stock a condiment station, matching packages with their correct containers
- Find a requested food item
- Know how to safely store different types of food (fridge, freezer, shelf, etc.)

MATERIALS

- Cereals, cans of soup, cans of vegetables etc (use empty and clean containers, or full)
- Packets of condiments: salt, pepper, sugar, brown sugar, sweetener, milk, creamer, butter, jam, ketchup, vinegar, mustard, relish, etc. 5 or 6 of each is desirable, but perhaps not possible/practical. You could make multiples by photocopying (colour) the packets and mounting them on card stock. Laminate these for frequent use.
- Paper napkins and napkin holders. (Try to get more than one sort or holder and different size and shape napkins so students can choose the correct napkin for the holder.)
- Containers: plastic tubs or small boxes; small bowls and plates; small baskets
- Labels
- Chart paper & markers
- Vocabulary cards: make as required

VOCABULARY

- Butter
- Colour/color
- Condiment
- Cream
- Honey
- Jam
- Jelly
- Ketchup
- Label
- Maple
- Margarine
- Milk
- Mustard
- Napkin
- Package
- Packet
- Peanut butter
- Pepper
- Picture
- Product
- Re-fill
- Relish
- Restaurant
- Salad dressing
- Salt
- Sauce
- Sour cream
- Station
- Sugar
- Sweetener
- Syrup
- Take-Out
- Texture
- Vinegar

RESOURCES

- Local restaurant or bulk food store may provide you with condiment samples, a napkin holder and napkins.
- Students and colleagues could collect condiment samples when they visit take-out restaurants or coffee shops.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Packaged food		1							1	1	1		*	1			*
2.	Sorting condiments		1							2	2	1		*		*		*
3.	Filling the containers	1	1				1			2	2	1		*		*		*
4.	Napkins		1							1	1	1		*				*
5.	Other containers		1							1	1	1		*	1			*
6.	Storage		1							1	1	1		*				*
7.	Put it away		1							1	1	1		*				*
8.	Field trip									1	1	1		*				*
D	Re-fill please!	1	1	1							1	1		*				

LEARNING ACTIVITIES

<p>1. PACKAGED FOOD</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers • Canned and packaged food (with picture on label)
<p>Show students a package of cereal or a can of soup (packages with pictures).</p> <ul style="list-style-type: none"> • Ask students what is in the package. • Ask students how they know that. • Explain that packages often have pictures of what is in them and that helps us to choose the correct food item. <p>Ask students to name foods that are usually packaged in the following ways. List on chart paper.</p> <ul style="list-style-type: none"> • Boxes • Cans • Plastic bottles or glass jars • Cartons • Plastic tubs <p>Then name some foods and ask students to describe the packages they would find in the grocery store:</p> <ul style="list-style-type: none"> • Mustard (Yellow, plastic bottle) • Olives (Glass jar-can see the olives) • Chicken (Styrofoam tray, covered with plastic wrap-can see meat) • Potatoes (white bag, may have see-through area) • Yogurt (white plastic tub; small plastic tubs with picture of fruit) • Salt (white box) • Butter (block-shaped, wrapped in paper, may be yellow) <p>Explain that in a restaurant these products might come in very large containers, not like those in a grocery store. How will they know what is in the container? Teach some vocabulary strategies, combined with use of colour or pictures which may or may not be on commercial size containers.</p>	

<p>2. SORTING CONDIMENTS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Variety of pre-packaged condiments: the larger the assortment, the better. Have several packages of each. • Enough boxes or containers to have one for each type of condiment • Labels for containers • Card stock and laminating facilities if needed
<p>Collect a variety of condiments from a local restaurant or bulk food store.</p> <ul style="list-style-type: none"> • Your students and colleagues could contribute to the collection by bringing products they have collected from their trips to local take-outs. • If necessary, colour-photocopy packages to provide multiples of each kind. • These could be mounted on card stock and laminated for frequent use. <p>Provide several boxes or other containers for sorting.</p> <p>Hold up each packaged item and ask what they think is in the packet.</p> <ul style="list-style-type: none"> • Use colour, texture, picture, words as clues for identification. • Make a label for a container for each type of item. (vocabulary teaching) • Put package in appropriately labeled container, making new labels as necessary. <p>Some items might come in more than one kind of package.</p> <ul style="list-style-type: none"> • Ask whether they will need a new container just because the package is slightly different, if the contents are the same. <ul style="list-style-type: none"> ◦ Different brands of product; different restaurants may have their own packaging. • Examine several different packets of the same product: sugar perhaps. • How will they know that the product inside is the same?(word: sugar) <p>When you have made enough labeled containers, allow students to take turns choosing an item and asking other students what it is. Continue until all packets are placed appropriately and all students have had a chance to be “teacher”.</p> <p>Read the labels together and review the clues they used to sort the products.</p> <p>If they came across a packet they were unable to identify, what could they do? (ask another employee, a supervisor; open 1 packet to test – only if sure it is food!)</p>	

<p>3. FILLING THE CONTAINERS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Condiments and containers from previous activity • Student Activity Sheet: <i>Filling the Containers</i> • Teaching Aid: <i>Condiment Relay</i> • Small bowls, baskets or plates for Condiment Relay game
<p>Empty the condiments from the previous activity into a large bowl.</p> <p>Explain that a task they may be given in a restaurant would be to fill the condiment containers. These may be on individual tables or in a central location.</p> <p>Allow students to sort out the condiments and place them in the labeled containers.</p> <ul style="list-style-type: none"> • Remind them of the clues they might use. (colour, picture, feel of packet, words, etc.) • Use Student Activity Sheet: <i>Filling the Containers</i> for further practice. <p>Explain that some products are usually grouped together. Ask what they would put</p> <ul style="list-style-type: none"> • With sugar. (brown sugar, sweetener) • With milk (creamers), • With butter (margarine, maybe jam, jelly or peanut butter). <p>This often occurs when condiments are brought to the table as part of the meal.</p> <ul style="list-style-type: none"> • What would be brought with coffee or tea? • With pancakes? • With breakfast toast? • With hamburgers? <p>Some restaurants use small baskets or bowls for similar products. They might need to make sure there was enough for the number of people being served.</p> <p>Give students practice making up a bowl or small plate with a specific assortment: neatness and attractiveness count!</p> <p>Use Teaching Aid: <i>Condiment Relay</i>; make up more combinations.</p> <ul style="list-style-type: none"> • This could be a relay game, with a student drawing a card and going to the condiment containers to get what is on the card. 	

<p>4. NAPKINS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Napkins and napkin holders
<p>Another task they may have in a workplace is the refilling of napkin dispensers.</p> <ul style="list-style-type: none"> • Try to have more than one style of napkin holder and the napkins that would fit each holder. <p>Ask students which shape and size napkin would go with each dispenser.</p> <p>Ask students how many napkins would go in a dispenser. (varies)</p> <ul style="list-style-type: none"> • Would they count them (No) • What would they do? (Push on the dispenser to feel how thick a wad of napkins needs to be put in.) <p>Give students practice refilling napkin holders.</p> <p>Emphasize that the napkins should look clean and not crushed.</p> <ul style="list-style-type: none"> • Why? • Would they want to use a napkin that looked soiled and crushed? 	

<p>5. OTHER CONTAINERS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Condiment Servers</i> • Salt and pepper shakers, sugar dispenser, plastic ketchup bottle. • Salt and pepper, sugar, ketchup in larger containers.
<p>Some restaurants use glass containers or plastic bottles for many condiments.</p> <p>Use Teaching Aid: <i>Condiment Servers</i>.</p> <ul style="list-style-type: none"> • Show each picture and ask students what they think is in the container. • How do they think each is refilled? <p>Discuss how they would know that a container needs refilling. (look at level; weight)</p> <ul style="list-style-type: none"> • Should it be left to completely run out? • Should a container be left on a table if it is almost empty? <p>Explain that they may have to refill these containers too. Some restaurants may require the container to be completely emptied and washed before being refilled. Others may allow refilling before it is empty.</p> <p>What should they do when refilling one of these containers?</p> <ul style="list-style-type: none"> • Make sure their hands are clean. • Make sure the container is clean. • Find the correct product to refill container. • If there is dirt inside the container, do not refill it. • Fill the containers in the kitchen, not at the table. • Fill it carefully, avoiding spilling. • Wipe up any spills that do occur. <p>Give students practice refilling salt and pepper shakers, sugar dispensers, ketchup bottles.</p>	

<p>6. STORAGE</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Pictures of various food items – use grocery flyers • Chart paper & markers
<p>Explain that at home and in restaurants, similar types of food are often stored together. It often helps us to find things if similar things are together. They will need to know where to look when refilling the condiment station. The grocery store is also organized in a similar way.</p> <ul style="list-style-type: none"> • Give students several categories and see how many foods they can name in that category. Use chart paper to make lists: vocabulary & pictures. <p>Ask students where they would look at home to find:</p> <ul style="list-style-type: none"> • Milk or juice • Flour or sugar • Canned fruit (unopened; opened) • Ice cream • Lettuce or carrots • Tea or coffee • Cereal • Butter or margarine • Bread or muffins • Cheese <p>Ask students why some foods must be stored in the refrigerator (to keep them from going bad and making people sick.)</p> <p>Have them name other foods that should be kept:</p> <ul style="list-style-type: none"> • In the refrigerator (meats, dairy products, fruits & vegetables) • In the freezer (frozen meat, frozen baking, etc.) <p>If the condiments are in separate packages, where will they be kept? (Probably just on the shelf).</p> <p>If they will be refilling from a larger container, they may have to go to the refrigerator.</p> <ul style="list-style-type: none"> • Which of the condiments they have been working with would not need to be in the refrigerator? (sugar, salt, etc.) • Which ones would? (ketchup, relish, mustard, open milk or cream) • Explain that the original container will say if the product needs to be refrigerated after opening. Teach this phrase as a vocabulary point. 	

<p>7. PUT IT AWAY</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Area in classroom to set up as storeroom, with separate shelf or other location to label as refrigerator and another as freezer • Large assortment of common food items: save cans with labels, (washed and with no sharp edges), empty cereal boxes, cake mixes, pudding mixes, empty yogurt containers, egg cartons, etc.
<p>Explain that they might have to put things away, or find things in a storeroom, the refrigerator or freezer. They would need to know where to look for the product so that they did not waste time looking for sugar in the freezer!</p> <p>Set up a simulated storeroom in your classroom.</p> <ul style="list-style-type: none"> • Set aside an area for the refrigerator and another for the freezer. • Put similar types of items together on the shelves. • You could use real packages, or just use picture cards of a variety of foods. • Then ask students to go and find certain items (tomato sauce, sweet pickles, strawberry jam, brown sugar, whipping cream, French dressing). • Encourage them to use all the clues available to them. • Teach appropriate vocabulary, depending on student ability. <p>Then give them some other boxes or cans, including an egg carton.</p> <ul style="list-style-type: none"> • Ask them to put the products away where they should go. • Make sure at least one can is identified by you as having been opened (and needing refrigeration.) 	

<p>8. FIELD TRIP</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • None
<p>A fun way to end this unit would be to make a visit to a local restaurant.</p> <ul style="list-style-type: none"> • Choose a time that will not be too busy and contact the manager ahead of time. • Explain what the students have been learning and ask if they could visit to see how the condiments are stored and provided to customers. • Ask if they could visit the storeroom and refrigerator area. <p>Ideally, you could visit different types of restaurants: one that is a sit-down restaurant with bottles of ketchup, salt and pepper shakers, etc. on tables; and a fast food restaurant where all the condiments, and even the cutlery, are at a self-serve station.</p> <p>Have students note the differences.</p> <ul style="list-style-type: none"> • They could ask how the workers keep the condiments well stocked or filled. • Are there any condiments they have not seen before? 	

Condiment Relay

5 sugar
5 sweetener
3 brown sugar

4 cream
4 milk

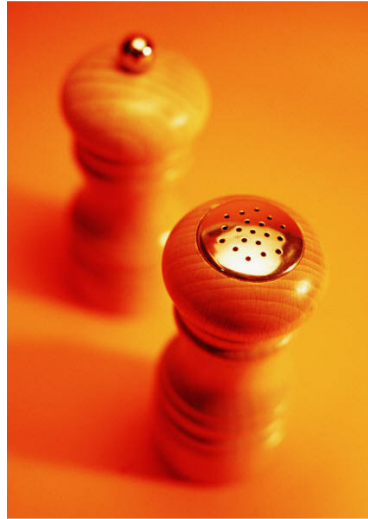
2 sour cream
4 butter

4 butter
2 margarine
1 honey
2 jam

3 ketchup
2 mustard
3 relish

4 salt
2 pepper
2 vinegar
2 ketchup

Condiment Servers



Filling the Containers

Place the product in the correct box by drawing a line from the product to the box. You will have more than one line going to each box.

Labels and Containers available for sorting:

- Tomato Ketchup (Red)
- Mustard (Orange)
- Salt (Blue)
- Vinegar (Black)
- Milk (Trapezoidal)
- Sugar (Black)

Mustard	Vinegar	Milk
Ketchup	Sugar	Salt

Labels and Containers available for sorting:

- Tomato Ketchup (Red)
- Mustard (Orange)
- Salt (Blue)
- Vinegar (Black)
- Milk (Trapezoidal)
- Sugar (Black)

DEMONSTRATION INSTRUCTOR PAGE

Re-Fill Please!**ESSENTIAL SKILLS**

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will set up a condiment station as if in a workplace situation, making labels as needed. The student will put small packets of condiments into the appropriate boxes or containers. The student will also re-fill a napkin dispenser, a salt shaker and sugar bowl.

INSTRUCTOR NOTES

- Provide boxes or containers for sorting
- Provide labels and markers
- Provide assortment of condiments in packets: mustard, ketchup, vinegar, relish, etc.
- Provide napkins and a napkin holder
- Provide a small bowl, some sugar packets and sweetener packets, creamers (or milks), stir sticks
- Provide an empty salt shaker and a box of salt
- Provide What I Have Learned and Skills Practised to link demonstration tasks to the Essential Skills

With student

- Read instructions if necessary
- DO NOT read labels on products
- DO NOT print labels

ACHIEVEMENT INDICATORS

- Set up a condiment station
 - Printed labels to identify condiments used
 - Sorted condiments into appropriate containers
 - Filled salt shaker
 - Placed napkins in holder neatly
 - Assessed own performance
-

Re-Fill Please!

TASK 1

You have to set up a condiment station for a busy take-out restaurant.

Put boxes or containers on a table.

Make a label for each box. (Look at what your instructor gives you to put in the boxes.)

Fill the labeled boxes.

Put the napkins in the napkin holder.

Ask your instructor to check your work.

Re-Fill Please!

TASK 2

You are going to take coffee to the 2 people seated at a table in the restaurant. You do not know what they take in their coffee, so you will take an assortment of sugar, sweetener, milk and cream.

Use a small bowl for the sugars, and a small plate for the creamers.

Re-Fill Please!

TASK 3

You are getting ready for a busy night at the restaurant where you work. You have been asked to fill all the salt shakers.

Fill the shaker that your instructor gives you.

Re-Fill Please!

TASK 4

I Can!

I CAN	YES/DATE
I can find <ul style="list-style-type: none"> • a ketchup packet • a mustard packet • a vinegar packet • a relish packet • sugar and sweetener packets • salt and pepper packets • milk cups • creamers 	
I can sort and place condiments in the correct containers	
I can put napkins in a napkin holder	
I can refill a salt or pepper shaker	
I can refill a sugar dispenser	
I can store food safely	
I know which foods need to be refrigerated	
I can get individual packets as instructed	

DEMONSTRATION ASSESSMENT

Re-Fill Please!

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? ____ Yes ____ No
Details: _____

Accommodations?: ____ Yes ____ No
Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Set up a condiment station			
• Printed labels to identify condiments used			
• Sorted condiments into appropriate containers			
• Filled salt shaker			
• Placed napkins in holder neatly			
• Assessed own performance			

ADDITIONAL COMMENTS

Setting Temperatures: Burners and Ovens

Setting Temperatures: Burners and Ovens

This unit helps prepare the student to work as an assistant in a kitchen setting. Students will learn how to set temperatures on ovens and burners. Standard dials and knobs will be presented, but it should be emphasized to students that there are many different types of cooking appliances, all with different styles of controls. However, the general teaching of the unit will prepare them for specific training that they should receive on the job.

They will also be shown how to use a meat thermometer to determine the internal temperature of food.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Ability to relate temperature to daily activities
- Understanding of concepts of above and below, left and right, top and bottom, front and back or rear, up and down, increase and decrease, higher and lower, more and less
- Recognition of numbers to 1000
- Writes numbers to 1000
- Use of number line to assist in counting by 25s to 1000
- Understanding of use of abbreviations in everyday life
- Some experience working with a stove or oven is helpful
- Using a keypad to enter numbers

OBJECTIVES

Students will

- Recognize the layout of burners on a stovetop
- Match the control dials to appropriate burners
- Set burner dials to given temperatures
- Know safe procedures when working with stoves and ovens
- Do simple cooking
- Understand Celsius and Fahrenheit scales as they relate to oven settings
- Read and understand an oven temperature dial
- Set oven temperatures to a given temperature: digital and dial
- Compare temperatures in Celsius and Fahrenheit
- Read a meat thermometer.

MATERIALS

- Magazines or catalogs with pictures of stoves and ovens
- Grocery flyers
- Chart paper, markers, etc.
- Laminating facilities: laminate and mount Teaching Aids
- Vocabulary cards
- Temperature cards: labeled with oven temperatures 300°F, 325°F ... 450°F
- Temperature cards: Low, Medium-low, Medium, Medium-High, High.
- 2 saucepans, spoon, sieve, pasta & pasta sauce
- Cardboard oven dial: cut out and mount one from the Teaching Aid
- Metal fasteners (for attaching hand to dial)
- Various items with built in thermometer dials (electric frying pan or wok,, toaster oven, etc.)
- Meat thermometer
- Food to use with meat thermometer: TV dinner, chicken thigh, etc.
- Potato, potato peeler, knife
- Mini pizza if desired (or other food)
- Access to kitchen

VOCABULARY

- Appliances
- Bacteria
- Back
- Bake
- Boil
- Broil
- Burner
- Celsius
- Centigrade
- Cook / cooking
- Degrees
- Dial
- Fahrenheit
- Front
- Gloves
- Handle
- Heat
- High (Hi)
- Internal
- Left
- Liquid
- Low (Lo)
- Meat
- Medium (Med)
- Medium-high
- Medium-low
- Needle
- Off
- Oven
- Parasite
- Position
- Pot
- Pre-heat
- Rear
- Recommended
- Reheat
- Right
- Safety
- Saucepan
- Setting
- Simmer
- Stove
- Temperature
- Thermometer
- Toast
- Virus

RESOURCES

- Larger grocery stores may have a community kitchen that can be used for classes.
- The cafeteria or staff room in your workplace
- www.canfightbac.org for safe food handling

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Stove experience and safety	1	1							2				*				*
2.	Burner identification	1	1	1						1	1	1		*				*
3.	Setting stovetop dials	1	1	1			1			1	1	1		*				*
4.	Different temperatures for different foods	1	1	1			1			2	1	1		*				*
5.	Cooking	1	1							1				*		*		*
6.	Temperature experience		1					1		1	1	1		*				*
7.	Temperature – Celsius		1					1		1	1	1		*				*
8.	Temperature – Fahrenheit		1					1		1	1	1		*				*
9.	Comparing the scales	1	1					1		1	1	1		*				*
10.	Setting oven temperature – digital		1				1			1	1	1		*				*
11.	Setting oven temperature – dial		1				1			1	1	1		*				*
12.	Pre-heat	1	1				1			1	1	1		*				*
13.	Broil, bake, roast		1							1	1	1		*				*
14.	Using a meat thermometer		1				1			1	1	1		*				*
D	Cook up a storm	1	1				1				1	2		*				

LEARNING ACTIVITIES

<p>1. STOVE EXPERIENCE AND SAFETY</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Safe Use of a Stove</i>
<p>Ask students to share their experiences with stoves, their fears and their concerns. Point out to students that safety is very important with a stove, but, with proper care, they can learn to operate it with confidence.</p> <p>Talk about some of the safety precautions when operating a stove. Students may be able to volunteer some of these. Read the Teaching Aid: <i>Safe Use of a Stove</i>.</p> <ul style="list-style-type: none"> • Ask students why they shouldn't touch a burner, even if it looks black. (It may still be hot from prior use and could cause a burn.) • Demonstrate how to turn pot handles toward the back of the stove. Explain that handles are easy to accidentally hit, and the pot may be knocked over and spill hot liquid. • Explain (or give personal anecdotes) how forgetting about a pot on the stove can cause the liquid to boil away, and the food will burn onto the bottom of the pot. This can cause a fire if left too long. • Fires can also be started by spilled oil or grease, or a burner left on for long periods. 	

<p>2. BURNER IDENTIFICATION</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Stove • Pictures of a variety of stovetops from magazines, catalogs, etc. • Student Activity Sheet: <i>Stovetop</i> • Student Activity Sheet: <i>Burner Identification</i>
<p>Look at a stove in the staff room or kitchen.</p> <p>Locate the word “front” on the stovetop (usually with the burner knobs.)</p> <ul style="list-style-type: none"> • Explain that the front burners are the ones closest to them as they face the stove. • Locate the word “back” or “rear” on the stovetop. (Explain that these words mean the same) • Ask which burners they think are the rear ones. (The furthest away from them as they face the stove.) <p>Note that there are two front burners, a left and a right, and two back burners, a left and a right.</p> <ul style="list-style-type: none"> • Look for those words on the stovetop. • Tell students that each burner is identified with either front or back and left or right. • Using the stove itself, point to each burner in turn and have them name it. • Then ask them to point to the burner that you name. • Use Student Activity Sheet: <i>Stovetop</i>. <p>Explain that all stovetops do not look the same, but the burners are usually set in the same positions.</p> <ul style="list-style-type: none"> • You could examine pictures from household magazines, catalogues, etc. to compare stovetops. • Note that the burner controls may be on the side, on the front or at the back. • There may be diagrams on some stoves and not on others etc. • Use Student Activity Sheet: <i>Burner Identification</i> for further practice. 	

<p>3. SETTING STOVETOP DIALS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Stove , or take digital photos of several types of stove: print and laminate • Teaching Aid: <i>Setting Dials</i> • Student Activity Sheet: <i>Label the Burner Dial</i> • Student Activity Sheet: <i>What's It Set At?</i>
<p>Explain that some stoves have dials beside the burners. The dial for the front burners would be beside them; the dials for the back burners would be beside them. Some stovetops locate all the dials at the back of the stove. Still others locate them on the front of the stove or down one side. It is important to know which dial controls which burner.</p> <ul style="list-style-type: none"> • How can they tell on the stove you are using (words, diagram?) <p>Stove dials let them heat the burner to a certain temperature. The higher the heat, the hotter the burner will be. Temperature words, low, medium, and high are commonly used. Some stoves may have additional words: simmer, medium-low, medium-high.</p> <ul style="list-style-type: none"> • Explain the meaning of each. <p>Use Teaching Aid: <i>Setting Dials</i> to read the meanings of each setting.</p> <ul style="list-style-type: none"> • Make sure that students know that they must know these words, because some dials will have low on the right, and others may have high on the right. • Some stoves may even use numbers to represent low, medium and high. • Training should be given at the workplace before they are expected to use the stove. If training is not given, they should ask for it. <p>Other heat appliances to set temperatures too: electric frying pan, grill, toaster oven etc.</p> <ul style="list-style-type: none"> • Show examples of each. • Note that some of these dials look more like the oven dial with numbers like 300, 400, etc. These will be learned later. <p>Demonstrate turning a burner on to high.</p> <ul style="list-style-type: none"> • Turn it down to low. • Have students do the same. • Place a pot of water on the burner to prevent accidental touching of the hot element. <p>Use Student Activity Sheets: <i>Label the Burner Dial</i> and <i>What's It Set At?</i></p>	

<p>4. DIFFERENT TEMPERATURES FOR DIFFERENT FOODS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper and markers • Stove • Teaching Aid: Medium-Low and Medium-High • Student Activity Sheet: <i>Order the Temperatures</i> • Student Activity Sheet: <i>Cook Wisely</i>
<p>Explain that different temperatures are used for different cooking methods.</p> <ul style="list-style-type: none"> • When they want something to cook quickly, the dial should be set at high. • When they are warming up leftovers slowly, the dial should be set at low. • Simmer is another word that means “to cook slowly”. • Most other cooking will be done in the medium range. • Often a high temperature is used first, to bring the food to the boil, and then is decreased to cook the food and prevent boiling over. <p>Make a cooking chart for suggested dial settings and post it in the room, or beside the stove if possible. Some suggestions could be</p> <ul style="list-style-type: none"> • BOIL water for potatoes HIGH (HI) • SIMMER rice pudding LOW (LO) • REHEAT leftovers LOW (LO) • HEAT soup MEDIUM (MED) • Etc. <p>Sometimes recipes will ask students to cook at medium-low or medium-high.</p> <ul style="list-style-type: none"> • This means that the dial should be set between the two given temperatures. • Use Teaching Aid: <i>Medium-Low and Medium-High</i> to show the temperature settings. • Demonstrate this on the real stove if possible. <p>Use Student Activity Sheets: <i>Order the Temperature</i> and <i>Cook Wisely</i>.</p>	

<p>5. COOKING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Stove • Teaching Aid: <i>Cooking</i> • 2 saucepans, spoon for stirring, sieve for straining • Pasta, pasta sauce, salt
<p>Explain to students that they may need to cook food according to given instructions from a chef or cook.</p> <p>Use Teaching Aid: <i>Cooking</i>.</p> <ul style="list-style-type: none"> • They should read the instructions to you. • You will demonstrate this scenario, and as you cook, remind students of the safety issues from Learning Activity 1. • Focus on the different dial settings used. <p>If wanted, you could give students the opportunity to do some simple cooking from directions, using various burner settings.</p>	

<p>6. TEMPERATURE EXPERIENCE</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p> <ul style="list-style-type: none"> •
<p>Point out to students that sometimes we want an accurate measurement of temperature (not just low, medium, high, etc.)</p> <ul style="list-style-type: none"> • Discuss with the students what we measure specific temperatures of and why (weather-so we'll know how to dress, people-so we'll know if they are sick, meat-so we'll know if it is cooked and safe to eat, etc.) <p>Discuss with students temperatures they have heard and what that means to them.</p> <ul style="list-style-type: none"> • For example, ask students if any of them know the temperature that day. • Ask if that temperature is cold or hot or just nice. <p>Ask students how the temperature outside or the temperature of a person is usually measured (with a thermometer).</p> <ul style="list-style-type: none"> • What is the unit used to measure temperature? (degrees) • Write the symbol for degrees on the board: ° <p>Point out the number changes as the temperature changes.</p> <ul style="list-style-type: none"> • As the number of degrees increases, the temperature gets hotter. • As the number of degrees goes down, the temperature gets colder. • Ask which is hotter: <ul style="list-style-type: none"> ◦ 30° or 60°? ◦ 150° or 300°? ◦ 250° or 90°? etc. • Ask which is colder: <ul style="list-style-type: none"> ◦ 25° or 10°? ◦ 5° or 35°? ◦ 50° or 20°? <p>If students ask about below zero temperatures, you could take the opportunity to discuss it, or you could explain that when cooking food, they will always be using hot temperatures. However, it is important to be able to read the negative temperatures as they may need to check the thermometer gauge in the freezer at a workplace, and record this.</p>	

<p>7. TEMPERATURE - CELSIUS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Explain that there are two scales for measuring degrees. One is the Celsius scale. That is the one that most of us are familiar with from listening to weather reports.</p> <p>Ask what sound they hear at the beginning of Celsius.</p> <ul style="list-style-type: none"> • What letter is that? (They may say S.) • We use a C. as a short form after the degree sign to show the temperature is in degrees Celsius. • Why? Name of person who developed the scale. • Write ° C. on the board. • The other name for this scale is Centigrade. • Write Centigrade on the board. • Ask what little word it begins with. (cent) • Ask how many cents there are in a dollar (100). • Explain that this scale is based on 100. <p>Ask students if they know what the freezing point for water is in ° C. (0°C.)</p> <ul style="list-style-type: none"> • This is the point that water will turn into ice. • What temperature do they think a freezer should be set at? (Below -18°C. This is much lower than the actual freezing point – for food safety.) <p>Ask if they know at what temperature water boils? (100°C.)</p> <ul style="list-style-type: none"> • What does boiling mean? (That is the temperature at which the liquid evaporates - turns into gas/steam) • Any temperatures above 40 on the Celsius scale will burn the skin. • Boiling water is VERY hot. So is the steam, and they must be very careful. <p>Note at this point that this scale uses 100 degrees to go from water freezing to water boiling.</p> <p>Ask students if they know what normal body temperature is. (37 ° C.)</p> <ul style="list-style-type: none"> • If your body temperature is 39 ° C., what does that tell you? • If the temperature outside is 40 ° C., is it comfortable for you? 	

<p>8. TEMPERATURE - FAHRENHEIT</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials: None</p>
<p>Ask what sound they hear at the beginning of Fahrenheit.</p> <ul style="list-style-type: none"> • What letter is that? • We use an F. as a short form after the degree sign to show the temperature is in degrees Fahrenheit. • Write ° F. on the board. • Tell them it is named for the person who developed the scale. <p>Ask students if they know what is the freezing point for water in ° F. (32° F.)</p> <ul style="list-style-type: none"> • Remind them that this is the point that water will turn into ice. • What temperature do they think their freezer is set at? (Below 0° F.) <p>Ask if they know at what temperature water boils? (212 ° F.)</p> <ul style="list-style-type: none"> • Any temperatures up in the 100s or 200s or higher on the Fahrenheit scale will burn the skin. <p>Ask students if they know what normal body temperature is. (98.6 ° F.)</p> <ul style="list-style-type: none"> • If your body temperature is 104 ° F., what does that tell you? • If the temperature outside is 100 ° F., is it comfortable for you? <p>Explain that most recipes use Fahrenheit degrees;</p> <ul style="list-style-type: none"> • 325, 350, 375, 400, 425, 450, are most common for baking and cooking. • They need to be able to count by 25s since recipes use these numbers. • Practise counting by 25s from 100 to 550. 	

<p>9. COMPARING THE SCALES</p> <ul style="list-style-type: none">• Reading Text 1• Document Use 1• Numeracy<ul style="list-style-type: none">◦ Data Analysis 1• Oral communication 1• Thinking Skills<ul style="list-style-type: none">◦ Problem Solving 1◦ Decision Making 1◦ Significant Use of Memory• Continuous Learning	<p>Materials:</p> <ul style="list-style-type: none">• Teaching Aid: Compare the Scales - Celsius and Fahrenheit• Student Activity Sheet: <i>Celsius and Fahrenheit</i>
<p>Make a chart on the board or use the Teaching Aid: <i>Compare the Scales – Celsius and Fahrenheit</i>.</p> <ul style="list-style-type: none">• Explain that each pair of actual temperatures are measuring the same amount of heat; they just use different scales to measure it. <p>Use Student Activity Sheet: <i>Celsius and Fahrenheit</i> as follow ups.</p>	

<p>10. SETTING OVEN TEMPERATURE - DIGITAL</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Temperature cards: 300°F, 325°F etc.
<p>Ask students if it is possible to set the temperature outside (wouldn't it be nice if we could?)</p> <p>Explain that we can set the temperature wanted for an oven.</p> <p>Ask why this would be important for an oven (so that food will cook properly-it will be well done, but not burned).</p> <p>Explain that when the oven gets to the temperature that we set, it keeps the temperature close to that level (by turning the heat up and down automatically).</p> <p>Take students to a kitchen, staff room or area where there is an oven. If none is available use pictures of appliances – you may have to enlarge them for clarity.</p> <p>Draw students' attention to the display panel. Some ovens have a circular dial while others have a keypad like that on the telephone. Remind them that this is like the two types of clock: digital and analog. **</p> <p>To set a digital oven control, they will use the keypad. Often they will need to first select "oven" or "bake" from other buttons on the panel. Remind them that each oven is operated differently, and they should make sure to ask for training before using one in a workplace.</p> <p>Practise setting the oven temperature. Make a set of oven temperature cards, similar to vocabulary cards with the common temperatures. Show a student a card, or let them draw from the pile and ask that the oven be set to that temperature. Make sure to turn the oven off when finished.</p> <p>**If the stove you are using has a dial, explain the digital method using the board. They could practise setting the temperature by using the keyboard on a computer.</p>	

<p>11. SETTING OVEN TEMPERATURE - DIAL</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Oven Dial</i> • Temperature cards • Oven (kitchen access) • Electric appliances with temperature dials: electric frying pans and woks, toaster ovens, etc. • Student Activity Sheet: <i>What Temperature?</i>
<p>If the stove you are using has a dial, then this activity may be done with the stove itself. Otherwise, use a cardboard dial.</p> <ul style="list-style-type: none"> • Use Teaching Aid: <i>Oven Dial</i>. Have each student make a dial <p>Ask them to read the word "OFF".</p> <ul style="list-style-type: none"> • Ask where the "OFF" is usually found on most oven dials. • Explain that you read an oven dial in a clockwise direction, the same direction as a clock. (Show this with your arms and draw on the board.) <p>Point to the letters F and C, and ask students what they think these letters stand for (Fahrenheit, Celsius).</p> <ul style="list-style-type: none"> • Point out that many oven dials use both temperature scales because recipes use both scales. • Usually the degree symbol is not used on temperature dials. • They will be using the Fahrenheit cooking temperatures, as that is most common in North America. <p>Explain that the F is on the top and the C is on the bottom to show us that all numbers on the top will be °F, and all numbers on the bottom will be °C.</p> <ul style="list-style-type: none"> • Suggest that they colour code their dials. • They could use a yellow highlighter for all the Celsius numbers and a pink one for the Fahrenheit. <p>To give students practice in reading the temperature dial, use Student Activity Sheet: <i>What Temperature?</i></p> <p>Explain that all temperature dials are similar.</p> <ul style="list-style-type: none"> • Show students dials from electric frying pans, toaster ovens, etc. • Point out that if only one temperature scale is shown, it will be Fahrenheit. 	

<p>12. PREHEAT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Oven • Temperature cards • Student Activity Sheet: <i>Setting the Oven Dial</i>
<p>Explain that it is important that the oven be set exactly to the given temperature.</p> <ul style="list-style-type: none"> • Ask why. (Things may burn or not cook properly if it is not.) <p>Explain that a recipe will always tell you what temperature to set the oven. It will usually say, "Preheat oven to ___ ° F. (___ °C.)". Or a cook in a restaurant may ask you to preheat the oven to a certain temperature. Ask why. (The time for cooking will not be correct if the heat is not already there at the start; some foods must begin with a high temperature; etc.)</p> <p>You will know when it the oven is ready because there will be some kind of indicator: a light, a bell, the number showing on the display, etc.</p> <ul style="list-style-type: none"> • Each oven is different; they will need to learn this at the workplace. <p>Remind students that care must always be taken when working with an oven.</p> <ul style="list-style-type: none"> • Oven mitts or oven gloves must be used when putting food into or taking food out of the oven. Why? (They could be burned by the oven or the oven racks or the food container.) <p>Note that not all settings are written on the dial: for example, 275°, 325°, 375°, 425° are not.</p> <ul style="list-style-type: none"> • They come between two other settings. • Ask how they would set 325°. (halfway between 300° and 350°) • Remind them that they know how to count by 25s and will use this skill in setting the oven dial. <p>Use the temperature cards as before, asking students to set the oven dial to the temperature on the card.</p> <p>Remember to turn off the oven after you are finished.</p> <p>Use Student Activity Sheet: <i>Setting the Oven Dial</i> for further practice.</p> <p>If you wish to teach Celsius temperature settings, make temperature cards with Celsius settings to match those on the dial you are using.</p>	

<p>13. BROIL, BAKE, ROAST</p> <ul style="list-style-type: none"> • Document Use 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Prepared vocabulary cards • Chart paper, markers, glue • Grocery store flyers
<p>Explain that temperature dials may also have words on them, such as BROIL.</p> <ul style="list-style-type: none"> • Explain that when we broil something, we use very high heat (note its position on the oven dial), and the heat comes from the top of the oven. • Broiled food gets browned quickly and fat drips off onto a pan. • Name some foods you might broil (steak, stuffed tomatoes, cheese on buns, French onion soup, etc.) • Grill is another word that can mean the same) <p>Talk about what foods people bake in the oven (pies, cakes, cookies, etc.).</p> <ul style="list-style-type: none"> • Usually, when food is put in the oven, we are baking it. • Any temperature from low heat to fairly high heat may be used. • The heat goes all around the food. <p>Roasting is also done in the oven, and refers to meats.</p> <ul style="list-style-type: none"> • It is like baking because the heat is all around. <p>Make a chart with the key words Broil, Bake and Roast.</p> <ul style="list-style-type: none"> • Have students find pictures of foods that are cooked each way. • Grocery store flyers would be a good source. 	

<p>14. USING A MEAT THERMOMETER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Meat thermometer • Food item to use with meat thermometer (chicken thigh, leftovers, TV dinner, etc.) • Microwave oven (for heating food) • Teaching Aid: Recommended Internal Cooking Temperature
<p>Ask students how they find out if they have a fever or high temperature. (Thermometer)</p> <p>In a similar way, to find out what the internal temperature of meat is, they will insert a meat thermometer.</p> <ul style="list-style-type: none"> • Why is the internal temperature important? <ul style="list-style-type: none"> ◦ Explain that they could get sick if the meat is not cooked enough, because bacteria could grow. ◦ Parasites and virus could live in food that is not properly cooked, and would enter their bodies when they ate it. • When cooking in an oven, the outside of the food gets hot first, and gradually the inside gets hot. • It is important to check the temperature of the centre of the meat – or the thickest part, because that will take the longest to reach the desired temperature. <p>Tell students they may be asked to check the temperature of meat cooking in the oven.</p> <ul style="list-style-type: none"> • If the thermometer is already in the meat, they should use oven gloves, to pull the rack out so they can read the thermometer. • If they must insert the thermometer, they should use oven gloves and remove the dish with the meat to a heatproof surface. • The thermometer should then be inserted at the thickest part, not touching any bone, large amount of fat, or the pan. <p>Show the students the meat thermometer. Look carefully at the scale.</p> <ul style="list-style-type: none"> • What do they notice that is different? (There are words naming different types of meat, and the “doneness” rare, medium, well.) • Use Teaching Aid: <i>Recommended Internal Cooking Temperature</i> and have students compare different meats and the temperature that they should be cooked to. <p>If possible heat something in the microwave, - a chicken thigh or leftover spaghetti, or some sort of meat dish - and insert the thermometer and note how the needle rises to indicate the internal temperature.</p> <p>Tell students that some ovens have built in meat thermometers; other places may use a digital “thermometer fork” which would be stuck in the meat and the temperature will be displayed like on a digital clock.</p>	

Safe Use of a Stove

- 1. Never touch a stove burner.**
- 2. Turn pot handles to the back of the stove.**
- 3. Stay near the stove while cooking. Don't leave pots cooking on the stove and go and do something else.**
- 4. Keep burners clean and free of oil or grease.**
- 5. Make sure stove is turned off after use.**
- 6. Keep a fire extinguisher nearby. Know how to use it.**

Setting Dials

Turning the dial sets the temperature of the burner.

OFF means there is no heat.

LOW (LO) means there is some heat. It will keep foods warm. **NEVER** touch a burner, even if it is on Low. It can still burn you.

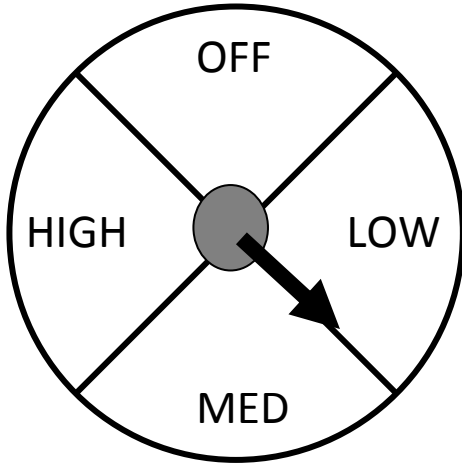
MEDIUM (MED) is the usual cooking heat for many foods.

HIGH (HI) is used to make water boil. It cooks food very fast. You must watch food to make sure it does not burn or boil over. You usually must stir the food so that it does not stick to the pot.

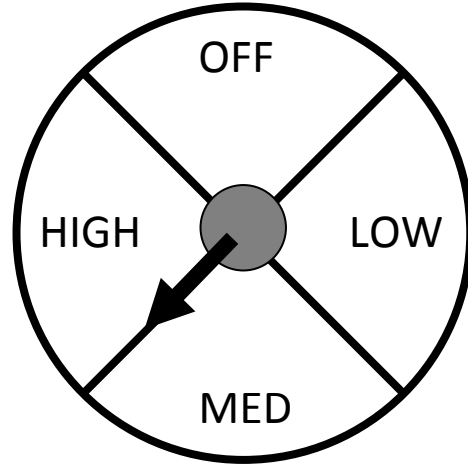
Medium-Low and Medium-High

Sometimes recipes call for cooking on medium-low heat or medium-high heat. The dials are set part way between Medium and Low, or between Medium and High.

Medium-Low



Medium-High



Cooking

You are going to cook some pasta.

- The chef tells you to turn on the back left burner to HIGH.
- Put a pot half-filled with water on the burner. Add a little salt. (1 teaspoon)
- Wait until the water boils.
- Add the pasta.
- Turn the burner down to MED-HIGH.
- While the pasta is cooking, the chef asks you to heat the pasta sauce on the back right burner.
- Put the sauce in a saucepan and place it safely on the burner.
- Turn the burner on to LOW.
- Stir the sauce occasionally.
- When the pasta is cooked, turn the burner to OFF.
- Carefully, remove the pot.
- Drain the pasta through a sieve.
- Serve the pasta with the warm sauce.

Compare the Scales – Celsius and Fahrenheit

This chart shows the comparable temperatures as they appear on a standard oven dial.

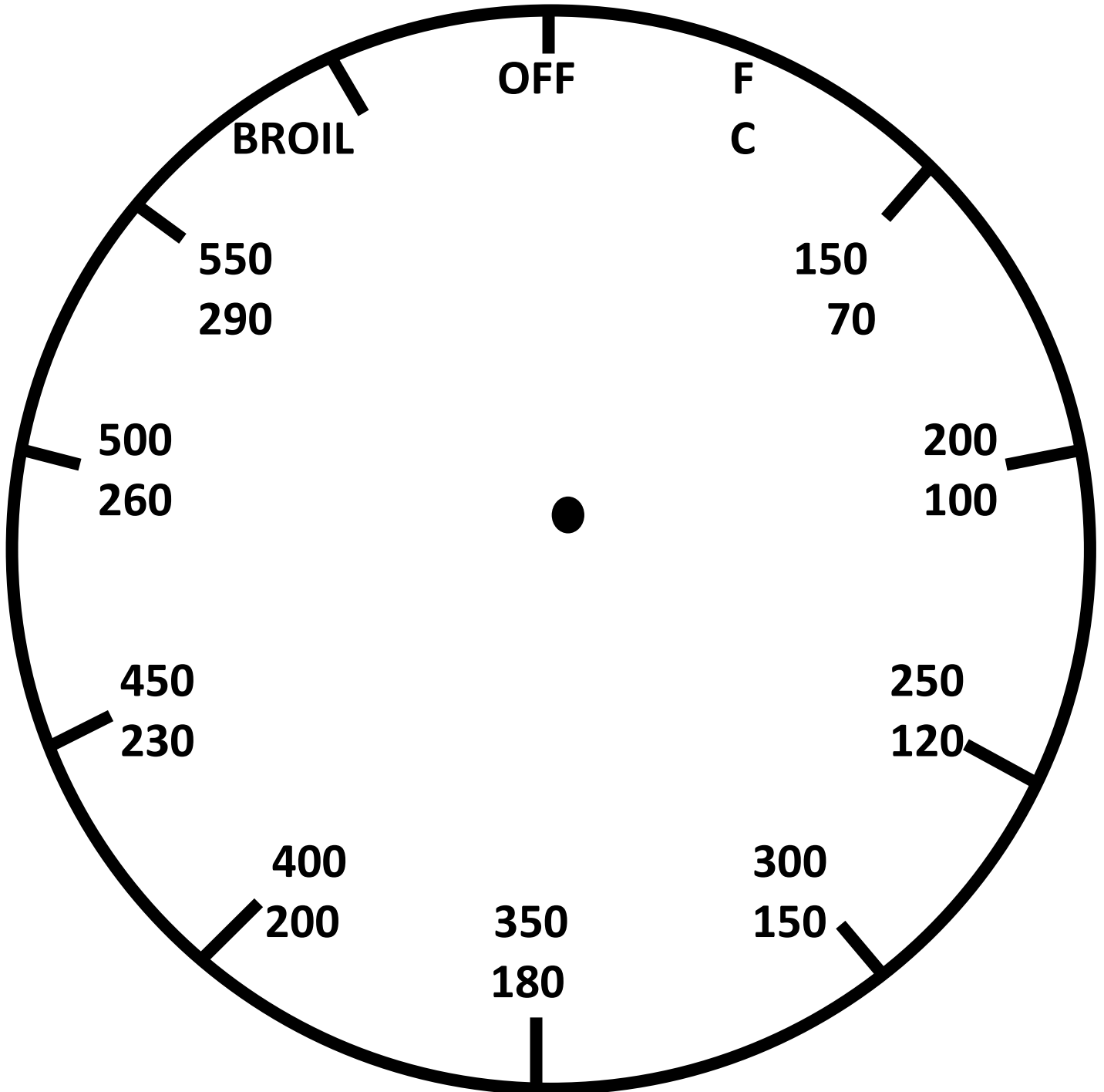
FAHRENHEIT	CELSIUS
150	70
200	100
250	120
300	150
350	180
400	200
450	230
500	260
550	290

THINK

Some recipes use temperatures that are not named on the dial; for example, 325°F.

That is half way between 300°F and 350°F. So it must also be halfway between 150°C and 180°C.

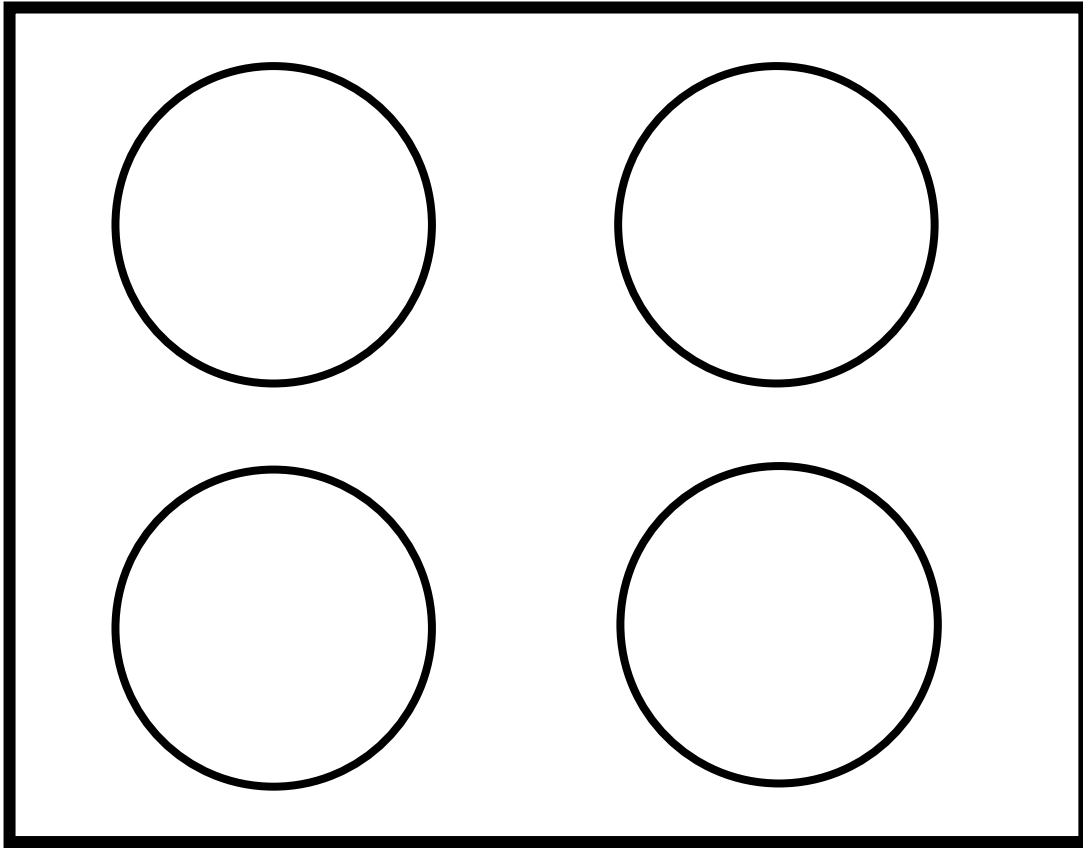
Oven Dial



Recommended Internal Cooking Temperature

SAFE COOKING TEMPERATURE CHART You can't tell by looking - - use a food thermometer to be sure!	
Food	Temperature
beef/veal steaks and roasts <ul style="list-style-type: none"> • medium-rare • medium • well done 	63°C (145°F) 71°C (160°F) 77°C (170°F)
ground beef/pork/veal <ul style="list-style-type: none"> • food made with ground beef/pork/veal, e.g. sausages, meatballs • pork chops, ribs, roasts 	71°C (160°F)
ground chicken/turkey <ul style="list-style-type: none"> • food made with ground chicken/turkey, e.g. sausages, meatballs • chicken/turkey breasts, legs, thighs and wings stuffing, casseroles, hot dogs, leftovers, egg dishes	74°C (165°F)
chicken/turkey, whole, unstuffed	85°C (185°F)

Stovetop



Colour the right, front burner red.

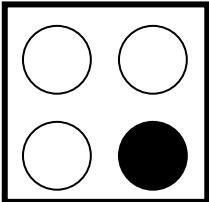
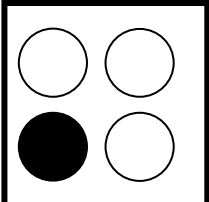
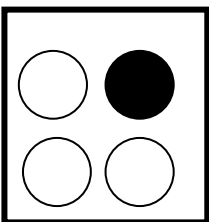
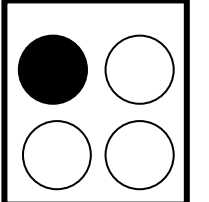
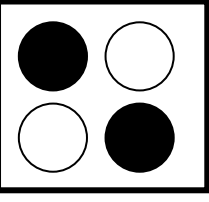
Colour the left, front burner blue.

Colour the right, back burner green.

Colour the left, back burner yellow.

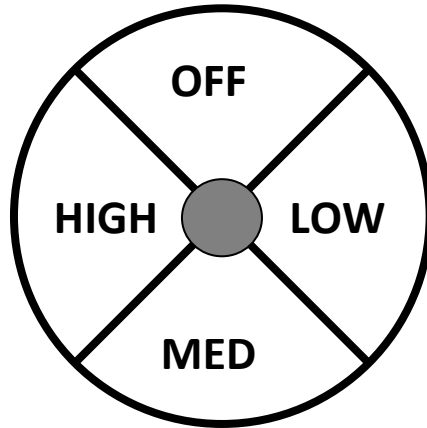
Burner Identification

What is the position of the shaded burner or burners?

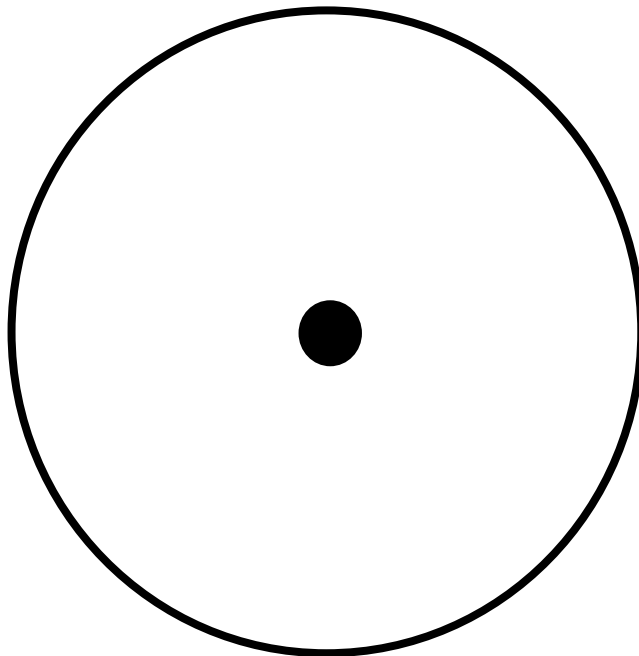
	Left or right?	Front or back?
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____ _____	_____ _____

Label the Burner Dial

This is one kind of burner dial: OFF is at the top, LOW is on the right, MED is at the bottom, and HIGH is on the left.

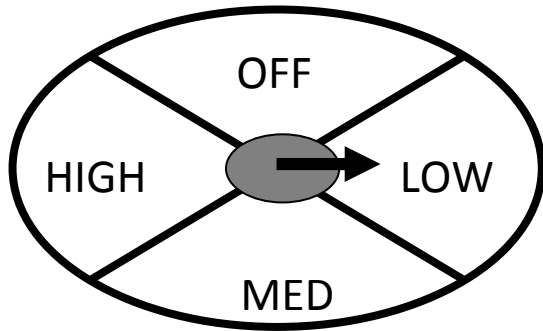


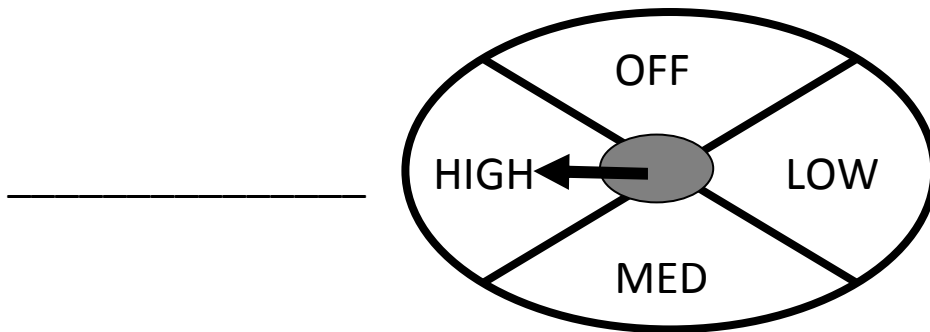
Label the burner dial to look like the one on the stove you are using. Compare the two dials. Are they the same or different?

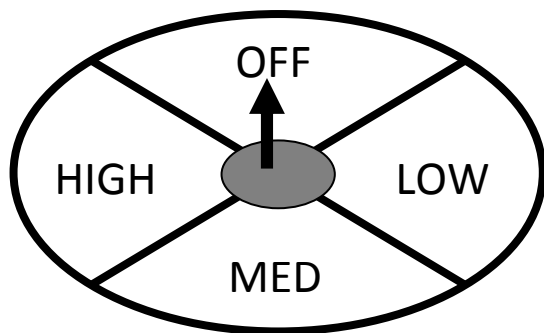


What's It Set At?

What is the dial set at on the following burner dials?







Order the Temperatures

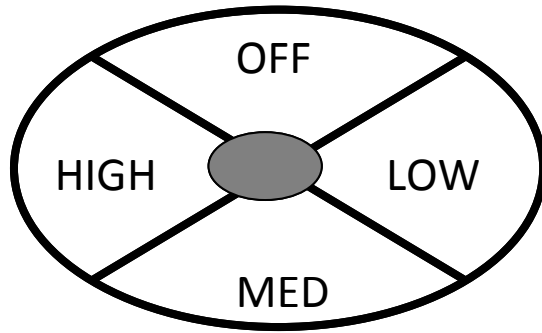
List these settings on a burner dial in order of heat. Start with the lowest and go to the highest.

- Medium-low
- High
- Off
- Low
- Medium high
- Medium

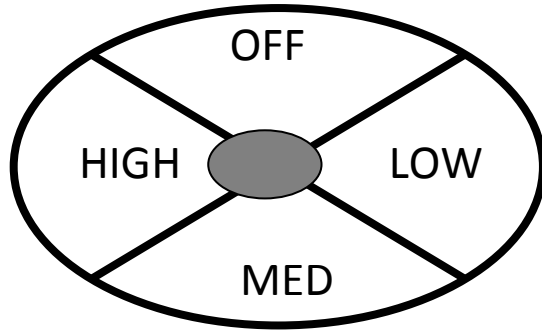
Cook Wisely

Set the dials according to the instructions:

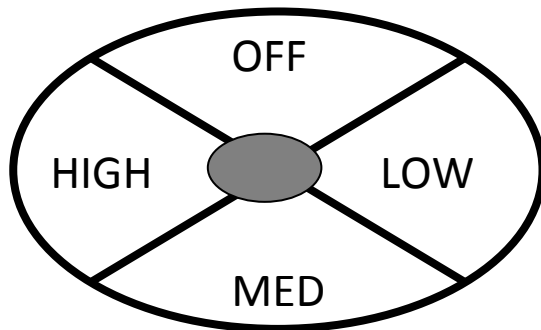
Set this dial to medium:



Set this dial to medium-high:



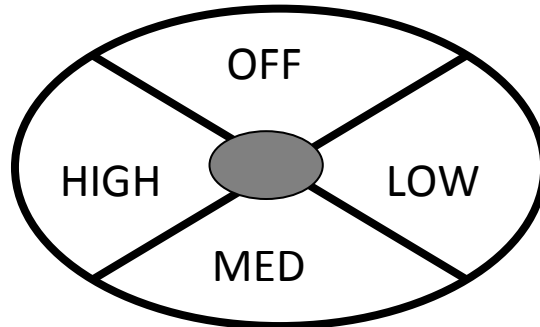
Set this dial to low:



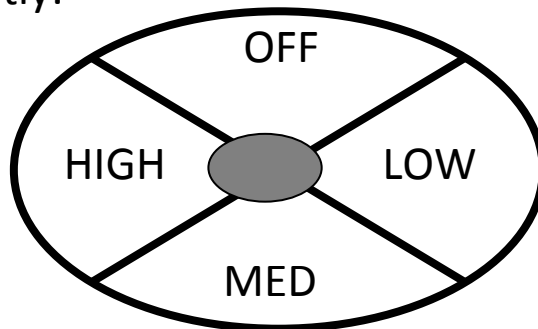
Cook Wisely, cont.

Set the dial to the best setting for the cooking. Explain to your instructor why you chose the setting.

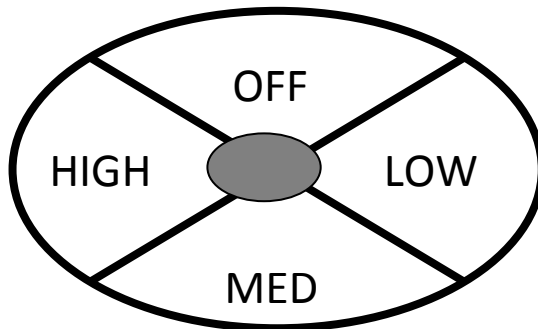
Boil water for pasta:



Simmer the sauce gently:



The pot of carrots has boiled. Now it needs to cook for about 10 minutes.



Temperature

Circle the correct temperature.

30°F or 70°F



0°C or 30°C



Temperature, cont.

45°F or 110°F



30°C or 85°C



Temperature, cont.

How hot is this coffee?



90°F or 190°F

How cold is the ice cream?



0°C or 30°C

Celsius and Fahrenheit

You are using recipes that give the oven temperature in Celsius, but your oven only displays Fahrenheit.

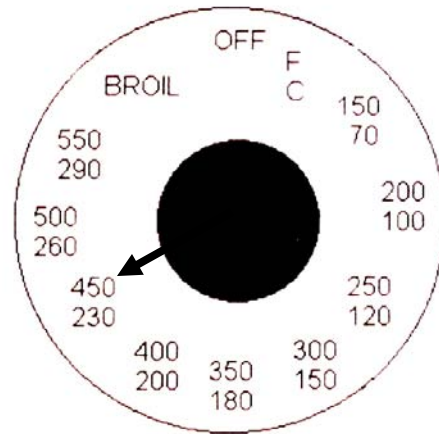
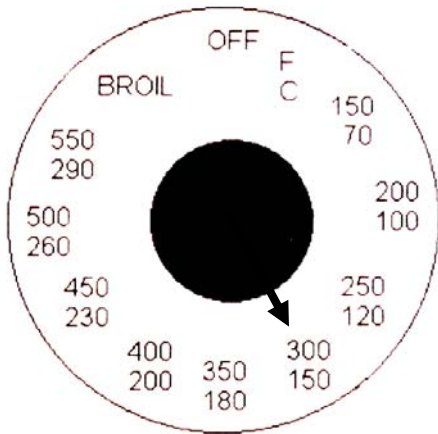
Use your cardboard oven dial, or the Celsius and Fahrenheit comparison chart to find what Fahrenheit temperature you will set the oven to.

Celsius	Set oven to °F
180	
230	
150	
200	

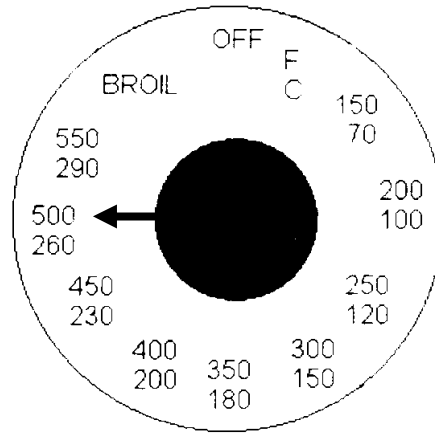
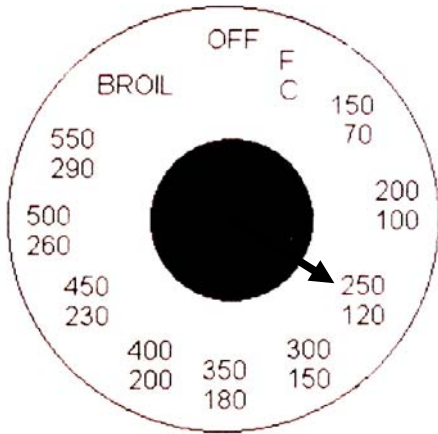
What Temperature?

Read each of the following dials and write the temperature.

Use °F.



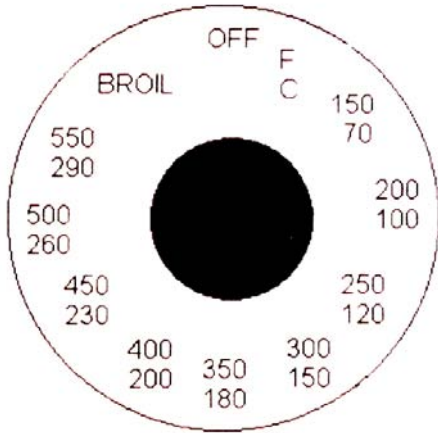
Use °C.



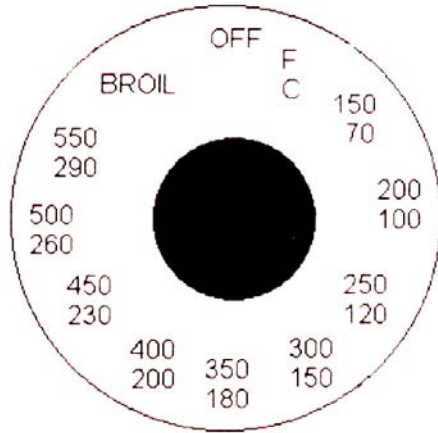
Setting Oven Dials

Set the dials to the given temperatures.

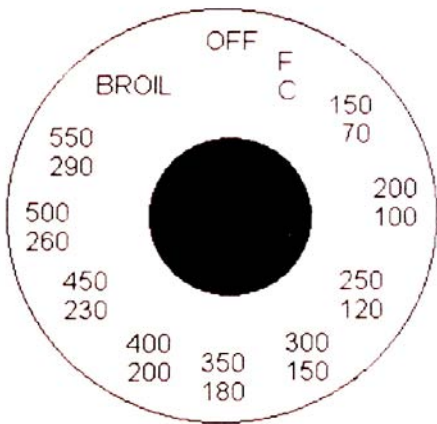
350°F



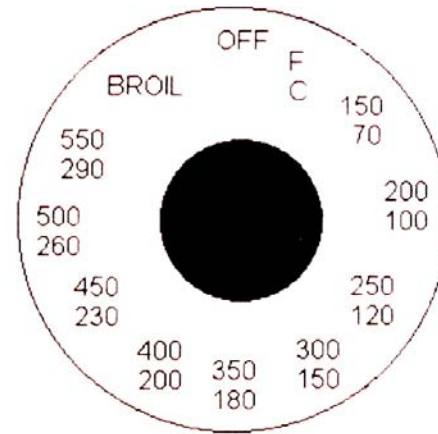
400°F



200°F

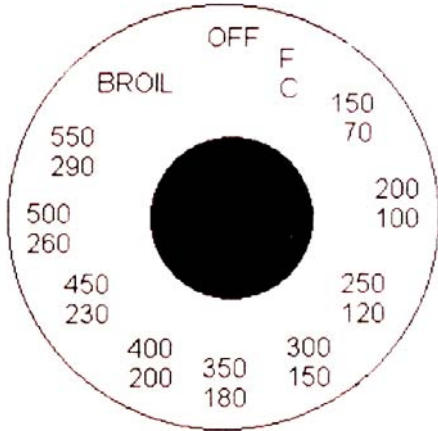


325°F

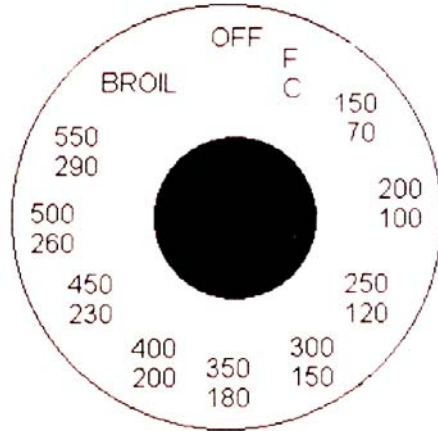


Setting Oven Dials, cont.

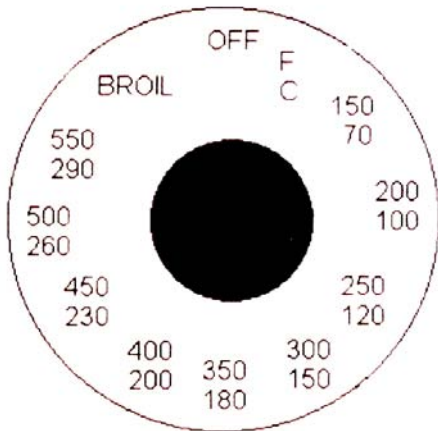
BROIL



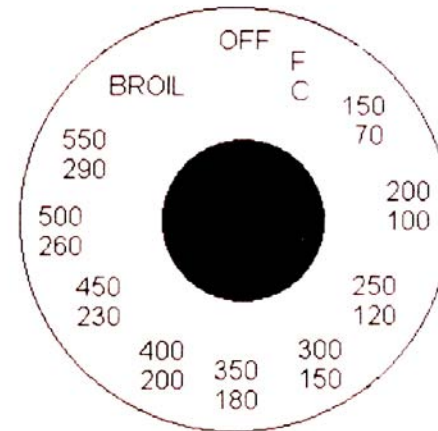
475°f



230°C



180°C



DEMONSTRATION INSTRUCTOR PAGE

Cook Up a Storm

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
 - Measurement & Calculation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 2
 - Significant Use of Memory

DEMO DESCRIPTION

The student will perform a cooking task: preparing potatoes, filling a saucepan to a given level, setting burner temperatures and cleaning up. After that, the student will set the oven dial according to given instructions for cooking specific food items.

INSTRUCTOR NOTES

- Provide a saucepan, potatoes, potato peeler, knife, source of water, and salt.
- Provide something to cook in the oven if desired. (mini pizza?)
- Provide access to a stove.
- Provide *What I Have Learned and Skills Practised* to link the demonstration tasks with the Essential Skills.

With student

- Read Tasks aloud if necessary, DO NOT read the temperatures to be used in the oven or the settings to be used on the dials
- Remind students to practise good safety – for themselves and in handling the food.

ACHIEVEMENT INDICATORS

- Washed hands hygienically and handled food safely
 - Prepared potatoes for cooking
 - Filled pot to correct level
 - Set burner to given temperatures
 - Set oven temperatures
 - Practiced safety measures
 - Cleaned up
 - Assessed own performance
-

Cook Up a Storm

TASK 1

You are working in the kitchen of a restaurant. The cook has asked you to boil a pot of potatoes.

- Use safe food handling practices.
- Peel the potatoes.
- Cut the potatoes into 4 pieces.
- Fill the pot half-full with water, and add a little salt.
- Place potatoes in the water.
- Set the back left burner to medium-high.
- Put the pot with the potatoes safely on the burner.
- When the water starts to boil, turn the burner to medium.
- Clean up the work area while the potatoes are cooking.

Cook Up a Storm

TASK 2

You are working as a kitchen helper at a retirement home. At different times of the day, the chef asks you to pre-heat the oven for foods he is preparing.

Using the oven dial, or the cardboard dial, set the oven temperature. Your instructor will check each one.

- Cookies: Bake at 325°F.
- Scones: Bake at 425°F.
- Cheese casserole: Broil for 3 minutes.
- Veggie-melts: Bake at 180°C.
- Pizza: Bake at 230°C.
- Oven omelette: Bake at 300°F.

Cook Up a Storm

TASK 3

I CAN SET TEMPERATURES

I CAN	YES / DATE
I can read settings on a burner: off, low, medium-low, medium, medium-high, high.	
I know the order of burner temperatures from lowest to highest.	
I can set a burner to a given temperature.	
I can read the oven temperature in Celsius and in Fahrenheit.	
I can set an oven temperature.	
I can set the oven to Broil.	
I can use a stovetop safely.	
I can use an oven safely.	
I know how to ask for help.	

DEMONSTRATION ASSESSMENT

Cook Up a Storm

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
 - Measurement & Calculation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 2
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Washed hands hygienically and handled food safely			
• Prepared potatoes for cooking			
• Filled pot to correct level			
• Set burner to given temperatures			
• Set oven temperatures			
• Practiced safety measures			
• Cleaned up			
• Assessed own performance			

ADDITIONAL COMMENTS

Measuring Ingredients

Measuring Ingredients

This unit will introduce the student to measuring dry and wet ingredients. They will learn how to measure cups and the standard cup fractions (half, one third, two thirds, one quarter, three quarters) that are used in most recipes. They will also learn teaspoon and tablespoon measurement, using the standard spoon set. They will learn to estimate the capacity of a bowl so that they can choose the appropriate bowl based on the quantities used in a recipe. Since many recipes use Metric measurement, this too will be presented.

Measuring by weight, both by guess work and by using a standard kitchen scale (Imperial and Metric) will be taught. While both systems of measurement will be used, conversion between the systems will not: students will be using standard measuring tools, and recognizing which numbers to use based on the recipe. This unit has a lot of complex skills: each instructor should choose the learning activities that are appropriate for the individual student. However, Level 1 does cover the full range of measuring; level 2 moves into multiplying measurements.

Vocabulary should be taught as it arises. There is a lot of “recipe” language.

This unit is a good practical way to teach or reinforce fraction skills. It is also a good place to teach the Imperial and Metric measurement systems.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Read numbers: whole and simple fractions ($\frac{1}{2}, \frac{1}{4}, \frac{3}{4}, \frac{1}{3}, \frac{2}{3}$)
- Basic understanding of concept of fractions
- Previous experience using a number line
- Some experience or understanding of Metric system (units of volume and weight)
- Some experience or understanding of Imperial measurement (ounces and pounds, fluid ounces, pints, quarts)
- Concepts of before and after, more and less, adding and subtracting
- Ability to count by ones, to remember the number previously counted, and to keep track of counting while doing something else (filling a cup then adding to a mixture)
- Hand-eye coordination

OBJECTIVES

Students will

- Measure up to one cup of both wet and dry ingredients accurately, choosing the correct measuring cup.
- Measure up to 1 Litre using graduated measuring cups of 1 Litre and 500 mL size.
- Measure teaspoons and tablespoons, choosing the appropriate spoon.
- Estimate bowl capacity, choosing the correct bowl for the recipe based on total quantity of ingredients.
- Read a simple recipe.
- Name objects which are heavy and light.
- Guess the weight of an object.
- Weigh objects using a kitchen scale to nearest ounce or gram (no fractions here).
- Recognize whether given measures are Imperial or Metric and choose the appropriate numbers on the cup or scale.

MATERIALS

- Glass measuring cups with both Imperial and Metric measurements, for liquids: 1 cup, 2 cups, 4 cups. (250 mL, 500mL, 1 L)
- Set of dry ingredient measuring cups: $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$. (Some students may be able to use only the $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$.)
- Bowls of varying sizes
- Set of kitchen scales with both Metric and Imperial measurements
- Flour, sugar, etc.
- Access to water and kitchen facilities (for baking)
- Rice or other dry ingredient for multiple measuring practice
- Variety of foods for weighing
- Plastic bags, labeled with weights: 4 oz., 5 oz., 100 gm., etc.
- Chart paper and markers
- Cookie sheets
- Plastic bags filled with varying weights of rice or flour (unlabeled)
- Prepared vocabulary cards

VOCABULARY

- Add
- Arrange
- Bake
- Baking powder
- Batch
- Blender
- Bowl
- Combine
- Cook
- Cookie sheet
- Cup
- Cut
- Flour
- Fluid ounce
- Full / empty
- Grams
- Half ($\frac{1}{2}$)
- Half-empty
- Half-full
- Heavy / heavier
- Kilogram
- Light / lighter
- Lines
- Litre (L)
- Margarine
- Measure / measuring / Measurement
- Metric
- Milk
- Millilitre (ml)
- Mix
- Object
- One cup
- Ounce
- Pastry
- Pound
- Quarter ($\frac{1}{4}$)
- Recipe
- Salt
- Scale
- Shortening
- Subtract
- Sugar
- Tablespoon / tbsp
- Teaspoon / tsp
- Third ($\frac{1}{3}$)
- Water
- Weight / weigh / weighs
- Wet / dry

RESOURCES

- Some larger grocery stores have fully equipped kitchens and teaching areas which can be made available at no cost to community or educational groups. This could be a good place to have a field trip to put into practice what is learned in this unit and in this entire manual.
- Local restaurants and fast food restaurants could be approached for samples of condiments in individual sized portions: cream, sugar, sweetener, ketchup, mustard, relish, mayonnaise, salt, pepper, etc.

Measuring Ingredients

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Why measure?		1							1	1	1		*				*
2.	What is a measuring cup?	1	1					1		1	1	1		*				*
3.	Full to empty		1							1	1	1		*				*
4.	How to measure dry ingredients		1				1			1	1	1		*				*
5.	Measuring a half-cup, etc.		1				1			1	1	1		*	1			*
6.	How to measure liquids		1				1			1	1	1			1			*
7.	Metric measurement		1				1			1	1	1		*	*			*
8.	Different styles of measuring cups		1							1	1	1		*				*
9.	Teaspoons and tablespoons		1				1			1	1	1		*	1			*
10.	Bowl size	1	1				1	1		1	1	1		*				*
11.	Heavy and light		1							1	1	1		*				*
12.	Weight		1				1	1		1	1	1		*				*
13.	Check your guess		1					1		1	1	1		*				*
14.	Units of weight	1	1	1						1	1	1		*				*
15.	Markings on a scale	1	1				1	1		1	1	1		*		*		*
16.	Putting on weight; taking off weight	1	1				1	1		1	1	1		*		*		*
17.	Making cookies	1	1				1			1	1	1		*		*		*

Measuring Ingredients

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
D	Measure it up and weigh it out	1	1	1			1		1	1	2	1		*				

LEARNING ACTIVITIES

<p>1. WHY MEASURE?</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Simple recipes: from packaged foods like Macaroni and cheese, and from recipe book (like a cookie recipe)
<p>Ask students what their favourite foods are. Does someone special make them? Could someone else make them? Would they be the same? Why or why not? What do we do so that someone can make a food, like chocolate chip cookies, to be the same each time. (use a recipe)</p> <p>Look at a couple of simple recipes.</p> <ul style="list-style-type: none"> • Note that the names of the ingredients are given. • Also note that the quantities of each ingredient are given. <p>Explain that the most common way to measure ingredients in North America is using “cups”. (Some may notice teaspoons and tablespoons in the recipe: explain that they will examine those later.) Occasionally, ingredients are measured by weight; some recipes also use the Metric system, which they will look at later.</p> <p>Point out that if a recipe calls for one cup, it will probably be written as 1 cup or 1 c. Write this on the board. Ask students why it would be important to measure the exact amount (the recipe might not taste like it should or it might not cook or set properly).</p>	

<p>2. WHAT IS A MEASURING CUP?</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Glass measuring cup • Set of measuring cups • Teaching Aid: <i>What is a Measuring Cup?</i>
<p>Show the students a glass measuring cup (for liquid) and ask what it is.</p> <p>Show other types of cups (teacup, mug) and ask how a measuring cup differs (used for a different purpose, don't drink out of it, has a pouring spout, has markings on it, often glass or Pyrex, measures ingredients for a recipe).</p> <p>Show a set of measuring cups (for dry ingredients) and ask what they are. (These are all called measuring cups, but only one is a 1-cup measure.)</p> <ul style="list-style-type: none"> • Notice how they are different sizes and fit into each other. • Note that each is labeled with how much it will hold ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1 cup). • Ask if they can tell which holds more than another just by looking? Give 2 of the cups and ask which holds more. How do they know (bigger cup can hold the smaller cup inside it.) • Ask them to put the cups in order from smallest to largest. <p>Read with the students the Teaching Aid: <i>What is a Measuring Cup?</i></p> <p>Emphasize that regular cups cannot be used to measure "one cup" of something.</p> <ul style="list-style-type: none"> • A "cup" is a measurement that we often use when following a recipe. • Ask students which cup at the bottom of the page that they would use to measure milk. • Which would they use to measure sugar? <p>**If the student is able, this is a good time to work on fraction sense. For example, the bigger the denominator, the smaller the measure: it is how many pieces the whole is cut into: when a pie is cut into more pieces, the pieces get smaller. The numerator tells how many pieces of a certain size are included.)</p> <p>Display a labeled set of measuring cup and a glass measuring cup for continued reference as unit is taught.</p>	

<p>3. FULL TO EMPTY</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Glass containers (clean jars) • Labels • Rice, macaroni, etc. to fill jars • Teaching Aid: <i>Empty to Full</i> • Student Activity Sheet: <i>Match the Levels</i>
<p>At this point teach the concepts of full, empty, half-full and half-empty.</p> <ul style="list-style-type: none"> • Demonstrate each term and show label to match the level of the ingredient. • Fill various glass containers and label appropriately. Display in the teaching area for future reference. • As fractional amounts are learned, fill, label and display the quantity. <p>Use and post Teaching Aid: <i>Empty to Full</i>. Give Student Activity Sheet: <i>Match the Levels</i> for additional practice.</p>	

<p>4. HOW TO MEASURE DRY INGREDIENTS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • 1 cup (dry) • Rice, sugar(white & brown), flour • Bowls • Sieve • Spoons, table knife
<p>Remind them that dry ingredients are often measured using a set of measuring cups. The largest one is the 1 cup size. Find the measurement on the cup. (usually on the handle)</p> <p>Put a large container of rice or dried peas on the table and ask the students to measure 1 cup. They could scoop with the cup, or they could fill it with a spoon.</p> <p>Show a cup that is not quite full and one that is rounded above the top. Ask if either of these is 1 cup. (No) What should they do to make them correct? (Add more or remove some.) Demonstrate the method of leveling with the back of a knife. Let students practise.</p> <p>Suggest that the cup should sit on the counter to keep it level.</p> <p>Ask if they should do the measuring over the mixing bowl that they are using. Why not? (Some extra might fall in and the measurement would be incorrect.)</p> <p>When they are comfortable measuring the rice or peas, change to measuring sugar and finally flour. (The finer the product, the more difficult it is to measure accurately.)</p> <p>Tell them that flour is sometimes sifted before measuring because it can get packed down in the bag and just scooping would get too much.</p> <ul style="list-style-type: none"> • The recipe would tell them if they need to sift. • Demonstrate. (Sift a large quantity into a bowl and then spoon it into the cup. You could first scoop a cup of flour and level it. Then sift that flour and re-measure. They will see that now there is more than 1 cup.) • Let students practise with the flour and sieve. <p>Tell them that brown sugar is sometimes packed.</p> <ul style="list-style-type: none"> • They would then push down on the sugar in the cup, making it firm (like making sand castles with a pail.) • This is what they need to do when measuring shortening or margarine as well. • Let students practise. 	

<p>5. MEASURING A HALF-CUP, ETC.</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Recipes with different measures: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{1}{3}$, $\frac{3}{4}$. • Set of measuring cups • Dry ingredients to practise measuring • Bowls, spoons, table knife
<p>Look at one of the recipes you have brought in.</p> <ul style="list-style-type: none"> • Are all the measurements for 1 cup? (No) • Ask students to find $\frac{1}{2}$ cup in the recipe. Ask what that means? (half a cup.) • Tell them to find the measuring cup they should use. • Ask how many half-cups they think are in a full cup. • Demonstrate the answer by filling a half cup, dumping it in the cup measure, then repeating. • Explain that the half-cup is 1 of the 2 measures of that size that would be needed to fill the 1 cup measure. <p>Now have them find a measurement for one-third.</p> <ul style="list-style-type: none"> • Repeat the demonstration and questioning to establish that it would take 3 of this size to fill the cup. • Have them find the one-third cup measure. <p>Repeat with one-quarter.</p> <p>If your set of cups has a $\frac{2}{3}$ cup and a $\frac{3}{4}$ cup, have the student find each.</p> <ul style="list-style-type: none"> • Ask if these are larger or smaller than one cup. (smaller) • Test what happens if they use two or more of those measures. (more than one cup) • Explain that $\frac{2}{3}$ means that this is 2 of the 3 equal parts in a full cup. • You could fill a $\frac{2}{3}$ cup using the $\frac{1}{3}$ cup. Note that 2 of the $\frac{1}{3}$ cups will fill the $\frac{2}{3}$ cup. • Repeat with $\frac{3}{4}$ cup: it will take 3 of the $\frac{1}{4}$ cup measures. <p>If your set of cups does not have a two-thirds or three-quarters measure, ask if they can think of how to make that much using the cups they do have. (Use the cup with the same bottom number, and fill it the number of times that the top number of the fraction says.)</p> <p>When following a recipe, they will need to match the cup they choose to the measurement in the recipe.</p> <p>Give practice choosing and filling the various cups. This should be repeated over several days to make sure that the concepts and skills are thoroughly learned.</p>	

<p>6. HOW TO MEASURE LIQUIDS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Glass measuring cup • Set of measuring cups • Rice • Water • Student Activity Sheet: <i>How Many?</i>
<p>Explain that liquids are usually measured using a different kind of measuring cup. Show the glass measuring cup. Look at the side with the $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ etc. markings.</p> <ul style="list-style-type: none"> • Ask the students to find each. (You could set out the dry measures in order from smallest to largest and then ask the students to find the same measurement on the glass cup. They should note that as the measurement gets bigger, the line is higher up the side of the measuring cup.) • Have students fill the dry measures with an ingredient, then carefully pour it into the glass measuring cup. Make sure the cup is level. Read the measurement. (They should be the same.) • Some glass measuring cups also show the measurements in fluid ounces (oz.). Find these. Note that there are 8 oz. in 1 cup; 4 in a $\frac{1}{2}$ cup, and 2 in a $\frac{1}{4}$ cup. • Look to see if Metric measurements are given. These will be learned in the next activity. <p>Fill the glass cup to 1 cup. Explain (and show) that they will see a “double line” of the liquid at eye level. Explain that they must read the bottom line when measuring. (The liquid “climbs” up the side a tiny bit at the edges.)</p> <p>Ask students why they should put the cup on a table or countertop that is level. (accurate measurement)</p> <ul style="list-style-type: none"> • Fill the cup to the one-cup mark. Let students try holding the cup so that the water is level with the mark. They will discover that it is very difficult to keep it level. It may show more than one cup at one side and less at the other side. • Give students practice filling to one cup, half-cup, one-third cup, etc. emphasize “adding” to reach the amount needed (may be costly to pour extra liquid away.) <p>Tell students that some recipes might ask for 2 or 3 cups of an ingredient. Ask how they would measure that. (measure one cup at a time, accurately, count out loud as each is poured into the mixing bowl and keep track of how many cups have been added.)</p> <p>Use Student Activity Sheet: <i>How Many?</i> To reinforce filling multiple cups.</p>	

<p>7. METRIC MEASUREMENT</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Glass measuring cup with Metric measurements • Teaching Aid: <i>Two Ways to Measure</i>
<p>Explain that some recipes use a different way of measuring, called the Metric system.</p> <p>Show that the glass measuring cup has a second set of lines and numbers (sometimes on the other side of the cup, other times on the same side as the fractions, but to the right or left.)</p> <p>Use Teaching Aid: <i>Two Ways to Measure</i> and compare to real measuring cups.</p> <p>***Dry measuring cups are not commonly available in Metric size: the Imperial might give the ml equivalent, but the numbers will be very unhelpful!</p> <p>Show a recipe with Metric measurements.</p> <ul style="list-style-type: none"> • Help students locate given measurements. • Note that 250 ml is almost the same as 1 cup. <p>Give students practice measuring different Metric quantities of water.</p>	

<p>8. DIFFERENT STYLES OF MEASURING CUPS</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Glass measuring cups in 1, 2, and 4 cup sizes
<p>Show students different styles of glass measuring cups: 1, 2 and 4 cup sizes.</p> <ul style="list-style-type: none"> • Ask what they might use the different sizes for. <ul style="list-style-type: none"> ◦ Measuring large quantities is easier with the larger cup: ◦ They wouldn't have to measure as many times or keep track as much, ◦ BUT they would have to figure out how many times to fill the cup to achieve the total: <ul style="list-style-type: none"> · 12 cups – refill the 4-cup measure 3 times. <p>Remind them that while dry ingredients are best measured with a set of cups (easier to level), they might have to use the glass one if the workplace did not have a set.</p> <ul style="list-style-type: none"> • Stress that accuracy is important. • Ask what they would do to make sure that the dry ingredient was level. 	

<p>9. TEASPOONS AND TABLESPOONS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Set of measuring spoons (1 tablespoon, 1 teaspoon, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ teaspoon) • Recipes including tablespoon and teaspoon measurements
<p>Tell students that some ingredients are measured not in cups, by in “spoons”.</p> <ul style="list-style-type: none"> • Compare eating and serving spoons of various sizes with standard measuring spoons. • As with cups, emphasize that accuracy and consistency are important in measuring. <p>Teach the abbreviations for tablespoon (tbsp) and teaspoon (tsp).</p> <p>Look at some recipes and see what kinds of ingredients are measured this way. (spices and seasonings, baking powder and soda, sometimes other ingredients like flour or sugar when only a little is needed.)</p> <p>Demonstrate correct measurement technique:</p> <ul style="list-style-type: none"> • Leveling dry ingredients as before, • Not measuring over bowl, • Extra care with liquids. <p>Give students practice choosing the correct spoon and measuring real ingredients.</p> <p>Add measuring spoons to display of kitchen measuring equipment.</p>	

<p>10. BOWL SIZE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bowls of varying sizes (ranging from 2 - 10 cups) • Glass measuring cup • Labels, marker • Water • Student Activity Sheet: <i>The Mixing Bowl</i>
<p>Explain that it is important to select a bowl that will hold all the ingredients.</p> <ul style="list-style-type: none"> • Ask what would happen if they used a bowl that was too small (the ingredients would spill over the side and they wouldn't have an accurate amount). • Usually, it will not matter too much if the bowl is too big. <p>Ask students how they could measure how much a bowl would hold. (Count how many cups of water it would take to fill the bowl to the brim without spilling it.)</p> <p>Have students practice measuring how much different size bowls will hold.</p> <ul style="list-style-type: none"> • Have them count out loud. • Write the number of cups on a label and attach to the bowl. <p>What is the difference between a cereal bowl and a mixing bowl?</p> <ul style="list-style-type: none"> • Between a small mixing bowl and a commercial-size mixing bowl? • Which is the smallest? • The largest? • Which holds more? <p>Explain that they will want the bowl to be a bit bigger than the ingredients, so that they can mix without spilling.</p> <ul style="list-style-type: none"> • You may need to demonstrate this. • Ask students to choose which bowl they would use for 2 cups of liquid? • For 4 cups of liquid? • For 10 cups of liquid? • Explain that students must look for a bowl that holds a higher number of cups than the amount to be added. <p>Tell them that some recipes will tell them what size to use: often this is because mixing will change the volume – such as beating eggs or cream.</p> <p>Give Student Activity Sheet: <i>The Mixing Bowl</i> to practise choosing the right size of bowl to use for their ingredients.</p>	

<p>11. HEAVY AND LIGHT</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper and markers • Bathroom scales • Different types of food scales (or pictures from catalogues: ebay is a good source – google “kitchen scales”) • Teaching Aid: <i>Kitchen Scales</i>
<p>Ask students if they think they could pick up a dining room table.</p> <ul style="list-style-type: none"> • Why not? (It is too heavy.) • Would they be able to pick up a cotton ball? • Why? (It is light.) <p>Make a list, with the students, of things they know would be heavy, and things they know would be light. (elephant, feather, pencil, book, TV, etc.)</p> <ul style="list-style-type: none"> • Explain that the terms “heavy” and “light” are used when talking about the weight of an object. <p>Ask students if they know their own weight: how much they weigh.</p> <p>Ask students if they know the name of the machine that is used to measure weight. (scale)</p> <p>Show various types of scales: bathroom scales, food scales of different kinds.</p> <ul style="list-style-type: none"> • Explain that scales measure the weight of objects that are placed on them. • Use Teaching Aid: <i>Kitchen Scales</i> if you are unable to bring in different scales or have no access to Internet to locate a wide range of types. 	

<p>12. WEIGHT</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Kitchen scale (show both digital and non-digital if possible. Use non-digital for activity) • Baggies containing varying amounts of labeled common substances: flour, sugar, etc.
<p>Show students a kitchen scale. Ask where the food would be placed. Point out the markings on the scale display.</p> <ul style="list-style-type: none"> • If it is a digital scale, the weight will be displayed immediately. • For a non-digital scale, every object placed on the scale makes the needle move. The needles points to the mark which will tell the weight of the object. <p>Demonstrate the scale's operation, using various household objects: a salt shaker, a small spoon, a baggie with some flour, a baggie with some sugar, etc.</p> <ul style="list-style-type: none"> • Ask what happens to the needle each time something is put on the scale. (The needle moves to a line and stops.) • Explain that line indicates the weight of what is on the scale. The farther the needle moves, the heavier the object. <p>Let students practise with the scale, weighing various items.</p> <ul style="list-style-type: none"> • Ask which made the needle move the farthest. • Which made it move the least? • Ask which was the heaviest. • Which was the lightest? 	

<p>13. CHECK YOUR GUESS</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Kitchen scales • Various objects: eraser, small book, orange, tin of tuna, etc. • Student Activity Sheet: <i>Check Your Guess</i>
<p>Show students how to guess whether one object weighs more or less than another by using their hands as scales.</p> <ul style="list-style-type: none"> • Place an eraser in one hand and a small book in the other. • Move your hands up and down to get the “feel” of each object. • Which one is heavier? • Which one is lighter? • Put the objects one by one on the scale. • The heavier object made the needle move farther than it moved for the lighter object. • Ask students if their guess was correct. <p>Use Student Activity Sheet: <i>Check Your Guess</i>.</p>	

<p>14. UNITS OF WEIGHT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Number Pattern on a Scale</i> • Student Activity Sheet: <i>Read the Scale</i>
<p>Write ounce, pound, gram and kilogram and their abbreviations on the board. Review.</p> <p>Review the number of ounces in a pound (16) and grams in a kilogram (1000).</p> <p>Explain that often scales will count continuously with the larger unit (pounds or kilograms) and will count from 1 – 15 or 1 – 900 in between each larger unit.</p> <ul style="list-style-type: none"> • They would then read the larger unit first. • Then they will read the smaller: for example, 6 pounds and 4 ounces. • Use Teaching Aid: <i>Number Pattern on a Scale</i> or draw it on the board. <p>Tell students that we write and say the weights in a special way.</p> <ul style="list-style-type: none"> • Compare this to counting, writing and reading money: \$4.75 = 4 dollars and 75 cents. • With Imperial measure, we say 6 pounds and 4 ounces. • With Metric, we say 2.7 kilograms. (Remind them they do not need to say or write zeros to the right of the final digit.) • Use Student Activity Sheet: <i>Read the Scale</i> 	

<p>15. MARKINGS ON A SCALE</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Kitchen scale • Assortment of items to be weighed: baggie of flour, baggie of sugar, mixing bowl, orange, etc. (label baggies) • Teaching Aid: <i>Counting With Number Lines</i> • Student Activity Sheet: <i>Weighing in the Kitchen</i>
<p>Have the students look carefully at the lines on the scale.</p> <ul style="list-style-type: none"> • Notice the numbers beside the lines. • These numbers form a number line like the one they use on the board, their paper • The numbers will tell how much the object weighs. <p>Most modern scales (in Canada) will have two sets of numbers, often in different colours, often with one on one side of the line and the other set on the other side of the line: one gives the weight in ounces and pounds, and the other gives it in grams and kilograms.</p> <ul style="list-style-type: none"> • Ask students if they can figure out which is which. What could they look for as a clue? (oz., lb., g., kg.) • Since each scale is different, you will need to see whether the numbers continue past the pound/kilogram or begin again. <p>Remind the students how to read the number line: if all the numbers are not written, the little lines between the displayed numbers can be counted.</p> <ul style="list-style-type: none"> • Practise this with a regular number line. • Use Teaching Aid: <i>Counting with Number Lines</i> or draw your own on the board. <p>Now practise on the scale.</p> <ul style="list-style-type: none"> • Put an object on the scale and read and record on chart paper where the needle stops for the different objects. • Remind students that the farther the needle moves, the more it weighs, (the heavier it is.) • Record both ounces and grams. • DO NOT CONVERT! <p>Use the Student Activity Sheet: <i>Weighing in the Kitchen</i>.</p> <ul style="list-style-type: none"> • Students will weigh and record several prepared samples of common kitchen foods. • They should record using both grams and ounces. • Have students use the same objects so that they can compare their answers for accuracy. 	

<p>16. PUTTING ON WEIGHT; TAKING OFF WEIGHT</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Kitchen scale • Sugar
<p>Show students a bowl of sugar. Ask them to observe what happens as you put more and more sugar on the scale. (The needle goes up.)</p> <p>Explain that they may be asked to measure a specific amount of sugar: for example, 4 oz.</p> <p>Show how to measure out 4 oz. by putting the sugar on the scale one spoon at a time. As the needle gets closer to 4 oz., put smaller amounts on till it measures exactly 4 oz.</p> <p>Repeat with different amounts to reinforce the process of gradually adding the sugar and watching the needle approach the desired weight.</p> <p>Ask students what they should do if they put too much sugar on the scale. (They should take it off gradually, spoon by spoon, until they get back to the desired number.)</p> <p>Demonstrate this by putting too much on the scale and removing it bit by bit.</p> <ul style="list-style-type: none"> • Show how they might have to subtract a bit, then add a bit till they get exactly the right amount on the scale. <p>Give students opportunity to practise this skill.</p>	

<p>17.MAKING COOKIES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Drop Cookie Recipe</i> • Ingredients • Bowls, mixing spoons, cookie sheet, etc. • Kitchen scale
<p>Now is the ideal opportunity to combine the skills learned in the <i>Counting & Patterns</i> unit with the skills learned in this unit.</p> <p>Make a batch of cookies, if possible, and give instructions on how the unbaked cookies are to be arranged on the cookie sheet.</p> <ul style="list-style-type: none"> • If you have already done the unit on Setting Temperatures, the students can do that too. If not, then you will need to. <p>This is a good activity to do as a group. Eating the results will celebrate the completion of the unit. It's been a lot of work!!</p> <p>Use the Teaching Aid: <i>Drop Cookie Recipe</i>.</p>	

What Is a Measuring Cup?

A **cup** is used when making many foods. Recipes say to use a **cup** of something when cooking or baking. This kind of **cup** is a measurement.

Sometimes the recipe will ask for more than one cup. Then you need to count the number of cups.

Sometimes the recipe will ask for part of a cup. The marks on the cup will tell you how much to add.

You use a cup to measure out the exact amount asked for.

You have teacups and mugs at home. They do not hold the same amount as a measuring cup. They may hold more or less than a measuring cup.

Which of these are measuring cups? Which would you use to measure 1 cup of milk? Which would you use to measure 1 cup of sugar?



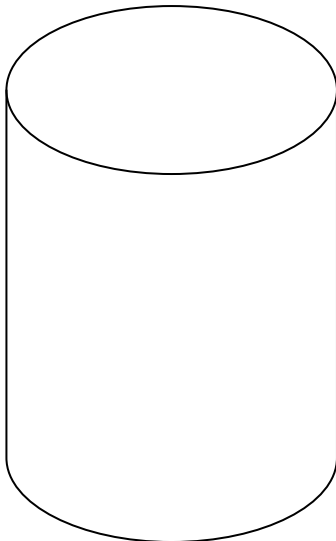
Empty to Full

When a container is empty, it has nothing in it.

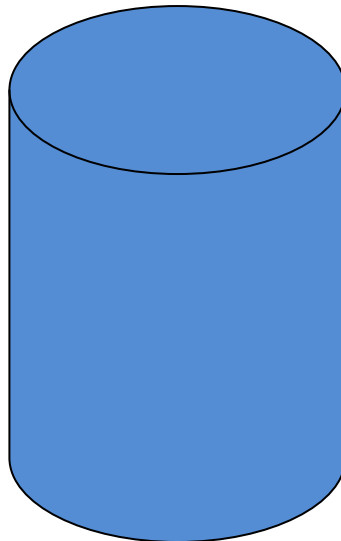
When a container is full, it has something in it right to the top.

When a container is half-empty or half-full, it has something in it, but there is room for more: twice as much. Half-empty and half-full mean the same.

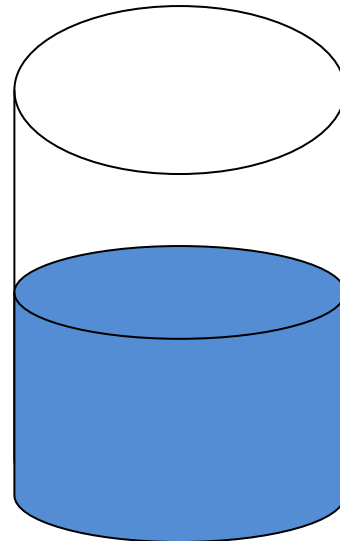
Empty



Full



Half-full
Half-empty



Two Ways to Measure

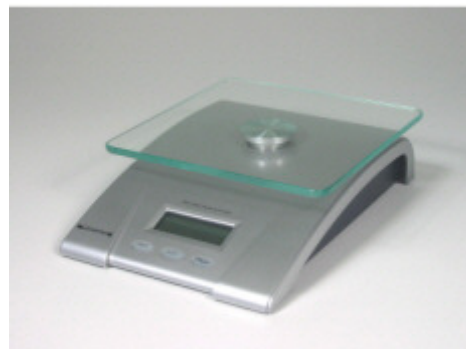


Imperial



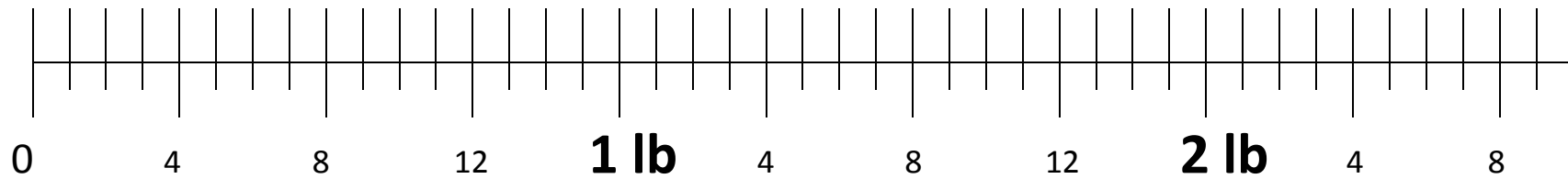
Metric

Kitchen Scales

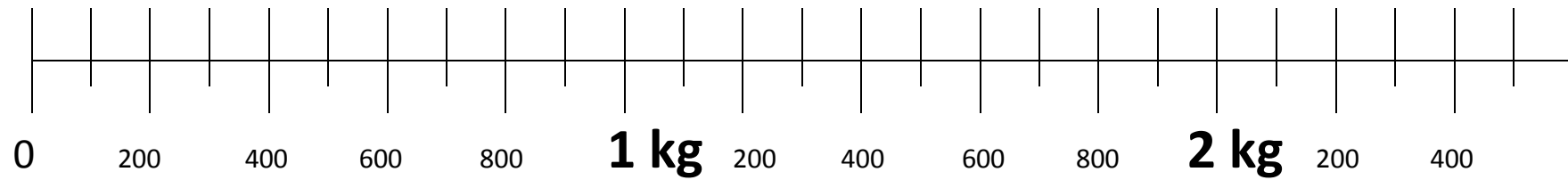


Number Pattern on a Scale

Pounds and ounces

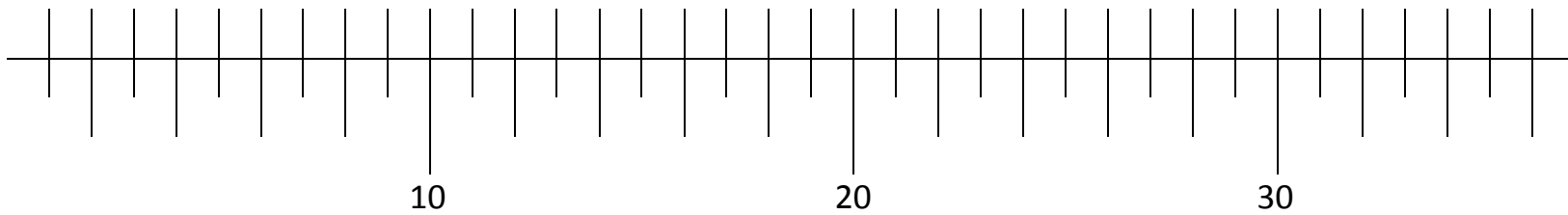
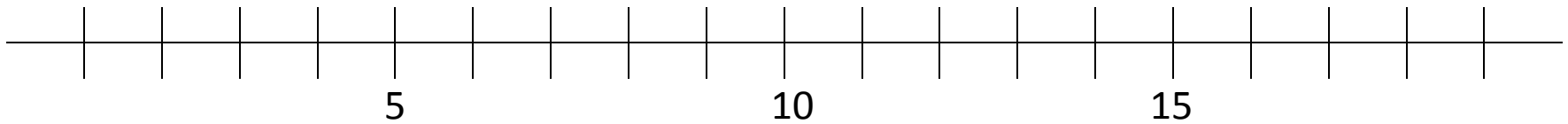
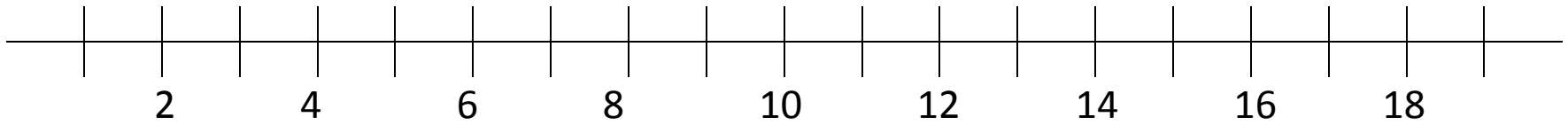


Kilograms and grams



Counting With Number Lines

What numbers do the lines represent?



Drop Cookie Recipe

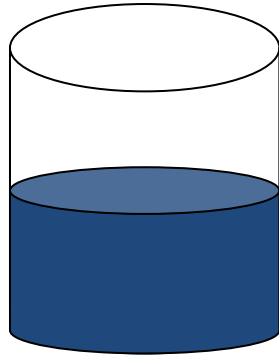
4 oz margarine
3 oz sugar
1 oz corn syrup
6 oz cake & pastry flour
1 tsp cinnamon

Set oven to 325°F. Lightly grease cookie sheets.

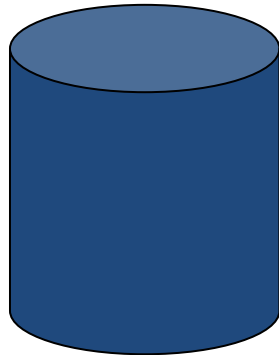
- Put margarine, sugar and syrup into a small saucepan and heat gently until the margarine melts. Stir constantly.
- Mix flour and spice together in a medium mixing bowl.
- Pour the sugar mixture into the flour mixture.
- Mix well.
- Drop teaspoonfuls onto cookie sheets about 2 inches apart.
- Bake for 15 – 20 minutes.
- Leave the cookies to cool and firm slightly on the cookie sheet before removing to a wire rack to cool completely.
- ENJOY WITH FRIENDS!!

Match the Levels

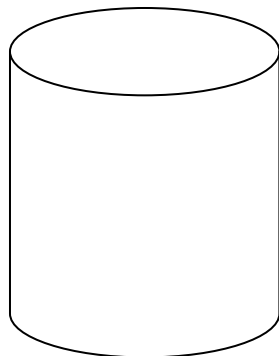
Join the picture to its description.



FULL



EMPTY

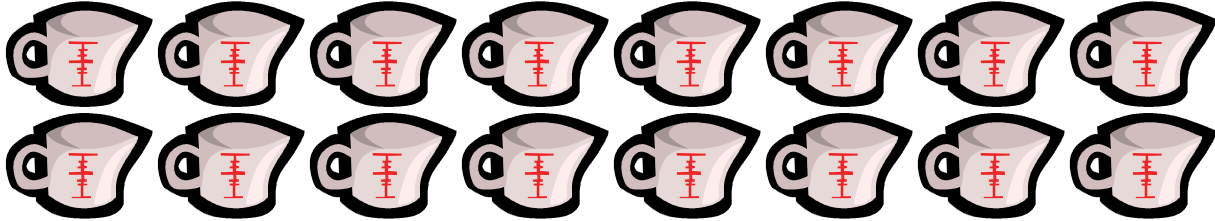


HALF-FULL
HALF-EMPTY

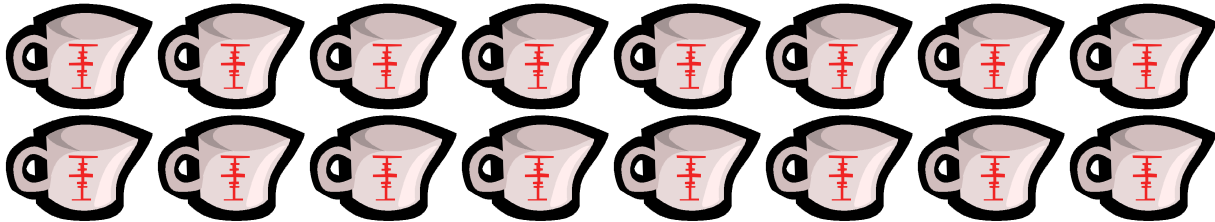
How Many?

Circle the cups that are asked for. Number the cups.

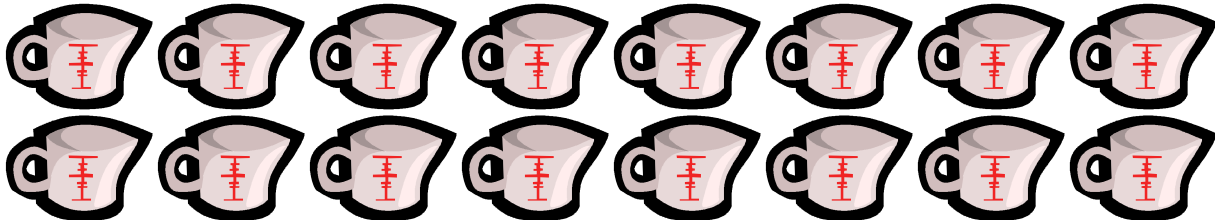
6 cups



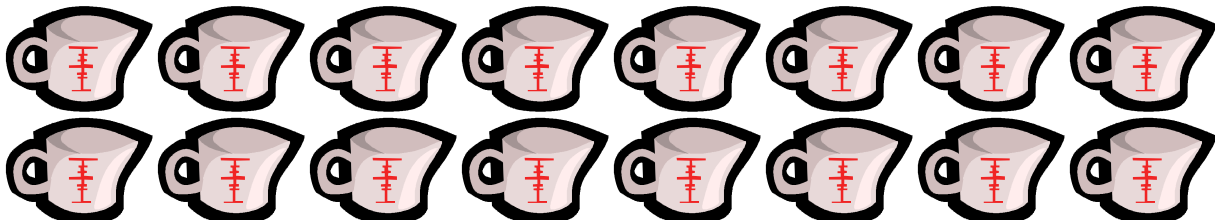
5 cups



8 cups



12 cups



The Mixing Bowl

Draw a line from the recipe amount to the bowl that could be used.
You may use the same bowl more than once.

8 c water



2 cup bowl

1 c milk



4 cup bowl

5 c flour



6 cup bowl

3 c sugar

2 c cream





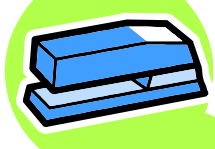



10 cup bowl




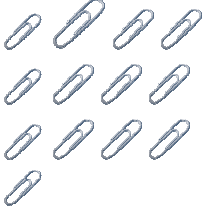




$\frac{1}{2}$ c vinegar

Check Your Guess

Circle the heavier object in each row.

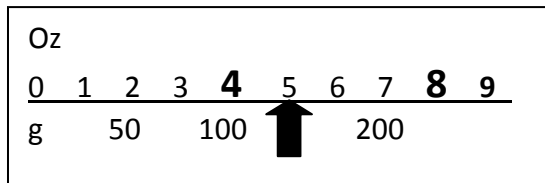
Book		Pencil	
Apple		1 Grape	
Stapler		Box of staples	

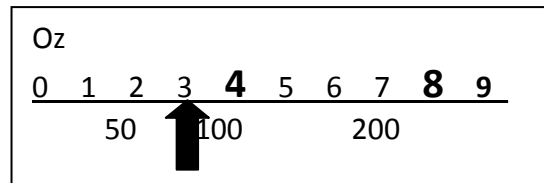
Circle the lighter object in each row.

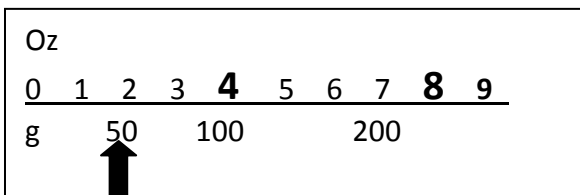
Eraser		Calculator	
1 paper clip		12 paper clips	
1 mug		1 saucer	
1 empty cup		1 half-full cup	

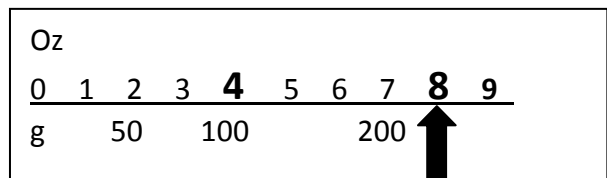
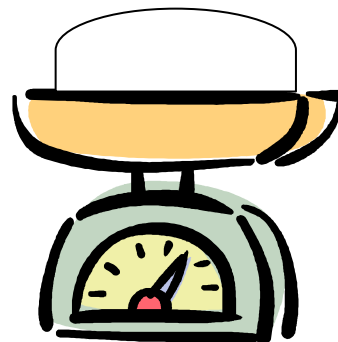
Read the Scale

How much flour is on each scale? Remember to use the units! (oz or g.) The arrow points to what the scale says.









Weighing in the Kitchen

Name what is being weighed, and its weight in ounces and in grams.

What is it?	Ounces	Grams
Flour		
Sugar		
Empty bowl		
Measuring cup (empty)		
Measuring cup (full)		

DEMONSTRATION INSTRUCTOR PAGE

Measure It Up and Weigh It Out

ESSENTIAL SKILLS

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Numeracy**
 - Measurement & Calculation 1
 - Numerical Estimation 1
- **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will measure ingredients according to instructions. The student must choose which kind of cup to use for the liquid and the dry ingredients. The student will determine, by sight, which size bowls to use. Baking is required for one task.

Then, the student will fill baggies according to the weight that is labeled on the baggie. Other filled, but unlabeled, baggies will be weighed using a standard kitchen scale, and labeled accordingly, using both grams and ounces.

INSTRUCTOR NOTES

- Provide a set of dry measuring cups, a glass measuring cup, and a set of measuring spoons.
- Provide bowls of varying sizes (small, medium and large).
- Provide ingredients named in recipes for measuring.
- Provide access to kitchen (oven) and needed utensils: pastry blender, cookie sheet, rolling pin round cookie cutter.
- Provide empty plastic baggies labeled with varying amounts: 4 oz., 200 g., 6 oz., 50 g., etc
- Provide plastic baggies with varying amounts of rice or sugar, labeled with the units but not the weight, for students to weigh. Use even numbers of ounces, and grams in 10 g increments (or whatever units your scale has lines for: no estimating is required at this point, although higher level students should be able to do this.)
- Provide *What I Have Learned and Skills Practised* to make link between demonstration tasks and the Essential Skills.

With student

- Read aloud Tasks if necessary.
 - Do not read numbers on scales or on labels.
-

ACHIEVEMENT INDICATORS

- Measured liquids accurately.
 - Measured dry ingredients accurately, choosing appropriate measuring cup or spoon and leveling or packing as required.
 - Measured full and fractional cups.
 - Chose glass measuring cup for liquid and nested cups for dry ingredients
 - Visually determined the capacity of various mixing bowls and made appropriate choice.
 - Weighed pre-measured samples and recorded weight using appropriate units.
 - Measured according to given weights.
 - Assessed own performance
-

Measure It Up and Weigh It Out

TASK 1

You are helping the cook with a recipe.

2 c Shreddies

$\frac{1}{2}$ c pretzels

$\frac{1}{4}$ c chocolate chips

$\frac{1}{3}$ c raisins

Choose a bowl to put the ingredients in.

Measure each ingredient and add it to the bowl. Mix.

Enjoy as a healthy snack with other students.

Measure It Up and Weigh It Out

TASK 2

You are going to make scones for lunch. Follow the recipe. Ask your instructor to bake them, or you can bake them yourself.

SCONES

Preheat oven to 425°F.

Combine the ingredients in a medium bowl. Cut with a pastry blender until the shortening is the size of peas.

2 c. flour

5 tbsp. shortening

4 teas. baking powder

1 teas. salt

Add

$\frac{2}{3}$ c. milk

Mix with a fork till you can make a ball.

Roll the dough on a floured board to about 1 inch thick. **Cut** with round cookie cutter.

Place on ungreased cookie sheet. **Bake** for 10 – 15 minutes.

Enjoy with butter and jam.

Measure It Up and Weigh It Out

TASK 3

You must set out bowls for the cook to use. He will be making a large salad. Choose a bowl that would hold about 6 cups of salad.

Then he will make some pudding. It uses 2 cups of milk. Which bowl should you give him?

Finally, he wants to put about 1 cup of sauce in a bowl. Choose the bowl for him.

Measure It Up and Weigh It Out

TASK 4

The chef has asked you to make up some pre-measured bags of flour. He will use them in different recipes that he must make. The baggies are already labeled.

Use the kitchen scale to weigh out the flour into the baggies.

Give the filled baggies to your instructor to be checked.

Measure It Up and Weigh It Out

TASK 5

Another kitchen helper has already measured food into baggies, but forgot to label them with the weight of each.

Weigh each one with the kitchen scales and label it with the exact weight.

Use grams if the label says grams, and ounces if the label says ounces.

Give these to your instructor to check your work.

Measure It Up and Weigh It Out

TASK 6

I CAN MEASURE AND WEIGH INGREDIENTS IN THE KITCHEN

I CAN	YES / DATE
I can choose the right bowl for the job.	
I can count and keep track when I am measuring.	
I can measure full cups.	
I can measure $\frac{1}{2}$ cups.	
I can measure $\frac{1}{4}, \frac{1}{3}, \frac{2}{3}, \frac{3}{4}$ cups.	
I can measure liquids using ml.	
I can measure teaspoons and tablespoons.	
I know how to measure dry ingredients accurately.	
I can measure liquid ingredients accurately.	
I know when something is full, empty, or half-full (half-empty).	
I can tell when an object is heavy.	
I can tell when an object is light.	
I can tell which object is heavier or lighter than another.	
I can read the numbers on a kitchen scale.	
I can weigh objects.	
I can measure ingredients accurately by weight, adding or subtracting the ingredient to be exact.	
I can measure ounces and grams.	
I can measure the ingredients in a recipe.	

DEMONSTRATION ASSESSMENT

Measure It Up and Weigh It Out

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

- ESSENTIAL SKILLS:**
- Reading Text 1
 - Document Use 1
 - Writing 1
 - Numeracy
 - Measurement & Calculation 1
 - Numerical Estimation
 - Oral Communication 1
 - Thinking Skills
 - Problem Solving 2
 - Decision Making 1
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Measured liquids accurately.			
• Measured dry ingredients accurately, choosing appropriate measuring cup or spoon and leveling or packing as required.			
• Measured full and fractional cups.			
• Chose glass measuring cup for liquid and nested cups for dry ingredients			
• Visually determined the capacity of various mixing bowls and made appropriate choice.			
• Weighed pre-measured samples and recorded weight using appropriate units.			
• Measured according to given weights.			
• Assessed own performance			

ADDITIONAL COMMENTS

A large, empty rectangular box with a thick black border, intended for writing additional comments. The box is currently blank.