



Food Counter Attendant & Kitchen Helper Curriculum



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Acknowledgements

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Introduction

In May 2018, Community Literacy of Ontario received funding from the Ministry of Training, Colleges and Universities to support curriculum enhancements for Literacy and Basic Skills agencies.

Through discussion with the CLO Board of Directors and various program staff, through exploring labour marketing information, and via our experiential learning research, the importance of developing occupational curriculum was strongly identified. Further, this type of curriculum is often highly popular with learners and useful for literacy practitioners.

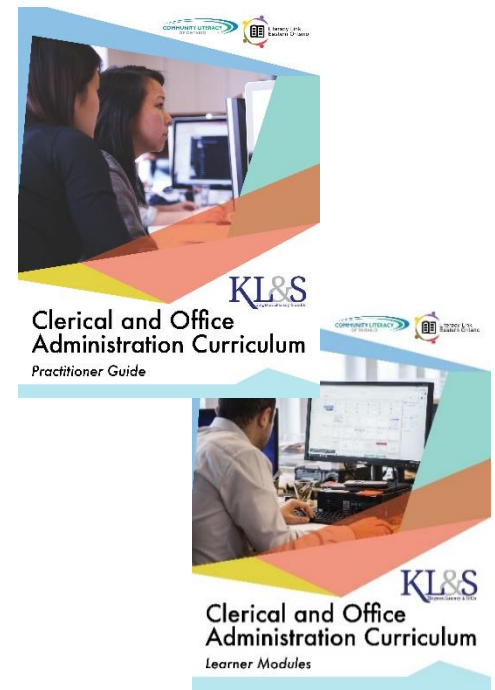
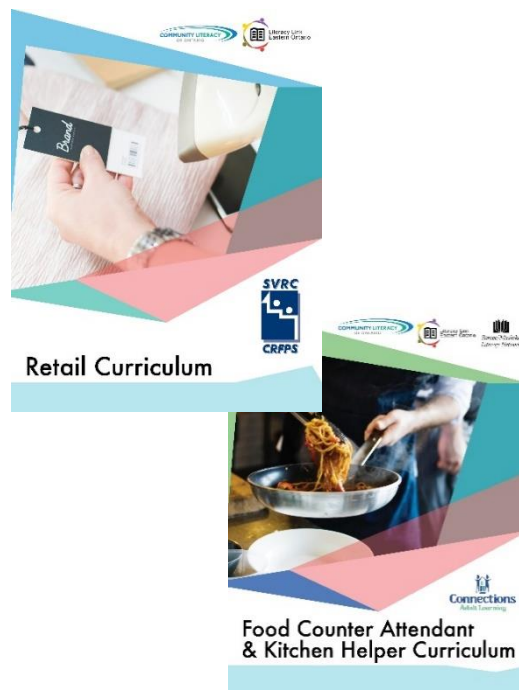
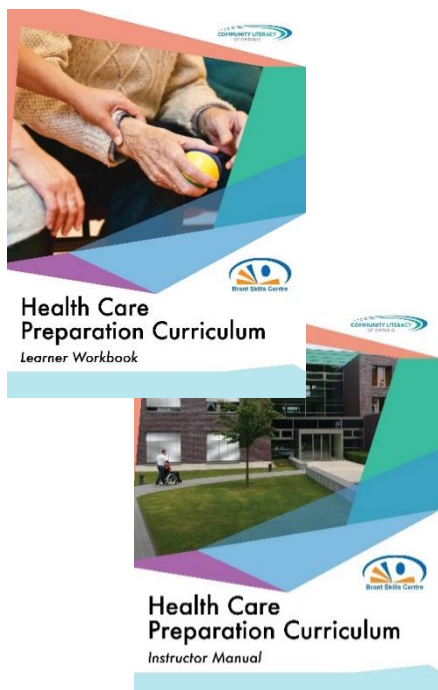
We researched curriculum gaps and areas of high demand from learners and practitioners. As a result, CLO worked with four community-based LBS agencies, who have extensive experience in developing occupational curricula, and developed the following curricula:

- **Clerical and Office Administration** (Kingston Literacy & Skills)
- **Food Counter Attendants & Kitchen Helpers** (Connections Adult Learning)
- **Health Care Preparation** (Brant Skills Centre)
- **Retail** (Sudbury Vocational Resource Centre, Educational and Workplace Training Program)

These curricula are now freely available on CLO's website at:

www.communityliteracyofontario.ca/resources/publications/#Curriculum

Our curriculum development team members are excited to have this opportunity to support adult learners and LBS programs! We sincerely hope that these curricula are helpful to you in the important work you do.



About Community Literacy of Ontario

Community Literacy of Ontario (CLO) is a provincial literacy network of 100 community-based literacy agencies located in communities large and small across Ontario. You can learn about CLO and access our amazing resources at:

www.communityliteracyofontario.ca/.

About Connections Adult Learning

Connections Adult Learning is a community-based agency providing a wide range of client-centred and outcome-based learning opportunities for adults in North Frontenac and the Lennox and Addington area. Connections Adult Learning has extensive experience in developing and delivering occupational curriculum to adult learners.

Thank you to Literacy Link Eastern Ontario

Community Literacy of Ontario is honoured to express its deep thanks to Literacy Link Eastern Ontario (LLEO) for allowing its “*Food Counter Attendants*” curriculum to be revised, adapted and updated as part of CLO’s curriculum project.

We are immensely grateful to Doug Noyes, LLEO’s Executive Director, for his strong support. Literacy Link Eastern Ontario has in-depth experience with creating occupational curricula and is considered as a strong leader in this area.

Over the past years, LLEO has been involved in developing occupation-specific curricula for adult learners. In fact, Literacy Link Eastern Ontario has developed over 18 different occupational curriculum. As a network and a region, LLEO is proud to have developed valuable curriculum resources for LBS learners across the province.

Thanks to Simcoe/Muskoka Literacy Network

Community Literacy of Ontario is very grateful to the Simcoe/Muskoka Literacy Network (SMLN) for graciously allowing its “*Kitchen Help*” curriculum to be adapted and updated as part of CLO’s curriculum project.

CLO wants to thank Stephanie Hobbs, Executive Director, for so generously sharing SMLN’s experience in developing occupational curricula. SMLN created an exemplary series of six occupational curricula called “Bridging the Employment Gap”. The Simcoe/Muskoka Literacy Network is one of the provincial leaders in creating and supporting occupational curricula and we are appreciative of their support.



Food Services Curriculum

**Module 1: Food Counter Attendants, Kitchen Helpers and
Related Support Occupations Jobs**

Ontario Adult Literacy Curriculum Framework by Activity

Competency	Find and Use information					Communicate Ideas & Information						Understand & Use Numbers						Use Digital Technology		Manage Learning		Engage With Others			
Task Group	Read Continuous Text	Interpret Documents	A2.1	A2.2	A3	B1.1	B1.2	B2.1	B2.2	B3.1	B3.2	B4	C1.1	C1.2	C2.1	C2.1	C3.1	C3.2	C4.1	C4.2	D.1	D.2	E.1	E.2	F
Activity #	Task Group #																								
1	What Is this Training?						●																		
2	NOC 6711			●		●																			
3	What Jobs Are Included?			●		●				● a.															
4	Dishwashers and Food Service Helpers		● or	●	●	●				● a.															
5	Kitchen Helpers					●	●					●													
6	Salad Bar Attendant					●	●																		
7	Food Counter Attendants					●	●						●												
8	Fast Food Workers			●		●	●					●													
9	Counter Person at a Coffee Shop				●	●	●						●												
10	Deli Counter Attendant				●	●	●					●													

Activity 1: What Is This Training?

Practitioner Notes

OALCF Competencies, Task Groups and Levels**A3**

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

Materials Required for Activity #1

- Use a flip chart, a black board, a white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class

Instructions

Write “Food Counter Attendants and Kitchen Helpers” on the board or flip chart.

Write the heading “Why should I take this training?”

Explain to the learners what the training will do for them. As you explain, mark significant words on the board, below the heading. Explain that:

- You, their instructor, or others will make presentations, and they may watch videos or read information about Food Counter Attendants and Kitchen Helpers’ jobs, workplaces, food safety and types of equipment that these workers might come across.
- They will complete Learning Activities to help them learn and practise skills necessary for the job.
- Each activity is written to prepare them for entry-level positions in the food service industry. Explain entry-level. Here are some simple definitions.
 - suitable for a beginner to gain experience or skills
 - starting point in the employment market
- They will be developing knowledge that will be useful on the job, while they are developing their basic skills in the following areas:
 - Find and Use Information
 - Reading
 - Searching the internet
 - Understanding documents
 - Watching and listening to videos and presentations
 - Communicate Ideas and Information

- Talking to others
- Writing
- Filling in documents
- Being creative
- Understand and Use Numbers
 - Money
 - Time
 - Measurement
- Use Digital Technology
 - Using computers, tablets, cell phones and other digital equipment
- Manage Learning
- Engage with Others
- Even if you do not want to work right away, the course will help you develop all these skills for everyday life.

Write, “If I take this course, will I get a job?”

- They will have gained some of the knowledge for the job and developed their basic skills. Remember these skills are transferable to daily life and other careers.
- This training does not teach you everything you will need to know, but it will give you a start and help you decide if this is definitely the job for you.
- We cannot guarantee that you will get a job because you took this training.
- As with any training, if you take the responsibility to work hard and take the training seriously, you will get more from it and your chances of future employment will be better.

Answers

No specific answers required

Activity 2: NOC 6711

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find and Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Background Information

What are the NOC codes?

The National Occupational Classification (NOC) is Canada's national system of organizing and describing occupations. <http://noc.esdc.gc.ca/English/home.aspx>

The NOC is often used by employers to help them write job descriptions and identify skill requirements for new job postings. They may include it in job ads, especially those found on the Job Bank. www.jobbank.gc.ca/home

The NOC is updated every 5 years by Employment and Social Development Canada and Statistics Canada. The current version of the NOC, at the time of writing this curriculum, was 2016.

Many people find the NOC confusing if they are not using it regularly. However, once you get to know it, you will see that the numbers in the code help to classify occupations according to their skill type and skill level.

Here is the breakdown for NOC 6711: Food counter attendants, kitchen helpers and related support occupations.

6	Skill Type	Sales and service occupations
7	Skill Level (Education level required)	Service support and other service occupations
1	Minor Group	Food counter attendants, kitchen helpers and related support occupations
1	Unit Group	There are no Unit Groups at this time

The NOC is a useful tool for job seekers to research:

- Job descriptions
- Educational requirements
- Required skills
- Related occupations

The NOC is a useful tool for Literacy and Basic Skills educators as it provides information about:

- The lead statement that is an overview of the job group
- Examples of job titles in the group
- The main duties of the more common job titles
- The employment requirements or education that is usually needed
- Additional information

NOC code tutorial

For an introduction to the National Occupational Classification (NOC) 2016, you can learn just about everything you want to know about NOC codes and their use, through the tutorial found at:

<http://noc.esdc.gc.ca/English/NOC/Tutorial.aspx?ver=16>

NOC Skill Levels	
Skill Level (digit)	Nature of Education/ Training
0 or 1	University degree at the bachelor's, master's or doctorate level.
2 or 3	Two to three years of post-secondary education at a community college, institute of technology or CEGEP or Two to five years of apprenticeship training or Three to four years of secondary school and more than two years of on-the-job training, specialized training courses or specific work experience. Occupations with supervisory responsibilities and occupations with significant health and safety responsibilities, such as firefighters, police officers and registered nursing assistants are all assigned the Skill Level B.
4 or 5	Some secondary school education, with up to two years of on-the-job training, training courses or specific work experience.
6 or 7	Short work demonstration or on-the-job training or No formal educational requirements.

To search the NOC registry:

To do a search, you simply enter the 4-digit NOC code or a job title at <http://noc.esdc.gc.ca/English/NOC/SearchIndex.aspx?ver=16>

Materials Required for Activity #2

- Use a flip chart, a black board, a white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class
- Cards with each of the 8 underlined words in #3 a) and b) of the instructions below (optional)

Instructions

Explain to learners that all job titles in Canada have a code number that represents them. This is called the National Occupational Classification or NOC code. Explain the words *National*, *Occupational* and *Classification*, if necessary.

Tell them that 6711 is the job code for the group Food counter attendants, kitchen helpers and related support occupations.

Describe the types of things that people with jobs in this group do. Write short forms of these things on the board. (You could previously have these recorded on cards to post as you talk):

- Food counter attendants and food preparers prepare, heat and finish cooking simple food items and serve customers at food counters.
- Kitchen helpers, food service helpers and dishwashers clear tables, clean kitchen areas, wash dishes, and perform various other activities to assist other staff who prepare or serve food and beverages.
- After you post or write the duties, ask the learners to describe or act out what each duty is. If you have more than one learner, you could divide the cards up to be acted out or described.

Answers

No specific answers required

Activity 3: What Jobs Are Included?

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find and Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required for Activity #3

- Cards with each of the 15 job titles in #3 of the instructions below (optionally you may write them on a flip chart or board)
- Learner Handout: *What Jobs Are Included*
- Optional: create cards for each of the workplaces listed on the learner handout.

Instructions

Ask the learners what job they are thinking of for their future in the food industry.

Explain that there are many different titles of jobs in the NOC group 6711, Food counter attendants, kitchen helpers and related support occupations.

As you post the cards for each of the following common example job titles (or write the titles on a flip chart or board), ask the learners if they can imagine where these jobs might be and what might the workers' main duties be. Ask the learners if any of these jobs interest them.

- food counter attendant
- ice cream counter attendant
- food assembler – fast food
- dishwasher
- sandwich maker
- cafeteria counter attendant
- cook's helper
- food preparer
- busser or bus boy/girl
- kitchen helper
- bartender helper
- food service helper
- fast-food preparer
- salad bar attendant
- doughnut shop clerk

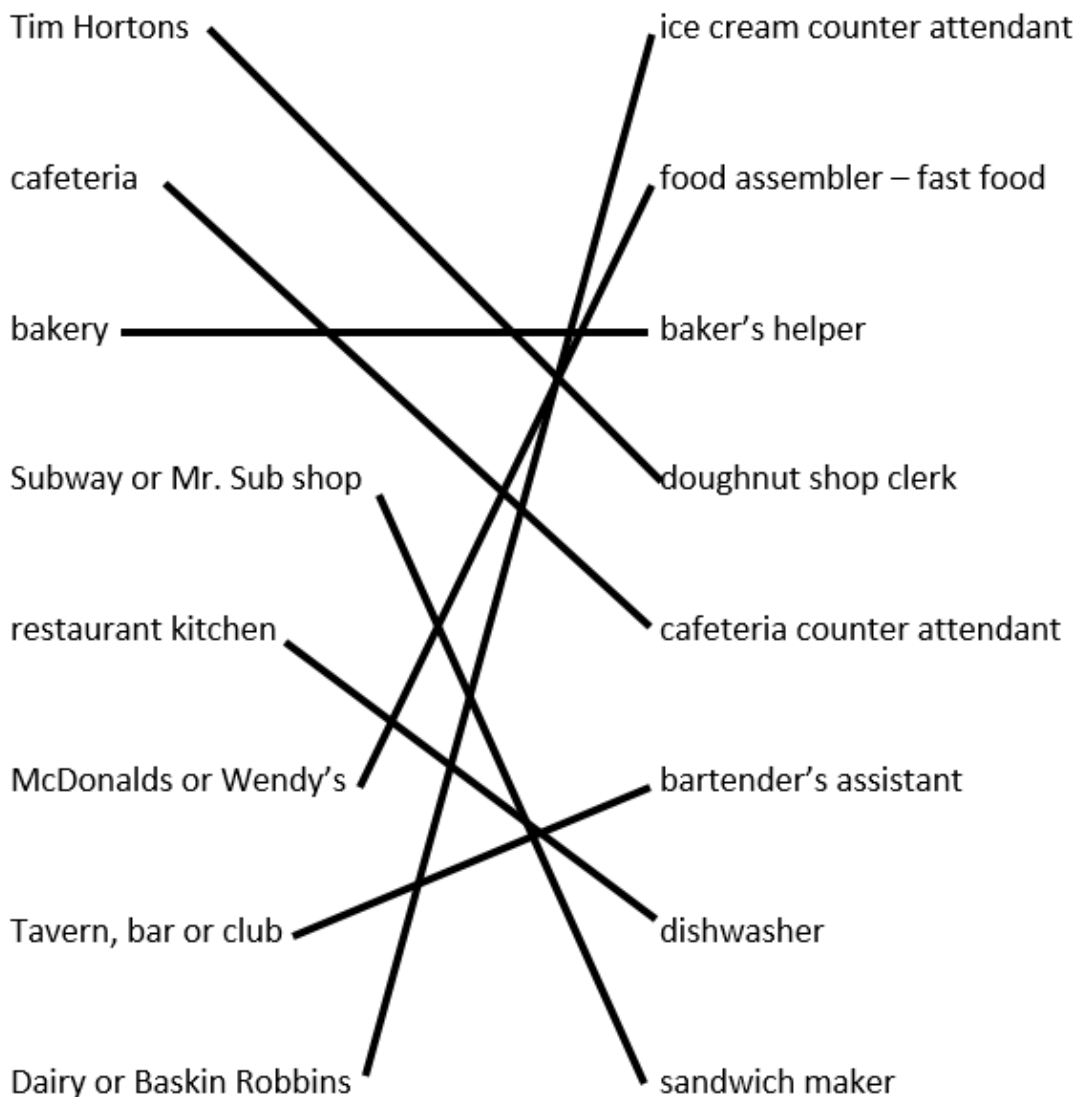


Provide the learners with the Learner Handout: *What Jobs Are Included*. Provide help with the reading and document use, if necessary. For more basic learners, you could copy the workplaces and job titles onto cards.

Answers

Workplace

Job Title



Activity 3: What Jobs Are Included – Learner Handout

Match the workplace to the job title by drawing a line to connect them.

Workplace**Job Title**

Tim Hortons

ice cream counter attendant

cafeteria

food assembler – fast food

bakery

baker's helper

Subway or Mr. Sub shop

doughnut shop clerk

restaurant kitchen

cafeteria counter attendant

McDonald's or Wendy's

bartender's assistant

Tavern, bar or club

dishwasher

Dairy or Baskin Robbins

sandwich maker

Activity 4: Dishwashers and Food Service Helpers

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1 (Instruction option 4b, not 4a)

Competency: Find and Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A2.2 (If learners read the Teaching Aid themselves)

Competency: Find and Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required for Activity #4

- Teaching Aid: *Dishwashers and Food Service Helpers*.
- Learner Handout: *Dishwashers and Food Service Helpers*.

Instructions

Review the information in the Teaching Aid: *Dishwashers and Food Service Helpers*.

- Explain that the Dishwasher and Food Service Helpers look after all tasks that have to do with dishes and cooking utensils in restaurants (dining rooms, resorts, cafes, coffee shops, institutional kitchens, cafeterias and catering firms). They will usually also clean their own work area.
- Their duties often overlap. In larger workplaces there may be both positions, but smaller restaurants will only employ one position for each shift, and that person will cover all the duties that might be done by Dishwashers and Food Service Helpers.

Post or project the Dishwasher duties sheet.

- Review the duties, providing more detailed explanations and ensuring learners understand unfamiliar words, such as *sanitize*.
- Ask questions to see if learners have any experience with each of these duties, maybe in a non-commercial environment, volunteer work or even at home. This will help to build on past experience and promote learning.

Post or project the *Food Service Helper sheet*.

- Show the relationship between the Food Service Helper title and the fact that they help food servers. Other names for food servers that the learners may be more familiar with are waiter and waitress and server. They are also sometimes called wait staff.
- Explain that, in some workplaces, the Food Service Helper may have a different title, such as *busser*, *busboy*, *bus girl* or *bus person*.
- Review the duties, providing more detailed explanations and ensuring learners understand unfamiliar words, such as *utensils*.
- Ask questions to see if learners have any experience with each of these duties, maybe in a non-commercial environment, volunteer work or even at home. This will help to build on past experience and promote learning.

2. Use the Learner Handout: *Dishwashers and Food Service Helpers* in one of two ways:
 - For learners with more basic skills, you could enlarge and cut apart the various duties (putting them on cards for reuse, if you wish). These can be used with the two job titles for matching activities for individuals or groups. Some examples are:
 - Individual learner: Put the two job titles on a table a good distance apart. The learner picks up duty cards, one at a time, and places them by the correct job title.
 - Team relay: Each job title is put on the floor. Each team member picks up a duty and puts it by the appropriate job title card.
 - Various duties are put around the room and the learner searches for the right duties for their assigned job title.
 - Role play: A learner draws a job duty and acts it out. Other learners guess what their job title is.
 - For learners who are ready for level 2, Find and Use Information, the Learner Handout: *Dishwashers and Food Service Helpers* can be given to them to complete on their own (or with assistance, as required).

Activity 4: Dishwashers and Food Service Helpers – Teaching Aid

Dishwashers and food service helpers look after all tasks that have to do with dishes and cooking utensils in restaurants, dining rooms, resorts, cafes and coffee shops. They also work in institutional kitchens, cafeterias, and catering firms.

In larger workplaces, there would be both bussers and dishwashers, but in smaller establishments the dishwasher will probably do the duties of both jobs with help from the wait staff.

Dishwashers' jobs include:

- Washing dishes, by hand or in dishwashing machines
- Scouring pots and pans
- Providing kitchen staff with clean utensils, pots and pans
- Cleaning and sanitizing
 - trash bins
 - floors
 - appliances
 - counters
 - storage areas

Food service helpers work mostly in dining areas, helping the servers and cleaning up. Their duties include:

- Clearing tables
- Cleaning tables, chairs and counters
- Setting tables
- Restocking glasses in bar; and cups at the coffee counter
- Serving water to customers
- Refilling condiments, like salt, pepper, sugar, ketchup
- Making coffee
- Vacuuming the dining room

Activity 4: Dishwashers and Food Service Helpers – Learner Handout

Below are duties done by Dishwashers and Food Service Helpers.

Do you know who does what?

Show which job title usually does each duty by marking either a **D** for Dishwasher or an **F** for Food Service Helper on the line in front of the duty.

- Washing dishes by hand or dishwashing machines
- Making coffee
- Scouring pots and pans
- Cleaning tables, chairs and counter surfaces
- Providing kitchen staff with clean utensils, pots and pans
- Setting tables with clean linen, dishes and cutlery
- Scouring pots and pans
- Vacuuming dining room
- Clearing dirty dishes from tables
- Serving water to customers
- Cleaning and sanitizing items like trash bins, floors, appliances, counters and storage areas

Answers to Activity #4 – Learner Handout

- D** Washing dishes by hand or dishwashing machines
- F** Making coffee
- D** Scouring pots and pans
- F** Cleaning tables, chairs and counter surfaces
- D** Providing kitchen staff with clean utensils, pots and pans
- F** Setting tables with clean linen, dishes and cutlery
- F** Scouring pots and pans
- F** Vacuuming dining room
- F** Clearing dirty dishes from tables
- F** Serving water to customers
- D** Cleaning and sanitizing items like trash bins, floors, appliances, counters and storage areas

Activity 5: Kitchen Helpers

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with others

Level 1: Participate in brief interactions to exchange information with one person

B4

Competency: Communicate Ideas and Information

Task Group: Express oneself creatively

Materials Required for Activity #5

- Teaching Aid: *Kitchen Helpers Duties Sheet*. Use a flip chart, a black board, a white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class.
- A set of cards or slips of paper with one of the Kitchen Helpers duties on each.
- Optional props: dishes, knives and pieces of equipment that can be used for acting out the Kitchen Helper duties.

Instructions

1. Review the information in the Teaching Aid: *Kitchen Helper Duties Sheet*.
 - Explain that Kitchen Helpers help the cooks and chefs in commercial kitchens. These may be in restaurants, dining rooms, resorts, institutional kitchens, cafeterias, and catering firms.
 - Kitchen Helpers may go by other job titles, such as, Cook's Assistant or Cook's Helper.
2. Share, post or project the *Kitchen Helper Duties Sheet*.
 - Review the duties, providing more detailed explanations and ensuring learners understand unfamiliar words, such as *pre-set*, *specifications* and *ingredients*.

- Ask questions to see if learners have any experience with each of these duties, maybe in a non-commercial environment, volunteer work or even at home. This will help to build on past experience and promote learning.

The learners' activity requires at least two people to act out the parts of the Cook or Chef (whichever you wish, or you may alternate) and the Kitchen Helper. The instructor may be the Cook/Chef if you are working one-on-one with a learner.

- Assign the roles. (These may be reversed later, so everyone gets a chance to play each part.)
- The Cook/Chef picks up a slip and asks the Kitchen Helper, politely, but as a boss would, to do the task on it.
- The Kitchen Helper should politely respond, possibly saying "Yes, Chef." and then mock doing the task (with or without optional props).
- If there is a larger group, you could discuss the enactment with the players and the audience.
- Pick a new pair or rotate the pair.



Activity 5: Kitchen Helper Duties Sheet – Teaching Aid

Kitchen helpers work in restaurants, hotels, fast food outlets, cafeterias, hospitals, cruise ships, grocery stores and other places. Other job titles are Cook's Assistant or Cook's Helper. Kitchen helpers work under the direction of chefs and cooks.

Kitchen helpers perform tasks, such as:

- Cleaning, peeling and cutting fruit and vegetables
- Preparing salads
- Cleaning, trimming, cutting or grinding meat, seafood or poultry
- Preparing foods according to instructions or pre-set specifications
- Weighing and measuring ingredients
- Going to get pots, utensils and ingredients and running errands for other kitchen staff
- Arranging food on serving dishes
- Unpacking and storing supplies
- Monitoring temperatures of refrigerators, freezers, ovens and stovetops
- Cleaning work areas, equipment and dishes
- Removing trash and cleaning kitchen garbage containers

Activity 6: Salad Bar Attendant

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Materials Required

- Teaching Aid: *Salad Bar Attendant*. Use a flip chart, a black board, a white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class.

Instructions

- Remind the learners that there are a number of job titles in the job group: Food Counter Attendants, Kitchen Helpers and Other Related Occupations. Today, you are going to read about one.
- Read John's story from the *Salad Bar Attendant Teaching Aid* to the learners.
- When you have read the story through, ask who heard or remembers what John's job was. Write "Salad Bar Attendant" on the flip chart/black or white board.
- Ask if the learners have ever been somewhere to eat that had a salad bar. Take a moment to discuss what was at the salad bar and how it was presented. Were all the bowls and containers full or were many empty?
- You are going to read the story again, but this time, ask the learners to stop you each time you read about one of John's duties. As each duty is noted, write a simplified version of the duty on the flip chart or black or white board. (It isn't serious if one or two are missed, but you may wish to note, for assessment purposes, how much information the learners gathered from the presentation.)
- At the end of the reading, review the duties with the learners and try to link some of the duties to what they observed at the salad bars they visited.

Activity 6: Salad Bar Attendant – Teaching Aid

John works in a large family restaurant preparing the salad ingredients. His title is Salad Bar Attendant.

Much of John's job is making up large salads for the salad bar. When making the salads, John needs to read recipe instructions closely. This is so they are always the same in taste and looks.

The salad bar also needs to have pickles, toppings and salad dressings. John scoops these out of large containers and puts them into serving dishes.

As well as preparing the food for the salad bar, John makes salads for individual customer orders. He puts the salad ingredients onto the plates in specific designs, which he copies from pictures placed above his work area.

John is responsible for cleaning, peeling and cutting up the ingredients for his salads. On days when the salad bar is not so busy, John also prepares raw vegetables and fruit for the cooks to use for other dishes.

John has his own workstation that he must keep clean and sanitary. He must keep track of his utensils, bowls and supplies.

He also has to communicate closely with the servers and cooks. That way the salad bar is always full and individual orders are prepared at the right time to work with the rest of the customers' meals.

Although John doesn't get to work with many kinds of foods, he really enjoys the hours and the steady pace this job provides. He can do much of his work sitting at his workstation, so it is not as physically demanding as other kitchen work.

Activity 7: Food Counter Attendants

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Materials Required

- Teaching Aid: *Food Counter Attendants*. Use a flip chart, a black or white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class.
- Optional: before presenting the activity, make posters or a digital presentation of common places where Food Counter Attendants work, and/or share sample food counter attendant job titles (gathered from the Teaching Aid)

Instructions

3. Review the information in the Teaching Aid: *Food Counter Attendants* with the learners.
4. As you read/review it, write significant information on the flip chart or board, such as:
 - They heat and finish cooking simple food items and serve customers at food counters.
 - This job group is unique as it involves both the preparation of basic foods and service to the customer.
 - They serve food to customers from a counter, bar or buffet rather than providing table service.
 - They complete tasks such as microwaving foods, making toast or serving beverages.

- Cafeterias, fast-food outlets, restaurants, hotels, hospitals, canteens, snack bars and grocery stores are some of the places they work (write or display list).
 - There are many different job titles (write or display list).
5. Ask the learners if they have ever gone to one of the workplaces listed.
- What do they remember about the people working there and what they were doing?
 - Write some of the duties down that the learners remember.
6. Discuss the job titles. Ask if the learners can remember seeing food counter attendants somewhere that hasn't already been discussed.
- What were those food counter attendants doing? Add these duties to the list.



Activity 7: Food Counter Attendants – Teaching Aid

Adapted from: **Career Handbook, Second Edition – 6641.1: Food Service Counter Attendants and Food Preparers** http://www23.hrdc-drhc.gc.ca/ch/e/docs/ch_welcome.asp and **Learn Direct- Counter Service Attendant**.

Food Counter Attendants prepare, heat and finish cooking simple food items and serve customers at food counters. This job group is unique as it involves both the preparation of basic foods and service to the customer.

Food counter attendants serve food to customers from a counter, bar or buffet rather than providing table service. How much food preparation they do depends on the type of food outlet. In some places, kitchen staff prepares the food.

Counter Attendants may help with tasks such as microwaving foods, making toast or serving beverages.

Cafeterias, fast-food outlets, restaurants, hotels, hospitals, canteens, snack bars and grocery stores are some of the workplaces that employ Food Counter Attendants and Food Preparers. Even though the basic duties and job requirements are the same, there are many different titles for the jobs in this category, depending on the workplace.

Some example job titles are:

- Food counter attendant
- Counter attendant, cafeteria
- Deli counter attendant
- Ice cream counter attendant
- Sandwich maker, sandwich designer or sandwich artist
- Food preparer or fast-food preparer
- Chip truck worker
- Barista
- Hot dog vendor

Activity 8: Fast-Food Workers

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find and Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B4

Task Group: Express oneself creatively

Express oneself creatively, such as by writing, journal entries, telling a story, and creating art

Materials Required

- Teaching Aid: *Food Counter Attendants*. Use a flip chart, a black or white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class.
- Optional: prior to doing the activity, you could write the names of the restaurant chains that employ Fast-food Workers (coffee bars, sandwich shops, hamburger restaurants, pizza parlours, chicken take-outs and ice cream parlours) on a white/black board or a flip chart, or share via a projector and screen.

Instructions

1. Review the information in the Teaching Aid: *Fast Food Workers* as follows:
 - The first sentence says, “Large restaurant chains employ the most Fast-food Workers.” Ask if learners know what a restaurant chain is?
 - The next sentence says, “We are familiar with the big name coffee bars, sandwich shops, hamburger restaurants, pizza parlours, chicken take-outs and ice cream parlours.” Find out how familiar they are by listing the various types on the flip chart or board (this could be done ahead of time) and asking learners to name some that they are aware of, such as coffee bars: Tim Hortons, Starbucks, etc.
2. Share the duties of a Fast-food Worker in the Teaching Aid. (Since the learner does not have to read the posted material and can work from memory instead, we have not rated this as a level A2.2.)
 - Review the duties, providing more detailed explanations and ensuring learners understand unfamiliar words or phrases, such as *computerized ordering system*.
 - As you review each duty, ask learners if they have seen it being carried out in fast-food chains they have visited.
3. Learners may enact the duties.

Activity 8: Fast-Food Workers – Teaching Aid

Large restaurant chains employ the most Fast-food Workers. We are familiar with the big name coffee bars, sandwich shops, hamburger restaurants, pizza parlours, chicken take-outs and ice cream parlours, but Fast-food Workers are also employed by cafeterias, lunch counters and other small establishments. Fast-food Workers have a range of duties, performing some or all of the following:

- Taking customer orders
- Selecting items on a computerized ordering system
- Selecting requested food or beverages from a serving or storage area
- Putting items on a serving tray or into a take-out bag
- Preparing food items, such as hamburgers, hot dogs, sandwiches, wraps, ice cream dishes, salads, french fries, pizza, and chicken
- Serving beverages, such as coffee, milkshakes, soda pop, and milk
- Receiving payment and making change
- Using a cash register
- Cleaning cooking and counter areas
- Sweeping and mopping floors
- Cleaning tables, emptying trashcans, cleaning washrooms
- Arranging displays

Activity 9: Counter Person at a Coffee Shop

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find and Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Materials Required

- Use a flip chart, a black or white board, or projector and screen (if you choose to create a slide presentation) to share this activity with the class.
- Teaching Aid #1: *Transferrable Skills*.
- Create a list of “transferable” skills that the learners will learn while they are working through the curriculum. Use the Ontario Adult Literacy Curriculum Framework (OALCF) or Essential Skills, or an adapted list. We suggest a version of the OALCF task groups with easier wording. Or use the list we’ve prepared in Teaching Aid #1: *Transferrable Skills*.
- Teaching Aid #2: *Counter Person at Coffee Shop*.

Instructions

1. Talk to the learners about skills. You may have already done this when the learners joined your program, were assessed and had a Learner Plan developed. However, it is good for them to know that they are learning more than information about the occupations.
 - Either share the list from Teaching Aid #1: *Transferrable Skills*, or, use a list of transferable skills that you've created.
 - Review the list with the learners to discuss the types of activities that require these skills.
2. Read *Vanessa's Story* from Teaching Aid #2: *Counter Person at Coffee Shop*. As you go through the story, ask the learners to stop you when they think the story mentions something that Vanessa does that uses one of the transferable skills on the list. (Depending on the level of the learners, you may need to read the story through once, and then ask them to stop you as you read it a second time. You may also have to pause yourself to bring it to their attention for discussion.)
 - Write the duties in point form next to the relevant transferable skills
 - Help the learners to understand the importance of learning and practising their transferable skills.
3. Keep your list of Transferable Skills for Activity 10: Deli Counter Attendant

Activity 9: Transferrable Skills – Teaching Aid #1

- Reading
- Using documents
- Talking with others
- Writing
- Filling out documents
- Managing money
- Using times and dates
- Using measurement
- Using digital technology
- Working with others

Activity 9: Counter Person at a Coffee Shop – Teaching Aid #2

Vanessa's Story

Adapted from: Skills at Work Series, Workbook 2: A day on the job - pgs. 88 & 89, AlphaPlus, May 2004

At the coffee shop where Vanessa works, employees have a long list of different jobs they must do every day, in addition to serving customers.

The manager, or person with the most seniority, tells each person which station they work on during a shift. Vanessa is a counter person and usually works a shift with a team member. The different stations are drive-through, sandwich maker, and counter person.

The person working on a station has specific jobs to do. When she's on drive-through, Vanessa handles cash and takes orders at the drive-through window while another person gets the coffee, and a third person is a runner – they get the rest of the order. Because drive-through is always busy, Vanessa doesn't have any other jobs to do while she's there. At the end of her shift, she must load the dishwashing machine and run it.

When Vanessa works on the counter, she must do other tasks whenever business is slower, or as needed. She might have to fill the sugar containers and napkin holders or clean the washrooms. Vanessa always announces, "No bathrooms; dibs on sugars and napkins."

When you think of someone who works as a counter person at a coffee shop, you may not think about how they need to be able to do math, reading and writing at work. Vanessa sometimes has to multi-task between serving customers and finishing her task list. She must read to learn public health rules and follow them. She makes change, communicates with the public, uses a computer cash register and works in a fast-paced environment. She must make entries in a logbook at regular time intervals. If something looks wrong in the log, she has to take action. (We'll talk more about logbooks in the module called "In the Workplace".

Activity 10: Deli Counter Attendant

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find and Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find and Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Materials Required

- A flip chart, a black or white board or projector and screen (if you choose to create a slide presentation) to share this activity with the class.
- Teaching Aid: *Deli Counter Attendant*.
- The list of transferable skills you used in *Activity 9: Counter Person at a Coffee Shop*.

Instructions

1. Follow the same steps as in Activity 9, except this time use Bonnie's Story in Teaching Aid: *Deli Counter Attendant*.
2. You can add to the list of duties that you wrote beside the "Transferable Skills" during Activity 9, or start a new column or list.

Activity 10: Deli Counter Attendant – Teaching Aid

Bonnie's Story

Hi, my name is Bonnie and I work as a Counter Attendant in the delicatessen section of a grocery store. I like working close to home, and my hours are mostly daytime, so I can spend lots of time with my family.

I find that, if I have a friendly smile, a pleasant greeting and a helpful attitude, it helps to make the customers happy. However, it is even more important to listen carefully to their order, and repeat it back to them, so that I can give them exactly what they want.

This job is physically demanding. I stand on my feet for the whole shift and have to carry heavy pails of salads and pieces of meat and cheese that we serve at the counter. There is a lot of bending and reaching into the deli display case, and repetitive motion in using the meat slicer.

As well as serving cold meats, cheeses and salads, our deli prepares some hot meals for take-out. We cook chickens, ribs, potato wedges and sausages. These items are not hard to make since I have written, step-by-step instructions to follow. I have to be very careful to watch the times and temperatures for these items, both for cooking and storing the hot foods.

Cleanliness is a must in my job. I wash my hands regularly and wear my cap and hairnet. I also keep the counters and equipment clean. When I am on the last shift of the day, I sanitize all the areas with extra care and mop the floors.

A big part of my job is working with numbers – for prices, counting and weighing. Our scale calculates the total amount but, if I don't put the right numbers in, the scale will calculate the wrong information and produce a wrong label. Sometimes I need to estimate, so I don't cut too much meat or cheese and have it wasted. I also have to use numbers to keep track of my hours.

Keeping the food fresh and in stock is important. Every day, we check the "best before dates" to see which items should be used first, which should be thrown away and what needs to be reordered. I fill out a form every day for the items that are running low, to alert the manager that they will need to be ordered.



Food Services Curriculum Module 2: Workplace Rights

Ontario Adult Literacy Curriculum Framework by Activity

Competency	Find and Use Information				Communicate Ideas & Information						Understand & Use Numbers							Use Digital Technology		Manage Learning	Engage With Others			
Task Group	A1.1	A1.2	A2.1	A2.2	A3	B1.1	B1.2	B2.1	B2.1	B3.1	B3.2	B4	C1.1	C1.2	C2.1	C3.1	C3.2	C4.1	C4.2	D.1	D.2	E.1	E.2	F
	Read Continuous Text		Interpret Documents		Extract information from films, broadcasts and presentations	Interact with others		Write continuous text		Complete and create documents		Express oneself creatively	Manage Money		Manage Time	Use Measures		Manage Data						
1. Rights					X		X																	
2. Your Rights in the Classroom					X		X			X a.														
3. Rights vs Wants			X		X		X																	X
4. Ontario Labour Law Rights		X	X		X																			
5. Your Rights at Work					X		X																	
6. Keeping Track of Time		X								X a.					X									
7. What Are Responsibilities?		X					X			X a.														
8. Responsibility to Manage Learning					X																			
9. Worker Responsibilities or Duties										X a.												X		
10. Discrimination	X						X			X a.														
11. Who Reports to Whom?	X or	X		X																				

Activity 1: Rights

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Background Information

It is important that all workers understand their workplace rights. Some learners do not understand the concept of “rights”. Instructors can make a difficult concept easier for learners by using simple, day-to-day, real life examples. While explaining the concept to learners, avoid lecturing since that can lead some to mentally drift off.

Materials Required for Activity 1

- Flip chart, white/black board or interactive digital projection equipment to record rights

Instructions

Explain to learners that whenever they start a new job, they need to know their rights.

Explain what rights are.

“Rights” are things every person should be allowed to have, be or do, in order to survive, be safe and reach their full potential. A right is something you deserve through laws or ways considered by most people to be correct and honest.

Through our lives we belong to different groups or “communities”. For example: home, teams, classroom, town/city, province, country and the global community that includes everyone on earth. Within each group or community, the members have rights. Rules or laws of each “community” are used to protect these rights.

Ask the learners what are some of the rules they need to follow. Match these to the different “communities” listed in the paragraph on the previous page.

Discuss some of the rights they have living in Ontario, Canada. For example, to:

- Be safe from assault, robbery, etc.
- Vote if you are over 18
- Be free to practise your culture, language and religion
- Not be discriminated against
- Receive healthcare

Answers

Answers will vary depending on each program’s or classroom’s rules and upon the individual experiences and insights of the learners.



Activity 2: Your Rights in the Classroom

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Background Information

In 1982, the Canadian Charter of Rights and Freedoms was signed into law and became an integral part of the Canadian Constitution. The Charter outlines the fundamental rights and freedoms guaranteed to individuals and groups in Canada, and it provides protection against government actions and laws that may infringe on those rights.

The Charter applies to people in schools and learning centres, as well as in other areas of life in Canada. Many schools, learning centres and classrooms have adopted their own Charters of Rights. Whether or not this is the case, developing or updating a Charter is a worthwhile activity to help learners understand their overall rights. Although the following resources are not necessary for this activity, you may find that they provide some good examples from which to start. Several also include numerous additional or alternative activities that you may wish to explore.

11 Rights All Students (Should) Have

- This article, from Getting Smart, says that “The concept of a Student Bill of Rights is not new, but if student rights are to be truly authentic and learner-driven, those rights must come from students.” The article presents 11 rights developed by a student committee. They say they “can’t speak for every student in the nation” but offer the rights as “grassroots building blocks for change” www.gettingsmart.com/2015/05/11-rights-all-students-should-have

The Charter in the Classroom: Students, Teachers and Rights (CC: STAR)

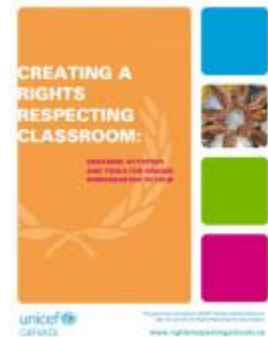
- This website provides a resource for students, teachers, and anyone wanting to have a better understanding of the Charter. CC: STAR was developed in partnership with the University of Ontario, Institute of Technology, Inukshuk Wireless, the Canadian Civil Liberties Education Trust, and the Ontario Justice Education Network.
www.thecharterrules.ca/index.php?main=concepts

Canadian Museum for Human Rights Classroom Activities

- These activities seek to promote human rights, non-discrimination and peaceful conflict resolution through active participation and capacity-building. Although designed for K to 12, there are activities for a variety of levels and many are adaptable for adults.
<https://humanrights.ca/human-rights-activities-classroom>

Creating a Rights Respecting Classroom

- This educational guide was created to support educators working with the Rights Respecting Schools initiative in their classrooms and at their school. Engaging classroom activities, school assemblies, assessment tools and action planning resources help educators implement rights respecting education.
<https://rightsrespectingschools.ca/creating-a-rights-respecting-classroom/>

**Materials Required**

- Flip chart, white/black board or interactive digital projection equipment
- (Option B) Learner Handout: *Your Rights in the Classroom*

Instructions

The following activity sections are adapted from Elections Canada's resource guide called *Canada's Democracy Week Education Guide, Elementary School Level, Rights & Responsibilities & Active Citizenship: Learning Activity Part A*. The full version can be found at www.democracy-democratie.ca/content.asp?section=res&dir=edres/lps&document=elp-01&lang=e

Begin by asking learners for some examples of rights they have (or should have) in the classroom (getting to do something/being allowed by everyone to do things). You may want to kick off the discussion by giving one or two basic examples, such as:

- All learners have the right to be safe from injury and harassment.
- All learners have the right to participate.
- All learners have the right to say something and be listened to by others.
- Everyone has the right to have private information kept confidential.

Option A: For group discussion: If learners require a more structured discussion, consider prompting them to think about classroom rules and their corresponding rights by asking some or all of the following questions.

- Are learners allowed to eat/drink in the classroom? When and where are learners allowed to eat/drink?
- How do learners answer a question/respond to the teacher?
- How are visitors treated when they come into the classroom?
- What do learners do when they agree or disagree with someone else?
- Where do learners get to sit and how is that decided?
- What happens if someone breaks a "rule" or doesn't fulfill his or her responsibility?
- How are assignments (like homework) decided upon?

Option B: These questions are also available in handout form in this module (see “Activity 2: Your Rights in the Classroom – Learner Handout”) to be used for one-on-one exchanges or to be completed by learners independently. The latter option would add E.S Document Use/OALCF B3.1a “Complete documents” components to the activity.)

Answers

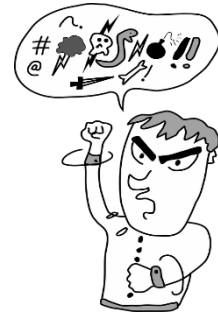
Answers will vary depending on each program’s or classroom’s rules.

Activity 2: Your Rights in the Classroom – Learner Handout

1. Where can learners eat or drink in the learning centre or school?



2. Is it okay to swear at your instructor?



3. How do we treat visitors and new learners when they come into the class?



4. What do learners do when they agree or disagree with someone else?



5. What happens if someone breaks a classroom "rule"?



Activity 3: Rights vs. Wants

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

F

Competency: Engage with Others (if work is done as a group and option 1 or 3 is chosen)

Background Information

Rights are not the same as wants. Rights are something that every person should expect within their group or “community”. Rights relate to the particular “community”: home, classroom, workplace, town/city, province, country or the world. Wants are individual. Every member of the group or “community” has the same rights, but everyone will not have the same wants. Wants are things that people wish to have, that they may, or may not, be able to obtain.

While we can compare rights and wants, they can also overlap. A person may want to have what is their right to have and vice versa; a person may have a right to what they want.

Materials Required

- 3-page Learner Handout: *Rights vs. Wants*
- Flip chart, white/black board or interactive digital projection equipment
- Set of Rights and Wants Activity Cards created from the Learner Handout: *Rights vs. Wants*
- Poster paper and glue

Instructions

Use the cards and activities to introduce learners to the difference between rights and wants (wishes or desires). Begin by explaining to learners that “rights” are things every person should be able to have or to do. Wants, on the other hand, are more individual. They are things that would be nice to have, but not that everyone needs to get along well in life.

Activity 3 – Option 1

Adapted from Rights, Wants and Needs Activity Kit, Unicef Canada
www.unicef.ca/en/elementary-resources.

This is written as a group activity but may be adapted to working one-to-one with an individual learner by having the learner do the poster on their own and having a discussion about the results.

- Divide learners into groups of two to four.
- Give each group glue and a poster that is divided into two, with one side labeled *wants* and the other side labeled *needs*.
- Divide the Wants vs. Needs worksheet pictures amongst the learners in each group. These may be cut-out ahead of time or you may instruct the learners to cut the pictures out themselves.
- Tell the learners to work together to paste the pictures of wants on the *want* side of the poster and the pictures of needs on the *needs* side.
- Have learners write their names on the bottom of their posters.

Review and closing

- Have each group post their poster on the wall.
- Discuss what was pasted on each, and the differences and similarities.
- Help to have the class come to a consensus on *wants* vs. *needs*.

Activity 3 – Option 2

Sometimes a group needs a little more activity in their learning. The **Activity 3 – Option 1** activity above can be adapted to a relay. Each individual, pair or team has a set of pictures from the Learner Handout: *Rights vs. Wants* and a poster with Wants written on one side and Needs on the other. The first person goes up and takes a picture and places it on the side that they feel it best represents. The next person may either change the first person’s decision or choose a new picture to place on the poster under the right heading. The next person may change a picture or place a new picture, and so on, until all the pictures are placed and the team is satisfied. Have a discussion about the results, comparing the similarities and differences between each groups’ choices.

Activity 3 – Option 3

Adapted from *Bringing Children's Rights Alive*, Unicef Canada www.unicef.ca/en/elementary-resources.

This part allows learners to consider the difference between wants and rights by what they are able to give up or do without, as opposed to what they feel they need to have. This is written as a group activity but may be adapted to working one-to-one with an individual learner by having the learner do the chart on the Learner Handout: *Rights vs. Wants*, on their own, and having a discussion about the results.

- On the wall, flip-chart, board, etc. create a chart with two columns headed *Give up* and *Need*. Have a set of pictures cut from the Wants vs. Needs worksheet ready to stick below the headings.
- Divide learners into pairs.
- Provide a set of Wants vs. Needs worksheet pictures to each group. These may be cut-out ahead of time or you may instruct the learners to cut the pictures out themselves.
- Have the learners imagine that they have all these items: — Ask, “How do you feel having all these items?”
- Tell the pairs that they have to give up two items. Give the pairs 1 minute to discuss and decide.
- Have each pair share its decision. Then, as a class, make a decision (strive for consensus).
- On the chart, put the items that have been given up in the *Give up* column.
- Have each pair set their “given-up” items to the side.
- Tell the pairs that they have to give up three items.
- Give the pairs 1 minute to discuss and decide.
- Have each pair share its decision. Then, as a class, make a decision (strive for consensus).
- On the chart, put the items that have been given up in the *Give up* column.
- Have each pair set their “given-up” items to the side.

Answers

Answers may vary depending on different person's "needs" (for example, if a bicycle is a person's only means of transportation and their current bicycle is stolen, then a new bicycle could be a need), but for the most part, they are as follows:

A new bicycle	Want
Healthcare	Right
A safe, warm shelter	Right
The newest style of clothes	Want
A tropical vacation	Want
To be able to give your opinion	Right
To be a millionaire	Want
Clean drinking water	Right
To be accepted for who you are	Right
To have fast food whenever you want it	Want
To be able to have healthy food	Right
A new fast, expensive car	Want
Tickets to a Blue Jays baseball game	Want
Buckets of champagne	Want
Freedom from bullying	Right
Expensive jewellery	Want
A motorcycle	Want
Equal opportunities	Right

Activity 3: Rights vs. Wants – Learner Handout (Page 1 of 3)

A new bicycle



Healthcare



A safe, warm shelter



The newest style of clothes



A tropical vacation



To be able to give your opinion

Activity 3: Rights vs. Wants – Learner Handout (Page 2 of 3)

To be a millionaire



Clean drinking water



To be accepted for who you are



To have fast food whenever you want



To be able to have healthy food



A new fast, expensive car

Activity 3: Rights vs. Wants – Learner Handout (Page 3 of 3)

Tickets to a Blue Jays baseball game



Buckets of champagne



Freedom from bullying



Expensive jewellery



A motorcycle



Equal opportunities

Activity 4: Ontario Labour Law Rights

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Background Information

Workers have a number of rights in Ontario. These rights are covered by Federal and Provincial laws included in:

- The Employment Standards Act (updated in 2018 through Bill 148)
- The Canada Labour Code
- Ontario's Human Rights Code
- Ontario's Employment Standards Act, 2000
- Canada Occupational Health and Safety Regulations
- Ontario Occupational Health and Safety Act

All employees should have a general knowledge of their rights through these acts but, for adult literacy learners, the length of the documents and the language used in the Acts and Codes makes this understanding beyond reach. Finding ways to help learners understand some of their basic rights is important, so that employers will not take advantage of them.

Labour laws are updated occasionally, so it is a good idea, both as an instructor and as an employee yourself, to keep up-to-date with information. The Government of Ontario, Ministry of Labour has significant information and resources available on their website for Employment Standards (www.labour.gov.on.ca/english/es), including posters, guides, tools and calculators, special information sections, etc. One very useful section for Young Workers (www.labour.gov.on.ca/english/atwork/youngworkers.php) contains a number of resource links, including videos, tips and tools that are applicable or easily adaptable to adult literacy learners.

Materials Required

- Teaching Aid: *Ontario Labour Law Rights*
- Presentation Slides: *Ontario Labour Law Rights* (graphics slides transferred to PowerPoint, or enlarged and cut-out hard copies)
- One or more sets of Activity Cards: *Ontario Labour Law Rights*

Instructions

Spend time explaining that there are laws in Canada and in Ontario that give all employees equal rights.

You may use the following Employment Standards graphics slides to review many of the rights. Simply create a digital presentation by taking screenshots of the slides in this document and inserting them into a PowerPoint file, or you may make a hard-copy presentation for one-to-one use by cutting out each of the graphic frames and mounting or laminating them. Remember that Employment Standards change from time-to-time and practitioners should check online for the latest version of the standards.

Cut the cards from the Employment Standards Activity Sheets, keeping the cards in two separate groups: Rights and Details. Use different types of activities to have the learners match the right to the correct explanation. Some example activities are:

- Lay all the Rights cards face-up on the table. Put the Details cards in a pile face-down. The learner draws a card from the Details pile and tries to match with the correct Rights card. Remove the pair if correct. Play continues until all cards are correctly matched. (This can be played individually or in pairs.)
- A “Go Fish” type game can be played between two people with the Rights and Details cards mixed up. The player can create matches within their hand or ask the opposite player for a match. It is recommended that two or more sets of cards be used.

- With two (or more) sets of cards, this can be done as a relay with two (or more) teams trying to get the correct matches. Lay out a set of the Rights cards in a row about two metres in front of each team. Each team gets a set of Details cards. These may be set in a pile on a table or on the floor, beside or in front of them. The first member of each team draws a Details card and goes up to find the matching Rights card. The player then places their card over the matching card and goes back to their team. The next team member does the same until all cards are matched. At the end, each team's matches are checked for correctness.

Activity 4: Ontario Labour Law Rights – Teaching Aid

Minimum wage	The minimum wage is the lowest hourly wage your employer can pay you. This affects full-time and part-time workers.
Discrimination	<p>It is against the law to treat an employee or person who is applying for a job differently, unfairly or badly because of their:</p> <ul style="list-style-type: none"> • Skin colour • Religion • Gender • Birthplace • Culture • Race • Disability • Sexual orientation or • Other personal traits
Equal pay for equal work	Casual, part-time, temporary, and seasonal workers must be paid the same as full-time employees who are doing the same job for the same employer.
Harassment	<p>Harassment can be words, behaviour or actions that are offensive, embarrassing, isolating or threatening.</p> <p>It can include:</p> <ul style="list-style-type: none"> • Remarks or jokes that demean, frighten or make fun of • Offensive pictures or documents • Bullying • Nasty phone calls or emails • Shouting, racial slurs, making fun of someone's disability or other differences • Sexual harassment
Vacation	Most employees earn vacation time after every 12 months of work. There are rules around the amount of vacation pay an employee earns.

Leaves of absence	There are a number of job protected leaves of absence in Ontario. Examples include pregnancy, parental, family, caregiver, personal emergency leave and sexual and/or domestic violence leave. Some leaves of absence are required to be paid and others can be unpaid.
Personal Emergency Leave	<p>All employees are entitled to up to 10 full days of job-protected Personal Emergency Leave per calendar year.</p> <p>Employers must provide pay for the first two days of PEL taken in a calendar year.</p> <p>When an employee takes PEL, an employer cannot ask for a doctor's note from a physician, registered nurse or psychologist.</p> <p>Note that, there are "reasonable circumstances" covered by the Employment Standards Act (ESA) that allow for medical documentation.</p>
Statutory or Public Holidays	<p>9 Public Holidays</p> <ul style="list-style-type: none"> • Family Day • Victoria Day • Labour Day • Christmas Day • New Year's Day • Good Friday • Canada Day • Thanksgiving Day • Boxing Day <p>Most employees who qualify are entitled to take these days off work and be paid public holiday pay.</p> <p>Alternatively, the employee can agree electronically or in writing to work on the holiday and receive premium pay or receive pay for the time worked on the public holiday and receive an alternate paid day off.</p>
Termination of Employment	<p>Also, "let go," "discharged," "dismissed," "fired" and "permanently laid off."</p> <p>Usually, when an employer lets an employee go, who has been continuously employed for three months, the employer must provide the employee with written notice of termination, termination pay or a combination. Together they must equal the length of notice the employee is entitled to receive.</p>

Activity 4: Ontario Labour Law Rights – Presentation Slides

Slide 1

WORKPLACE RIGHTS

Slide 2

DISCRIMINATION

- It is against the law to treat an employee or person who is applying for a job differently, unfairly or badly because of their:

- Skin colour
- Religion
- Gender
- Birthplace
- Culture
- Race
- Disability
- Sexual orientation or
- Other personal traits



DISABILITY



RACE



SEX



COLOR

NATIONAL
ORIGIN

RELIGION

FAMILY
STATUS

Slide 3

Equal Pay



- Casual, part-time, temporary, and seasonal workers must be paid the same as full-time employees who are doing the same job for the same employer

Slide 4

HARASSMENT

- Harassment can be words behaviour or actions that are offensive, embarrassing, isolating or threatening.



- It can include:
 - Remarks or jokes that demean, frighten or make fun of
 - Offensive pictures or documents
 - Bullying
 - Nasty phone calls or emails
 - Shouting, racial slurs, making fun of someone's disability or other differences
 - Sexual harassment

Slide 5

VACATION



- Most employees earn vacation time after every 12 months of work. There are rules around the amount of vacation pay an employee earns.

Slide 6

LEAVES OF ABSENCE



- There are a number of job protected leaves of absence in Ontario. Examples include pregnancy, parental, family, caregiver, personal emergency leave and sexual and/or domestic violence leave. Some leaves of absence are required to be paid and others can be unpaid.

Slide 7

PERSONAL EMERGENCY LEAVE

- All employees are entitled to up to 10 full days of job-protected PEL per calendar year.
- Employers must provide pay for the first two days of PEL taken in a calendar year.
- When an employee takes PEL, an employer cannot ask for a doctor's note from a physician, registered nurse or psychologist.
- Note that, there are "reasonable circumstances" covered by the Employment Standards Act (ESA) that allow for medical documentation.



Rx WILLIAM JOSEPHI

Name: _____ DOB: _____ Date: _____

To: _____

Please be advised that your employee _____
has made a visit to my office and was bleeding out
and saying _____
They are displaying symptoms of mental distress and I'm
prescribing a full day off work and plenty of
to maintain their current state of wellness.

Dr. Fiedgood, M.D.

Refill 0 1 2 3

Slide 8

STATUTORY OR PUBLIC HOLIDAYS

- There are 9 Statutory Holidays

- New Years Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Labour Day
- Thanksgiving
- Christmas Day
- Boxing Day



Slide 9

TERMINATION OF EMPLOYMENT



- Also let go, discharged, dismissed, fired and permanently laid off.
- Usually, when an employer lets an employee go who has been continuously employed for three months, the employer must provide the employee with **written notice of termination, termination pay or a combination**. Together they must equal the length of notice the employee is entitled to receive.

Activity 4: Ontario Labour Law Rights – Activity Cards

Minimum wage	Statutory or Public Holidays
Discrimination	Harassment
Equal pay for equal work	Leaves of absence

Vacation	Termination of Employment										
Personal Emergency Leave	<p>Words, behaviour or actions that are offensive, embarrassing, or threatening.</p> <p>It can include:</p> <ul style="list-style-type: none"> • Remarks or jokes that demean, frighten or make fun of • Offensive pictures or documents • Bullying • Nasty phone calls or emails • Sexual harassment 										
<p>Also "let go", "discharged", "fired", "dismissed" and "permanently laid off." Usually, when an employer lets an employee go, who has been continuously employed for 3 months, they must provide the employee with written notice of termination, termination pay or a combination. Together they must equal the length of notice the employee is entitled to.</p>	<p>9 Public Holidays:</p> <table> <tr> <td>New Year's Day</td> <td>Family Day</td> </tr> <tr> <td>Good Friday</td> <td>Victoria Day</td> </tr> <tr> <td>Canada Day</td> <td>Labour Day</td> </tr> <tr> <td>Thanksgiving Day</td> <td>Christmas Day</td> </tr> <tr> <td>Boxing Day</td> <td></td> </tr> </table> <p>Most employees who qualify are entitled to take these days off work and be paid public holiday pay.</p>	New Year's Day	Family Day	Good Friday	Victoria Day	Canada Day	Labour Day	Thanksgiving Day	Christmas Day	Boxing Day	
New Year's Day	Family Day										
Good Friday	Victoria Day										
Canada Day	Labour Day										
Thanksgiving Day	Christmas Day										
Boxing Day											

<p>Most employees earn vacation time after every 12 months of work. There are rules around the amount of vacation pay an employee earns.</p>	<p>The minimum wage is the lowest hourly wage your employer can pay you. This affects full-time and part-time workers.</p>
<p>There are a number of job protected leaves of absence in Ontario. Examples include pregnancy, parental, family, caregiver, personal emergency, leave and sexual and/or domestic violence leave. Some leaves of absence are required to be paid and others can be unpaid.</p>	<p>All employees are entitled to up to 10 full days of job-protected Personal Emergency Leave per calendar year. Employers must provide pay for the first two days taken in a calendar year. For this leave, an employer cannot ask for a doctor's note from a physician, registered nurse or psychologist.</p> <ul style="list-style-type: none"> Note that, there are "reasonable circumstances" covered by the Employment Standards Act (ESA) that allow for medical documentation.
<p>Casual, part-time, temporary, and seasonal workers must be paid the same as full-time employees who are doing the same job for the same employer.</p>	<p>It is against the law to treat an employee or person who is applying for a job differently, unfairly or badly because of their:</p> <ul style="list-style-type: none"> Skin colour Gender Culture Disability Other personal traits Religion Birthplace Race Sexual orientation

Activity 5: Your Rights at Work

Health and Safety – Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Background Information

Health and Safety Rights

Canada's and Ontario's health and safety laws agree on the three workplace safety rights that workers have. The following explanation of the workers' rights is from *Guide to the Occupational Health and Safety Act*.

The three rights of workers

The OHSA gives workers three important rights:

The right to know about hazards in their work and get information, supervision and instruction to protect their health and safety on the job.

The right to participate in identifying and solving workplace health and safety problems either through a health and safety representative or a worker member of a joint health and safety committee.

The right to refuse work that they believe is dangerous to their health and safety or that of any other worker in the workplace.

The right to know

Workers have the right to know about any potential hazards to which they may be exposed in the workplace. The primary way that workers can become aware of hazards in the workplace is to be informed and instructed on how to protect their health and safety, including health and safety related to the use of machinery, equipment, working conditions, processes and hazardous substances.

The employer can enable the workers' right to know in various ways, such as providing:

- Information about the hazards in the work they are doing
- Training to do the work in a healthy and safe way
- Competent supervision to stay healthy and safe

The right to participate

Workers have the right to be part of the process of identifying and resolving workplace health and safety concerns. This right is expressed through direct worker participation in health and safety in the workplace and/or through worker membership on joint health and safety committees or through worker health and safety representatives.

The right to refuse

Workers have the right to refuse work that they believe is dangerous to either their own health and safety or that of another worker in the workplace. For example, workers may refuse work if they believe their health and safety is endangered by any equipment they are to use or by the physical conditions of the workplace. Section 43 of the Act describes the exact process for refusing work and the responsibilities of the employer/supervisor in responding to such a refusal.

In certain circumstances, members of a joint health and safety committee who are “certified” have the right to stop work that is dangerous to any worker. Sections 45 – 47 of the Act sets out these circumstances and how the right to stop work can be exercised.

(www.ontario.ca/document/guide-occupational-health-and-safety-act/internal-responsibility-system)

Materials Required

- Sets (number as needed) of The Teaching Aid: *Your Rights at Work – Health and Safety* with individual practices cut out into cards.
- A copy of Teaching Aid: *Your Rights at Work – Health and Safety* for instructor.
- Optional further copies of Teaching Aid for learners as a handout to follow along or as a post activity handout to act as a reminder.
- Workers' Basic Rights in Canada Poster from Canadian Centre for Occupational Health and Safety (CCOHS) provided. Enlarge this, if possible. (copy found after the Teaching Aid in this activity)

Instructions

A worker's rights under both the Canada Occupational Health and Safety Regulations and the Ontario Occupational Health and Safety Act all revolve around workplace hazards. It is important that the learner understands the concept of a hazard before discussing their rights.

Discuss with the learner or group of learners what danger means.

Talk about three or more things or activities that are dangerous.

Explain that a hazard is another word for a danger. Hazards are anything that can harm you, hurt you, make you sick or kill you. (Hazardous is another word for dangerous.)

Go through the list of The Ways to Practise Workplace Safety Rights listed on the Teaching Aid: *Your Rights at Work – Health and Safety*, one at a time to discuss what it is and how it could help keep workers safe. (Optional: provide handout copies of the Teaching Aid: *Your Rights at Work – Health and Safety* to learners to follow along as you go through the list.)

Use the cut out individual "safety practices" by having the learners place them on the CCOHS Workers' Basic Rights in Canada Poster beside the Right that it matches best. This can be done as individual learners, as pairs, as a class call-out or as a relay.

Optional: Hand out the Teaching Aid *Your Rights at Work – Health and Safety* to learners.

Answers

Answers may vary with different rationale, below are examples:

The Right to Know

- Warning signs
- Safety training
- Product labels
- Working with a supervisor
- Equipment operating instructions

The Right to Participate

- Identifying hazards
- Solving safety concerns
- Reporting incidents
- Joining health and safety committee

The Right to Refuse

- Stop working if you believe you are in danger
- Stop another worker from dangerous work
- Don't use unsafe equipment

Activity 5: Your Rights at Work – Health and Safety – Learner Handout

Ways to Practise Workplace Safety Rights

- Don't use unsafe equipment
- Equipment operating instructions
- Identifying hazards
- Joining health and safety committee
- Product labels
- Reporting incidents
- Safety training
- Solving safety concerns
- Stop another worker from dangerous work
- Stop working if you believe you are in danger
- Warning signs
- Working with a supervisor

WORKERS' BASIC RIGHTS

in Canada

right to
Know
what hazards are present
in the workplace

right to
Participate
in keeping your workplace
healthy and safe

right to
Refuse
work that you believe to be
dangerous to yourself or
your co-workers



Activity 6: Keeping Track of Time

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

C2.1

Competency: Understand and Use Numbers

Task Group: Manage Time

Level 1: Measure time and make simple comparisons and calculations

Background Information

This activity involves completing a form from information provided, choosing and performing the right operation, and doing calculations that require a few steps.

Of course, getting paid for the hours you work is an important right. It is one that people often just trust the employer to do right. Many times, however, employers make mistakes, so it is wise to keep your own record of hours worked and check it to the pay stub.

Materials Required

- Learner Handout: *Keeping Track of Time*
- *Keeping Track of Time* – Time Sheet Handout, pen/pencil
- Calculator optional

Instructions

Provide the learner with the materials noted above.

If necessary, assist the learners with Find and Use Information and/or Understand and Use Numbers. (This will vary based on the OALCF levels)

Answers

Time Sheet					
Date	Time in	Time out	Total hours at work	Less unpaid breaks	Total hours to be paid
Monday	10:00	6:00	8	1	7
Tuesday	10:00	6:00	8	1	7
Wednesday	10:00	6:00	8	1	7
Saturday	12:00	9:00	9	1	8
Sunday	12:00	9:00	9	1	8
Monday	10:00	6:00	8	1	7
Tuesday	10:00	6:00	8	1	7
Wednesday	10:00	6:00	8	1	7
Saturday	12:00	9:00	9	1	8
Sunday	12:00	9:00	9	1	8
Total Hours Worked this Pay					74

Activity 6: Keeping Track of Time – Learner Handout

Different workplaces use different means of keeping track of employees' hours. Some use handwritten timesheets, some use "punch" clocks, some use computerized sign-ins. Whatever the method your employer uses, you should also keep a record of your own so you can check your pay stub:

Using the following details, complete the timesheet on the next page.

Over the last two weeks, you worked your regular shift of:

- Mondays, Tuesdays and Wednesdays from 10:00 a.m. to 6:00 p.m. with an hour unpaid lunch break.
- Saturdays and Sundays from noon to 9:00 p.m. with a one-hour unpaid break for dinner.

Add up the total hours worked this pay. This would be the number that should match the hours worked on your pay stub.



Activity 6: Keeping Track of Time – Time Sheet Handout

<i>Time Sheet</i>					
<i>Date</i>	<i>Time in</i>	<i>Time out</i>	<i>Total hours at work</i>	<i>Less unpaid breaks</i>	<i>Total hours to be paid</i>
	<i>Total Hours Worked this Pay</i>				

Activity 7: What are Responsibilities?

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Background Information

Sometimes, when we are teaching adults, we may forget that not everyone has fully grasped concepts, such as *responsibility*. Responsibility is a character trait that is of value in all areas of life. It is essential in:

You might say that we have a responsibility to teach learners to be responsible.

- Personal relationships: a person must be responsible in order to be trusted or respected and to gain independence.
- The learning environment: to proceed well, a learner must take responsibility for their learning. Educators can provide support to encourage students how to be responsible.
- The work environment: employees must be responsible to do their job and work safely.

Materials Required

- Flip chart, white/black board or interactive digital projection equipment
- Learner Handout: *What are Responsibilities?*
- Highlighter and pen or pencil

Instructions

- 1) Help students define the term "responsibility."
- 2) Have learners identify and name responsibilities that they have in their home, at the learning centre, in the community, etc. Write these out on a flip chart, board or interactive computer projection.
- 3) Review the suggested responsibilities with the group by asking:
 - What makes it a responsibility?
 - What could happen if they do it? (the positive consequences)
 - What could happen if they don't do it? (the negative consequences)
- 4) Provide the learners with the Learner Handout: *What are Responsibilities?* Have them answer the questions for each example. Note: this could be done verbally; however, this would change the OALCF performance and task descriptors. This could also be done in pairs or groups. This activity is adapted from: <https://talkingtreebooks.com/character-education-worksheets.html#responsibility>

There are many definitions available for "responsibility". A simple one is: "something that is your job or duty to deal with."

Answers

Molly had to meet her niece at her niece's school to walk her home. Molly met a friend as she was walking to the school and stopped to chat for a minute. Before she knew it, 15 minutes had passed.

- Highlight Molly's responsibility.
- Was she being responsible? ☐ Yes ☒ No
- What are some possible consequences (results) of her actions? Answers will vary according to group answers and discussion.

Kent was supposed to help his mother move some furniture inside. It was going to be a cold, rainy day and he did not want to go, but his mother needed his help. Kent gets his rain gear on and drives to his mother's house to help.

- Highlight Kent's responsibility.
- Was he being responsible? ☒ Yes ☐ No
- What are some possible consequences (results) of Kent's actions? Answers will vary according to group answers and discussion.

Queenie borrowed her roommate Chris' car to go visit friends. Chris told her that was fine, but she had to put gas in the car, so Chris would have enough to get to work in the morning. Queenie thought she would leave the gas until after her visit. However, she stayed out with her friends so late that all of the gas stations had closed.

- Highlight Queenie's responsibility.
- Was she being responsible? ☐ Yes ☒ No
- What are some possible consequences (results) of Queenie's actions? Answers will vary according to group answers and discussion.

Dane was to be home to watch the kids and make their dinner. He had promised to play a game of basketball with friends. After the game they asked him to play another game. Dane told his friends he was sorry, and packed up his things and headed home.

- Highlight Dane's responsibility.
- Was he being responsible? ☒ Yes ☐ No
- What are some possible consequences (results) of Dane's actions? Answers will vary according to group answers and discussion.

Activity 7: What are Responsibilities – Learner Handout

Molly had to meet her niece at her niece's school to walk her home. Molly met a friend as she was walking to the school and stopped to chat for a minute. Before she knew it, 15 minutes had passed.

- Highlight Molly's responsibility.
- Was she being responsible? ☐ Yes ☐ No
- What are some possible consequences (results) of Molly's actions?

Kent was supposed to help his mother move some furniture inside. It was going to be a cold, rainy day and he did not want to go, but his mother needed his help. Kent gets his rain gear on and drives to his mother's house to help.

- Highlight Kent's responsibility.
- Was he being responsible? ☐ Yes ☐ No
- What are some possible consequences (results) of Kent's actions?

Queenie borrowed her roommate Chris' car to go visit friends. Chris told her that was fine, but she had to put gas in the car, so Chris would have enough to get to work in the morning. Queenie thought she would leave the gas until after her visit. However, she stayed out with her friends so late that all of the gas stations had closed.

- Highlight Queenie's responsibility.
- Was she being responsible? ☐ Yes ☐ No
- What are some possible consequences (results) of Queenie's actions?

Dane was to be home to watch the kids and make their dinner. He had promised to play a game of basketball with friends. After the game they asked him to play another game. Dane told his friends he was sorry, and packed up his things and headed home.

- Highlight Dane's responsibility.
- Was he being responsible? ☐ Yes ☐ No
- What are some possible consequences (results) of Dane's actions?

Activity 8: Responsibility to Manage Learning

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

E1

Competency: Manage Learning

Level 1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Background Information

Manage Learning is one of the OALCF Competencies (E). Many studies have shown that the more self-directed learners are the more successful they are in reaching their goals. While discussing responsibility with learners, you have an opportunity to discuss some of their responsibilities to their own learning.

If you have not previously read any research on the learning theories of Andragogy vs. Pedagogy, it may be worth doing some Internet research on the topic. There are many articles of varying length and detail. There are also many visual representations available through an image search. Both andragogy and pedagogy refer to the theories and methods used in teaching. Because people learn differently at different ages and abilities, there is no one-size-fits-all approach for children and adults. Rather, they may be seen as a point on a continuum of learning.

This discussion of theories is not intended for LBS learners, but understanding the theory may help you in your discussions.

Materials Required

- Ontario Adult Literacy Curriculum Framework, Competency E. Manage Learning, Level 1 Performance Descriptors (copy included after Instructions)
- The graphics beside the following instructions may also be copied to help the learner visualize the difference between predominantly teacher-led and self-directed learning. Individual Performance Descriptors, transferred onto a separate page in large print for presenting. Some suggested ways are:
 - Blow each of them up and print them out on 11 ½ X 17" paper.
 - Create a PowerPoint or similar presentation to project onto a whiteboard or interactive screen

Instructions

Discuss how children have traditionally been taught.

- The teacher has the responsibility for what is taught and how it is taught
- Students are told what they have to learn and when they are to learn things
- Content follows a set subject matter and units are set by a teacher or higher authority
- Students are told what they must learn to pass and move to the next level (grade)
- The student is motivated by marks, competition or worry about failure



Discuss how adults usually learn better when they take responsibility for their own learning. Explain that in this approach the instructor assists the learner, more as equals, to find answers and to learn skills that the learner wants to build in order to reach their goals. Using at most 3 Performance Descriptors per session (so you do not overwhelm learners), post one enlarged Competency E. Manage Learning, Level 1, Performance Descriptor.



Discuss what the learners have done, could do, or how they might change in order to show aspects of the descriptor.

If appropriate, work on another performance descriptor.

One-on-one with the learner, encourage them to make a plan to be responsible in making a small change in their behaviour in order to move towards one of the discussed Performance Descriptors.

Ontario Adult Literacy Curriculum Framework, Competency E. Manage Learning, Level 1 Performance Descriptors.



Manage Learning

The following performance descriptors apply across all three levels of this competency. They have been provided because they are indicators of learners' readiness to make successful transitions. The descriptors applicable only to level 1 are on the following page.

Performance Descriptors for the learner:

- Demonstrates positive attitude to learning
- Accepts positive feedback and constructive criticism
- Recognizes and expresses when one does not know something
- Accepts new learning challenges
- Willing to work independently
- Takes responsibility for learning
- Takes initiative
- Takes risks in learning situations
- Manages time (e.g., makes realistic estimates about time, meets deadlines, completes activities and tasks in a logical order)
- Attends class regularly and punctually
- Checks accuracy of work

E.1**Competency E:
Manage Learning****Level 1**

At this level, learners:

Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Performance Descriptors: Please see previous page for a list of the performance descriptors for the learner that apply to all levels

Goal Setting: the learner:

- Sets short-term goals
- Identifies steps required to achieve goals
- Begins to monitor progress towards achieving goals
- Begins to identify barriers to achieving goals
- Learning Strategies: the learner:
 - Begins to use a limited number of learning strategies (e.g., follows instructions, takes literal notes, highlights or underlines key information, uses a calendar or agenda)
 - Begins to identify ways to remember information and reinforce learning (e.g., reviewing notes)
- Creates “to do” lists to keep organized
- Monitoring Learning: the learner:
 - Begins to monitor own learning
 - Identifies preferred learning style
 - Identifies one source of information (e.g., text, document, classmate, co-worker) to complete tasks
 - Uses feedback to improve performance

Activity 9: Worker Responsibilities or Duties

Practitioner Notes

OALCF Competencies, Task Groups and Levels

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Background Information

This activity requires the learner to have a previous understanding of the concept of responsibility which was covered in prior activities.

Within Canadian and Ontario laws, employees have obligations or responsibilities. These fall into the following categories:

Under Common Law, employees have a legal responsibility to:

- Follow the all of the employer's orders that are reasonable and fall within the terms of the employment
- Be at work when expected
- Perform their work competently
- Keep employer's information confidential
- Be honest and trustworthy
- Be loyal, putting the employer's interests first and avoiding conflicts of interest
- Provide *reasonable notice* of the termination of the employment relationship. This is usually two weeks, but may depend on length of employment or position.

Under the Human Rights Code, employees have a legal responsibility to:

- Treat fellow employees in a way that does not infringe on their rights under the Code. This includes discriminatory treatment by any employee against any other employee in the organization, regardless of their level.
- Take part in human rights training and educational activities.
- Provide appropriate information to the employer, when seeking accommodation for a need related to the code. The information should provide verification (documentation) of the need and specify what accommodations are required.

Under Canadian and Ontario Health and Safety Acts, employees have a legal responsibility to:

- Protect his/her health and safety, and that of co-workers and others at or near the workplace
- Cooperate with employer, co-workers, health and safety committee, health and safety representative, etc.
- Follow instructions and training
- Report hazardous conditions
- Properly use all safety equipment/devices/clothing

Materials Required: Flip chart, white/blackboard and markers, or digital projection equipment.

Instructions

Although the list of employee responsibilities seems long, most of them are common sense. For this activity, brainstorm with the learners what makes a good employee. To encourage ideas, ask some of these questions:

- Would a good employee do what they are asked to do?
- Would a good employee be late for work all the time?
- Would a good employee do a sloppy job or try their best to do the job?
- Would a good employee talk about private things they heard at work with other people?
- Would a good employee steal from the cash register?
- Would a good employee take food home without permission?
- Would a good employee take off work to go to a ball game, without letting their employer know?
- Would a good employee make sure that someone else would cover their shift before taking it off?
- Would a good employee just stop showing up when they wanted to quit, or would they give some notice?
- How much time do you think reasonable notice would be to give an employer enough time to hire someone to replace a good employee?
- How does a good employee treat co-workers?
- Does a good employee work safely?

Don't worry if the brainstorming provides other traits of a good worker than those covered by law. You can go over the list after all the ideas have dried up and discuss whether they are really good, and you can underline or otherwise highlight those that are covered by law.

Answers: Answers will vary depending on each group's discussion.

Activity 10: Discrimination

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Background Information

Discrimination is unfair treatment of a person due to

- Age
- Colour
- Religion
- Gender
- Sexual orientation
- Race
- Marital status
- Disability
- Physical appearance, for example, height, weight, body shape, disfigurement, skin condition, scar or birthmark

There are laws in Ontario and Canada to protect workers from discrimination. Employers may not discriminate in hiring, firing, layoffs, wages, promotions or training.

Not only are employers not allowed to discriminate, they cannot bully or harass an employee, either sexually or otherwise. Furthermore, employers must protect their employees from discrimination, harassment or bullying from other employees, customers, etc.

Similarly, there are laws that require employers to make it possible for people who have a disability to work at their jobs without discrimination, harassment or bullying.

Materials Required

- Learner Activity Handout: *Discrimination*

Instructions

The Learner Activity: *Discrimination* is made up of 12 cases of discrimination. The cases should be presented to the learners individually so that the level of Find and Use Information is not too difficult.

Although there are 12 cases, they do not all need to be covered in one session, as this may be overwhelming. Cases may be provided in several ways. Some options are:

- To each learner individually, with each case on a separate “card”.
- To pairs or groups of learners to discuss and come to a common decision. If this option is chosen, one or several cases may be provided to each pair/group. Provide sufficient time for discussion and decision making within each group and also allow for debriefing to the whole group.
- To the whole group or class, presented/read by the instructor. In this option, it is suggested that the nine categories of Discrimination are written out on a board or such, so the learners may have them for quick reference.
- To individual learners with the nine Categories of Discrimination written out on separate large cards. In this option, the learner or instructor may read the case scenarios and the learner chooses the best type of discrimination by selecting its card.

Answers

- | | |
|-----------------------------|-----------------------------|
| 1) Gender | 7) Age |
| 2) Colour, Religion or Race | 8) Race |
| 3) Colour, Religion or Race | 9) Sexual Orientation |
| 4) Physical Appearance | 10) Marital/Parental Status |
| 5) Gender Identity | 11) Age |
| 6) Gender | 12) Disability |

Activity 10: Discrimination – Learner Handout #1

Check the box on the right, beside the type of discrimination that best describes the following:

Mandy applies for a job as a kitchen helper. She had some training in high school and has volunteered for a soup kitchen for two years.

The employer gives her the job, but says he doubts she will be able to ‘hack the pace’ and that she will be paid less than ‘the guys’ until she ‘proves herself’.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender identity

Activity 10: Discrimination – Learner Handout #2

Check the box on the right, beside the type of discrimination that best describes the following:

At a job interview with a fast food restaurant, Aaleyah, a Muslim, is asked about her religion. Even though she is the best candidate, the manager tells her he cannot offer her the job because he believes she will have to leave her workstation for prayer several times a day.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender identity

Activity 10: Discrimination – Learner Handout #3

Check the box on the right, beside the type of discrimination that best describes the following:

Tarfaan responds to an ad for a donut shop that says no experience necessary. He is turned down. When he calls the human resources manager to ask why he did not get the job, he is told that they don't want a counter person with an accent.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #4

Check the box on the right, beside the type of discrimination that best describes the following:

Cassie applies for a job at a fast-food company. She has lots of experience but is refused the job because the company is looking for people with a particular 'look', that is, a certain weight and build.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #5

Check the box on the right, beside the type of discrimination that best describes the following:

Angela identifies as a female and recently legally changed her name from Tyler. Even though most of Angela's work mates have been supportive, her boss is uncomfortable with her gender identity. He tells her that she can't use the ladies' toilets at work because it might make other staff feel uncomfortable.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #6

Check the box on the right, beside the type of discrimination that best describes the following:

Justin sees an advertisement for a job as a sandwich maker/counter worker at a local sub shop. When he calls to say he is interested, the manager says, 'Sorry, we don't hire males for that position. The customers seem to like a lady to serve them.'

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #7

Check the box on the right, beside the type of discrimination that best describes the following:

Dakota, who is 18, shows up for a job interview. She is told before the interview begins that the employer wants a 'more mature' person for the role.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #8

Check the box on the right, beside the type of discrimination that best describes the following:

Jo applies for a position with a busy restaurant, but doesn't get the job. When he telephones the chef to ask why he did not get the position, Jo is told: 'We've employed others from your country. You people are simply too lazy.'

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #9

Check the box on the right, beside the type of discrimination that best describes the following:

Bruce is gay. He works with Ken, who repeatedly puts postcards of nude men on Bruce's desk. Ken also keeps telling male co-workers to watch out, because Bruce may touch them or make a pass at them.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #10

Check the box on the right, beside the type of discrimination that best describes the following:

Laura works in a grocery store deli department. She is pregnant and asks the manager about her maternity leave rights. The manager dismisses her two weeks later, saying that her position is no longer required.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender identity

Activity 10: Discrimination – Learner Handout #11

Check the box on the right, beside the type of discrimination that best describes the following:

Larry hears that a younger worker, who has not been at the restaurant as long, is training for a cook's position. When he asks why he has not been invited to the training, the chef tells him he is getting a bit old to pick up new skills and he should stick to what he knows.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 10: Discrimination – Learner Handout #12

Check the box on the right, beside the type of discrimination that best describes the following:

Marc was injured in an accident and is now in a wheelchair. When he is able to come back to his job from his legal leave, the supervisor says that he won't be able to work for them anymore because he wouldn't be able to get up the two steps to the staff-entry doorway.

- ☐ Age
- ☐ Colour, Religion or Race
- ☐ Gender
- ☐ Sexual orientation
- ☐ Marital/Parental status
- ☐ Physical appearance
- ☐ Disability
- ☐ Gender Identity

Activity 11: Who Reports to Whom?

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1 (If practitioner is presenting the Information Sheet)

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

Or

A1.2 (If learner is reading the Information Sheet)

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3 (If practitioner is presenting the Information Sheet)

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Teaching Aid: *Who Reports to Whom?*
- Learner Handout: *Who Reports to Whom?*

Instructions

Use the Teaching Aid: *Who Reports to Whom?* You may explain the information yourself or the learners themselves may read it. These options will change the OALCF articulation, as noted at the beginning of these notes.

Once you feel the learners have an understanding of “chain of command” and reporting to a supervisor when they have problems, provide them with the Learner Handout: *Who Reports to Whom?*

Answers

Who does the salad prep worker report to? **Head Cook**

3. Who does the baker's assistant report to? **Baker**

4. Who supervises the head cook? **Sous Chef**

If the kitchen helper feels their boss is not treating them within their rights, whom should they go to after they have tried talking to him or her?

The Head Cook reports to the Sous Chef, so the Kitchen helper should go to the Sous Chef for help.

Activity 11 – Who Reports to Whom? – Teaching Aid

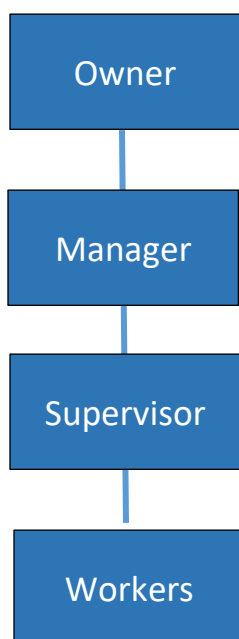
When you are working as a Food Counter Attendant or Kitchen Helper, you will be part of a group of people all employed by one business. You are all staff of the business.

What if you have trouble with another staff member? First, you should try to work it out with them yourself, in a friendly way. If this doesn't work, you should talk to the person that you report to – your supervisor. It is then up to your supervisor to try to solve your problem.

It is your right to know who you should go to, in your workplace, if you are having trouble with your job in any way. When you start a job, if you are not sure who you report to, ASK.

Usually, if you feel you aren't being treated fairly by your supervisor, you can go up the "chain of command" to the person your supervisor reports to – your supervisor's boss or the owner. It is then up to this person to try to solve the issue.

The chain of command in a company refers to who is in charge of whom. An example of chain of command is when an employee reports to a supervisor, who reports to a manager, who reports to the business owner. Here is a diagram that represents this example.



Activity 11 – Who Reports to Whom – Learner Handout

Diagrams are often used to show the “chain of command” in business. These are called “organizational charts”. Using the organizational chart below, answer the following questions.

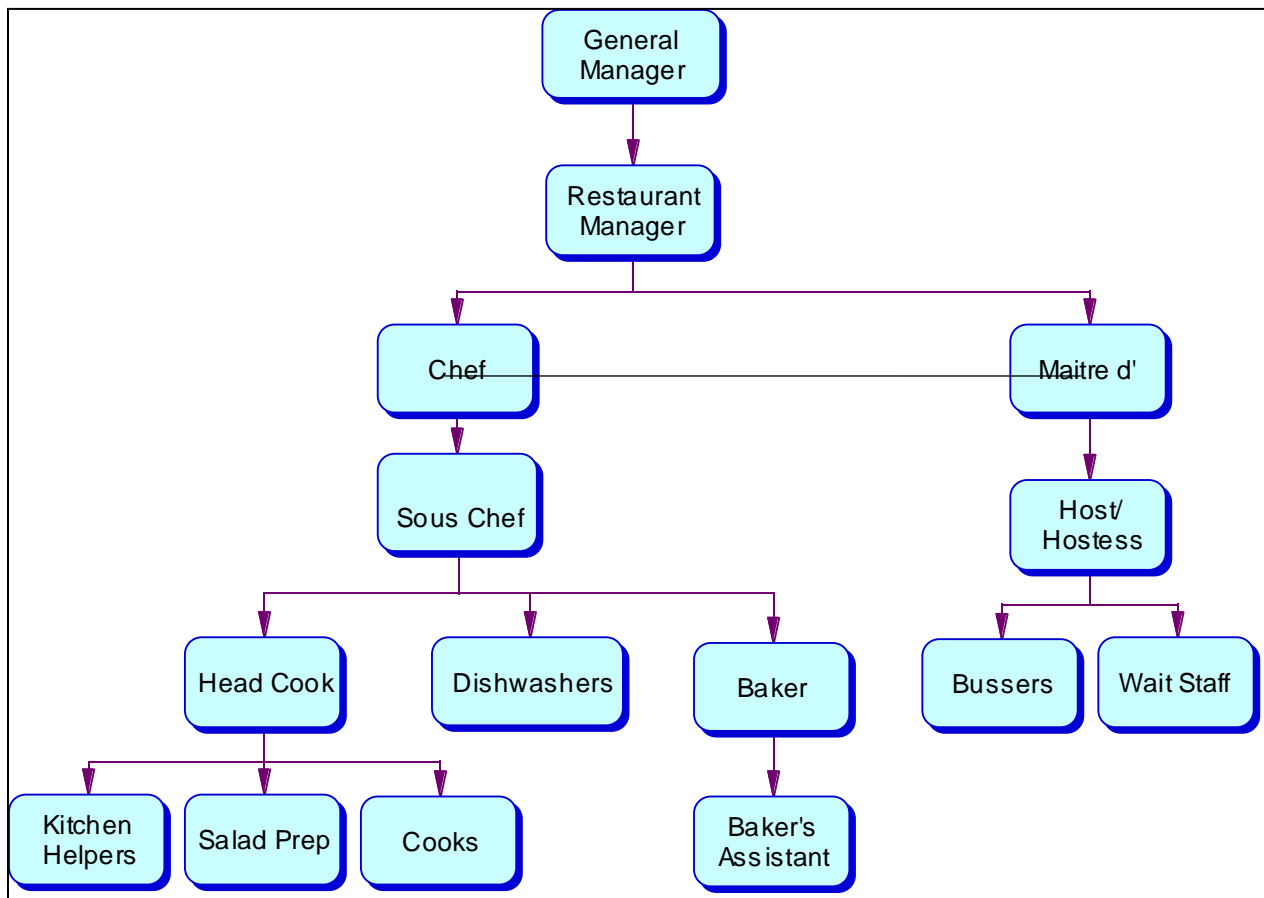
Who does the salad prep worker report to? _____

Who does the baker’s assistant report to? _____

Who supervises the head cook? _____

If the kitchen helper feels their boss is not treating them within their rights, whom should they go to after they have tried talking to him or her?

Restaurant Organizational Chart





Food Services Curriculum

Module 3: Food Safety and Sanitation

Ontario Adult Literacy Curriculum Framework by Activity

	ComB1:B24petency	Task Group	Find and Use information				Communicate Ideas & Information						Understand & Use Numbers						Use Digital Technology		Manage Learning		Engage With Others				
Activity #	Task Group #		A1.1	A1.2	A2.1	A2.2	A3	B1.1	B1.2	B2.1	B2.2	B3.1	B3.2	B4	C1.1	C1.2	C2.1	C2.1	C3.1	C3.2	C4.1	C4.2	D.1	D.2	E.1	E.2	F
	1	Food Safety Words		X	X		X			X							X										
	2	Coming to Work Sick	X				X																				
	3	The Top 19 Allergens			X		X	X						X			X										
	4	Four Steps to Handling Food					X												X								
	5	Bleach It			X		X																				
	5B	Bleach It Step Up Activity	X			X	X																				
	6	Weekly Sanitizing		X		X																					
	7	Dishwashing				X	X																				
	8	Personal Hygiene					X	X				X															
	9	Handwashing			x		X																				
	10	Storing It Correctly				X	X																				
	11	Monitoring Cold Storage				X	X																				

Activity 1: Food Safety Words

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B2.1

Competency: Communicate Ideas and Information

Task Group: Write continuous text

Level1: Write brief texts to convey simple ideas and factual information

B3.1b

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1b: Create very simple documents to display and organize a limited amount of information

D2

Competency: Use Digital Technology

Level 2: Perform well-defined, multi-step digital tasks

Materials Required

- Learner Handout: *Food Safety Words*

Instructions

1. Start by saying, “Why all the concern about food safety? Did you know 4 million Canadians get ill each year because of unsafe food? Of those 240 die. Even if a person doesn’t get that ill, it would be terrible for the restaurant’s or store’s reputation.”
2. Source: www.canada.ca/en/public-health/services/publications/food-nutrition/infographic-food-related-illnesses-hospitalizations-deaths-in-canada.html
3. You may use the infographic found at www.canada.ca/content/dam/hc-sc/healthy-canadians/migration/publications/eating-nutrition/foodborne-illness-infographic-maladies-origine-alimentaire-infographie/alt/pub-eng.pdf to show this in a visual form. To keep it at A2.1 level, use only the top row by cutting it off from the rest of the infographic.
4. Food safety is very important. Explain that, in the next few activities, learners will be learning how to lower the risk of people becoming sick from food poisoning.
5. Give the learners the *Food Safety Words: Learner Handout*. Provide them with internet search help or reading and writing help, if required.

Activity 1: Food Safety Words – Learner Handout

1. Write a list of some things you do when handling food to keep it safe.
2. Using your personal device or a notebook start to create a list of unfamiliar words relating to food safety.
3. For the words listed below, give a simple definition for each term. Find the definition either by using the website listed or by searching the term on the internet.
 - a. Pathogen
 - b. Disinfectant
 - c. Cross-contamination
 - d. Food-borne illness
 - e. Communicable illness (or disease)

Here’s an online food safety glossary to help with this task:
http://www.allfoodbusiness.com/foodsafety_glossary.php

Activity 2: Coming to Work Sick

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

Materials Required

- Learner Handout: *Coming to Work Sick*

Instructions

1. Explain that, according to Health Canada, a “*food-borne illness (also known as ‘food poisoning’)* happens when a person gets sick from eating food that has been contaminated with a harmful micro-organism. These micro-organisms can be bacteria, parasites or viruses.” Signs of food poisoning may include “*stomach cramps, nausea, vomiting, diarrhea, and fever.*”
2. Source: www.canada.ca/en/health-canada/services/food-nutrition/food-safety/food-related-illnesses.html
3. Help learners to understand that most contamination of food happens by careless handling of raw ingredients, inadequate hand washing, rodent infestation, unsafe storage, improper cooking and spreading a communicable disease. These are all things that can be controlled by food workers, such as themselves.
4. Good sanitation in the food industry is an absolute necessity. Special attention should be given to all causes of contamination and their solutions.
5. Explain that, for this activity, we want to be thinking about what contamination we may unknowingly bring to our jobs in the form of health issues.

Activity 2: Coming to Work Sick – Learner Handout

Mountainview Resort

Memo

To: All Kitchen and Dining Room Staff

From: Maria Gerussi, Restaurant Manager

Re: Communicable Disease Prevention

Employees who work with food should not come to work when they are sick.

Workers who have symptoms of communicable illness (diarrhea, fever, vomiting, sore throat, rashes, etc.) should tell their supervisor. They should not, under any circumstances, handle food or touch equipment, utensils, napkins or glasses.

If you have an infected cut or burn, or another type of skin condition that seems to be infected, you must not work with food, unless these wounds are well covered. Staphylococcus bacteria are often found in these sores and can be accidentally transferred to food. Watch out for loose band-aids though. You wouldn't want to lose them in food! Wear disposable gloves over hand wounds. Change them often.

Always remember to wash your hands carefully.

If you have any questions or concerns, please talk to your supervisor, Chef Snyder, or to me.

Jane is a Kitchen Helper at the Mountainview Resort.

Read the memo provided and answer the following questions:

1. Is the memo for Jane?

2. If she cuts her finger, should she wear disposable gloves?

3. Name four symptoms of a communicable disease.

4. Why shouldn't Jane work with an uncovered infected cut or burn?

5. What should Jane do if she has any questions or concerns?

Activity 3: The Top 10 Allergens

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B4

Competency: Communicate Ideas and Information

Task Group: Express oneself creatively

D2

Competency: Use Digital Technology

Level 2: Perform well-defined, multi-step digital tasks

This activity deals with food allergies. People can be allergic to any food, but some allergies are more common than others. The following 11 foods are listed as Priority Allergens by Health Canada, and have specific labelling requirements established by Health Canada.

- Eggs
- Milk
- Mustard
- Peanuts
- Crustaceans and molluscs
- Fish
- Sesame seeds
- Soy
- Sulphites
- Tree nuts
- Wheat and triticale

Source: www.canada.ca/en/health-canada/services/food-nutrition/food-safety/food-allergies-intolerances/food-allergies.html

Note: For this activity, we are combining crustaceans and molluscs with fish to make it the top 10 groups.

For a wide set of resources, you can visit Food Allergy Canada. It educates, supports and advocates for the needs of people living with food allergies and the risk of anaphylaxis. There are many print resources and school programs available. These may be useful for your program as well as for this curriculum. In the Elementary School Program, which is available with free sign-up, there are games and activities such as memory, connect the words to the allergens, a “What’s in that Food” PowerPoint presentation, etc. The High School Program has games such as Jeopardy and Adopt an Allergy. They both have Spelling Bees.

You can access Food Allergy Canada at: <https://foodallergycanada.ca>

Materials Required

- Examples of ingredients lists from restaurants or found on brochures and/or online sites
- Learner Handout: *The Top Ten Allergens*
- A computer to find and print pictures of foods (magazines to cut pictures from may also work)

Instructions

1. Explain that some of the people that Counter Attendants and Kitchen Helpers will serve or prepare food for suffer from food allergies and food intolerances.
 - a. Ask if they know what an allergy is. Do they know anyone who has serious allergies to food or to something else, like bee stings? If they do, take the opportunity to discuss what the person does about it (maybe carries an epi-pen), and what might happen if they are exposed to the allergen.
 - b. Explain that food allergies can be mild and cause a rash or upset stomach or they can be serious – even life threatening – and affect a number of areas in the body. Eating even a very small amount of the allergen could send a person into a very serious allergic reaction known as anaphylaxis and cause death if not treated immediately.
 - c. Food intolerances are less serious and are usually associated with the digestive system. With food intolerances, people may be able to eat small amounts of sensitive food without suffering the effects, or they may be able to prevent a reaction. For example, by using lactase enzyme pills, people who are lactose intolerant can prevent a reaction.

Source: <https://www.mayoclinic.org/diseases-conditions/food-allergy/expert-answers/food-allergy/faq-20058538>

2. Tell the learners that, as future food workers, they must take extreme care in knowing what ingredients are used in the food that is being prepared, or know where the customer can get the information. That way, when customers with a food allergy or intolerance ask what is in the food, they can get the right answer.
3. Explain that most restaurants and fast food services have brochures and online information available. Show several examples to them. When they start work, they should find out where this information is located.
4. Give the handout *The Top Ten Allergens* to the learners and have them create a poster following the instructions.



Activity 3: The Top 10 Allergens – Learner Handout

1. Make a poster of Canada's Top 10 Food Allergens
 - a. Use the following list to gather two pictures of foods from each of the 10 food allergen groups.
 - b. Write each group name out on your poster and paste the pictures near it.

Canada's Top 10 Food Allergens

Eggs

Milk

Mustard

Peanuts

Fish & shellfish

Sesame seeds

Soy

Sulphites

Tree nuts

Wheat and triticale

Activity 4: Four Steps to Handling Food Safely

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1 * unsure since no actual measuring is involved

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Flip chart, black/white board or interactive digital projection equipment
- Teaching Aid: *Keeping Food Safe* graphics enlarged onto tabloid/ledger-sized paper and cut into four steps
- Learner Handout: *Four Steps to Handling Food Safely*

Instructions

- 1) Explain that, to prevent both food service workers and customers from becoming ill from various contaminants, it is important to follow certain steps. Write the underlined keywords on the board and put the cut-out symbols beside them.

CLEAN

- Wash hands for at least 20 seconds with soap and warm water before, during and after preparing foods.
- Sanitize countertops, cutting boards, utensils and dishes with hot soapy water, or a mild bleach and water solution.
- Wash all produce thoroughly before eating or cooking (see section on Preparation in the module on Food Preparation).

SEPARATE

- Keep raw meats, poultry and seafood away from other foods during storage and preparation.
- Use separate cutting boards and other utensils for handling raw meats.

COOK

- Cook food properly by checking the internal temperature with a thermometer.
- Keep hot foods at or above 60 °C (140 °F).
- Reheat leftovers until steaming hot.

CHILL

- Refrigerate or freeze perishables, prepared food and leftovers within two hours at 4 °C (40 °F) or lower.
- Bacteria multiply quickly in temperatures above 4°C (40 °F) and below 60°C (140 °F). This is known as the Danger Zone.

Source: <https://www.canada.ca/en/public-health/services/food-safety/general-food-safety-tips.html> and <https://www.cpha.ca/food-safety-home>

2. Provide the learners with the *Four Steps to Handling Food Safely* Learner Handout to complete. They can remember the answers from the discussion or find them on the board, if you noted the important underlined information there.

Activity 4: Four Steps to Handling Food Safely – Teaching Aid

Activity 4: Four Steps to Handling Food Safely – Learner Handout

What are the four ways to keep food safe?

Within how many hours should prepared foods be refrigerated? (select one)

- ☐ One hour ☐ Two hours ☐ Three hours ☐ Four hours

For how long should you wash your hands with soap and warm water? (select one)

- ☐ 5 seconds ☐ 15 seconds ☐ 20 seconds ☐ 60 seconds

Below what temperature should prepared foods and leftovers be kept? (select one)

- ☐ 0 °C (32 °F) ☐ 4 °C (40 °F) ☐ 7 °C (45 °F) ☐ 10 °C (50 °F)

Above what temperature should hot foods be kept? (select one)

- ☐ 20 °C (68 °F) ☐ 40 °C (104 °F) ☐ 60 °C (140 °F) ☐ 74 °C (165 °F)

What is the zone called where bacteria multiply rapidly?

Activity 5: Bleach It

Practitioner Notes

OALCF Competencies, Task Groups and Levels

Option A

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

2.1

B3.1a and B3.1b

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1b: Create very simple documents to display and organize a limited amount of information

Option B, Step up Activity adds:

A1.2

Competency: Find & Use Information

Task Group: Read continuous text

Level 2: Read texts to locate and connect ideas and information

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- *Bleach It – Surface Sanitizing Handout*
- Empty bleach container
- Empty, unmarked spray bottle (750 ml or larger)
- A teaspoon and measuring cup
- Enlarged copy of the Surface Sanitizing Instructions from the *Bleach It – Surface Sanitizing Handout*. This can be done on tabloid paper or projected from a computer.
- Sharpie marker, label, or paper and tape
- **For Step-up Activity** Learner Handout: *Bleach It*

Instructions

- Explain that, in food preparation facilities, it is critical that all surfaces that are in contact with raw and prepared food be cleaned with hot, soapy water. However, in order to kill bacteria, it is also important to use a sanitizing agent, such as bleach mixed with water.
- Workers must be particularly mindful to sanitize:
 - a. Surfaces such as counters, cutting boards and utensils that have been in contact with meat, poultry and seafood.
 - b. Sinks and drains.
- The food industry must only use sanitizers that are approved by the Health Department. The sanitizers must be used in proper concentrations, following the manufacturers' instructions.
- Tell the learners that, whenever they mix a chemical of any kind in a container that is not already labeled for that product or mixture, they must be sure to label it. Why? (Answer: a person could easily be hurt or poisoned by coming in contact with the contents.)
- Show the enlarged version of the "Surface Sanitizing Instructions" found on the *Bleach It – Surface Sanitizing Handout*.
- Read the points through.
- Bring out the bleach bottle, spray bottle, teaspoon and cup.
- Take a few minutes to talk about the warning labels on the bleach bottle.

- Using the bottles and measuring items, have the learners act out mixing the bleach sanitizing solution mentioned in the second point of the instructions.
- Using the label (or paper and tape), have the learner make a label that includes the following:
 - a. What the contents are
 - b. The word “warning”
 - c. The symbols copied from the bleach bottle (can be hand-drawn in this case)
- Have them pretend to spray surfaces and wait a minute before touching the surfaces (and not wipe them afterwards).

Step up Activity

- Give the learners the *Bleach It – Surface Sanitizing Handout* and the *Bleach It – Learner Handout* to complete the answers in the activity.

Activity 5: Bleach It – Surface Sanitizing Handout**Surface Sanitizing Instructions**

- Sanitize countertops, tables, taps, sinks, shelves, meat slicers and other appliances with sanitizing spray.
- Make chlorine bleach sanitizer by mixing 5 mL (1 teaspoon) of household chlorine bleach with 750 ml (3 cups) of water.
- Spray the chlorine solution on counters and cutting boards, and wait for at least 1 minute. Don't touch the surface after you have applied the sanitizing solution. Do not use cloths to wipe food contact surfaces dry after sanitizing. Let all articles air dry.
- Ensure all containers (bucket/spray bottle) of soap or sanitizer solutions are properly labelled and kept away from food.
- It is important to use the right amount of chemical sanitizer when mixing it with water. If you use too much, you may contaminate the food. If you don't use enough, you may not kill the bacteria.
- Workers must be careful not to mix or use multiple sanitizers at once. This may produce toxic chemicals. For instance, mixing bleach and vinegar can produce chlorine gas, which is poisonous.

Surface Sanitizing Spray

Mix in a spray bottle

1 tsp chlorine bleach

3 c water

Activity 5: Bleach It – Learner Handout

Read the Sanitizing Instructions provided to find the information to answer these questions.

- What will happen if you mix bleach with other products?

- Should you use bleach full strength on kitchen countertops?

☐ Yes or ☐ No

- You are making up chlorine bleach sanitizing solution in a 750 ml spray bottle. How much bleach should you add to a full bottle of water? _____

- What are you supposed to do with food contact surfaces after cleaning with this product?

- If you make up a chlorine bleach sanitizing solution in a spray bottle, why would you need to label it carefully, including the hazard symbols?

Activity 6: Weekly Sanitizing

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read continuous text

Level 2: Read texts to locate and connect ideas and information

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

It would be helpful if the learner had already completed Activity 5: *Bleach It*.

Materials Required

- Teaching Aid: *Weekly Sanitizing*
- Learner Handout: *Weekly Sanitizing*

Instructions

- Provide the learner with the *Weekly Sanitizing Handout* and the *Weekly Sanitizing Learner Handout*.

Answers

- Reach in freezer
- Should be the date of the next closest Tuesday.
- Remove food from shelves one shelf at a time.
- After dinner service
- 28 mL Bleach per 4.5 L Water
- No

Activity 6: Weekly Sanitizing – Handout

Weekly Cleaning Schedule

Date: _____

Item	Frequency	Method	Responsibility	Supervisor initial
Dry storage	Monday after dinner service	<p>Remove food from shelves one shelf at a time. Store rolling rack in dry storage while cleaning shelf in place.</p> <p>Wash down all surfaces with a clean cloth, immersed in clean warm water and detergent.</p> <p>Wipe down all surfaces with a second clean cloth, immersed in sanitizing solution (100 ppm chlorine or 28 mL bleach per 4.5 L water).</p> <p>Allow to air dry prior to replacing food on shelves.</p>	Dishwasher	_____
Reach-in freezer	Tuesday after dinner service	<p>Remove food from shelves one shelf at a time. Store rolling rack in cooler while cleaning shelf in place.</p> <p>Wash down all surfaces with a clean cloth, immersed in clean warm water and detergent.</p> <p>Wipe down all surfaces with a second clean cloth, immersed in sanitizing solution (100 ppm chlorine or 28 mL bleach per 4.5 L water).</p> <p>Allow to air dry prior to replacing food on shelves.</p>	Kitchen Helper	_____

From: Workplace Sanitation by go2HR licensed under a Creative Commons Attribution 4.0 International License
<https://opentextbc.ca/foodsafety/chapter/workplace-sanitation/>

Activity 6: Weekly Sanitizing – Learner Handout

For this activity, you are the Kitchen Helper at a busy restaurant. Using the Weekly Cleaning Schedule provided, complete the following:

What item are you responsible to clean?

What day of the week will you next have to clean it?

What is the first thing you have to do?

When during the day will you have to clean?

What is the sanitizing solution? _____ mL _____ per _____ L _____

Do you dry the shelves with a cloth? ☐ Yes ☐ No

Activity 7: Dishwashing

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Learner Handout: *Dishwashing*
- Health Unit Three-sink Dishwashing Poster

Instructions

Explain that most kitchens in the restaurant business have industrial dishwashing machines that wash and sanitize dishes using very high temperatures. However, many restaurants require some of their dishes to be washed by hand.

Like all other areas of food handling, making sure that your dishes do not carry or spread disease is important. In fact, in most areas, dishwashing in all public kitchens is covered by health regulations. Health units will provide businesses with posters, like the one found on the next page. Tell them their employer will probably have one posted at their future place of business.

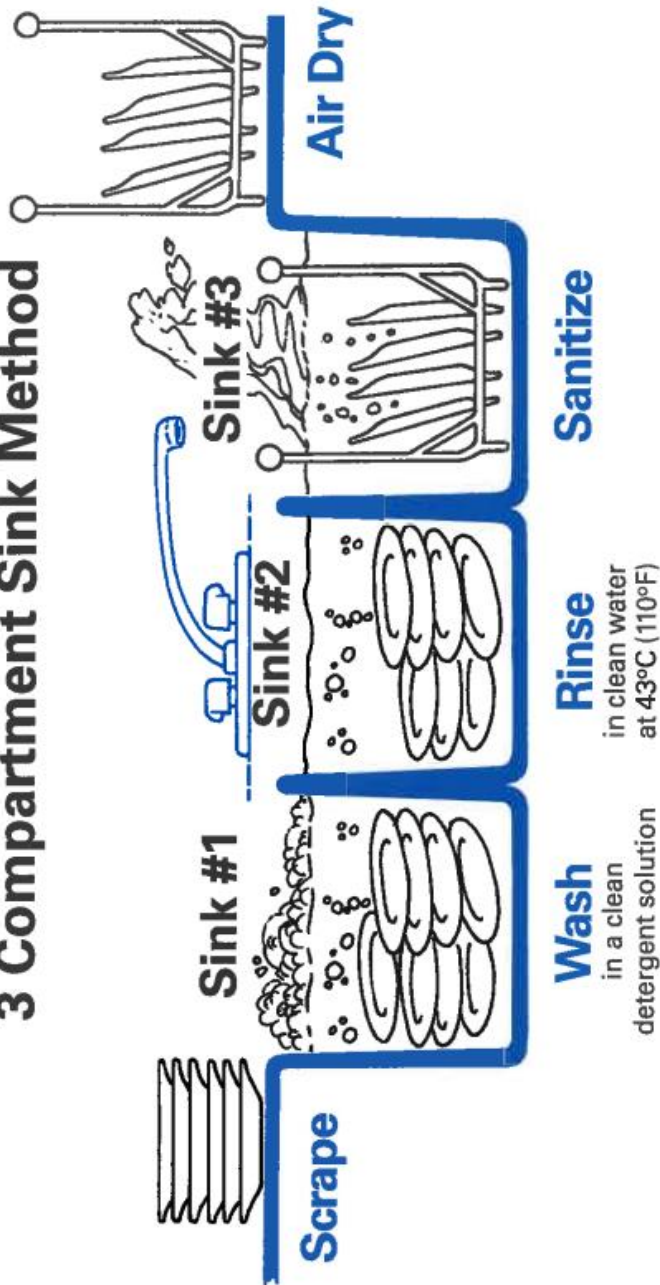
Provide the learners with copies of the Learner Handout: *Dishwashing* and the Health Unit Dishwashing Poster.

Answers

- Scrape dishes
- Wash, Rinse and Sanitize
- Detergent
- 43 °C (110 °F)
- Yes
- 45 seconds
- Air dry the dishes

Dishwashing:

3 Compartment Sink Method



Sanitize for at least 45 seconds

Mix clean water no colder than 24°C (75°F) with chlorine to make a mixture no weaker than 100 parts per million (ppm)
Add 2ml of 5.25% liquid chlorine to every litre of water in the third sink to make a solution of 100 ppm

OR

Mix clean water no colder than 24°C (75°F) with quaternary ammonium to make a mixture no weaker than 200 ppm

OR

Mix clean water no colder than 24°C (75°F) with iodine to make a mixture no weaker than 25 ppm

OR

Use clean hot water at least 77°C (170°F)

For more information, please call Region of Peel – Public Health at 905-799-7700

Region of Peel
Working for you
Public Health

ENV-0057 03/07

Activity 7: Dishwashing – Learner Handout

Look at the Three Sink Dishwashing poster and answer the following questions.

- Before washing dishes, what do you need to do?

- What are the three steps involved in dishwashing?
 1. _____
 2. _____
 3. _____

- What needs to be added to the wash water?

- The rinse water should be at least what temperature?

- Can you use a chlorine solution (bleach) for sanitizing?
☐ Yes ☐ No

- How long must the dishes and utensils be in the disinfectant?

- How do you dry the dishes?

Activity 8: Personal Hygiene

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B2.2

Competency: Communicate Ideas and Information

Task Group: Write Continuous Text

Level 2: Write texts to explain and describe information and ideas

Materials Required

None

Instructions

- Start this activity by reading the following scenario:
 - *You go to a restaurant and are seated at a table close to the kitchen. When the kitchen door opens, you catch a glimpse of the cook. She is about to serve a steak from the grill onto the plate. She suddenly sneezes.*
 - *The next time the door opens, you see the salad prep person. She has long, greasy hair dangling above the vegetables.*
 - *The server, who brings your food to the table, has dirty fingernails. He holds your plate with his hands touching your food.*
- Have the learners write down how they would feel about eating at such a food establishment.
- Now, have them write down what hygienic measures the kitchen and serving staff should take.
- Ask the learners what they wrote down.

If the following hygienic measures don't come up, be sure to mention them.

- Do not come to work when you are sick. This can endanger your co-workers and the clients you serve.
- If you have a cut or burn, cover it with a clean bandage.
- Cover your hair with a hair net or a cap. This is a rule in many commercial kitchens and food preparation places.
- Keep your fingernails short and clean.
- Keep your uniform for work only; do not wear it anywhere else.

Activity 9: Handwashing

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Handwashing poster for each learner, plus one to show the group. You could enlarge this or project it from a computer.
- For each learner, cut the six steps out, removing the step number and the surrounding words. Create a pile of pictures and words for each learner.

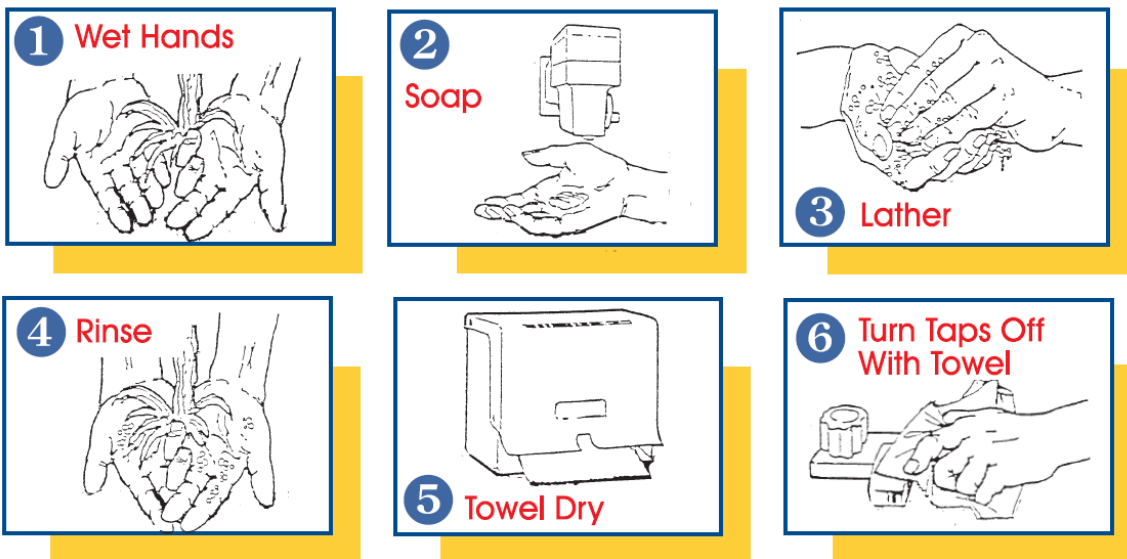


Instructions

- Tell the learners to think about everything they touched today since getting up this morning.
- When we touch things, we pick up germs as well as transfer germs. This is why it is so important to wash our hands.
- In the food service industry, we should wash our hands:
 - When we arrive at work
 - Before touching or serving food
 - After handling one kind of food and working with another
 - Before and after treating a wound
 - After sneezing or coughing
 - After having a smoke break
 - Before and after eating
 - After taking out the garbage
 - After cleaning floors or counters
 - After talking on the phone
 - After using the toilet
- Show them a copy of the Handwashing poster and go over the steps.
 - Point out that it says to lather and scrub your hands for at least 15 seconds! What's 15 seconds? About the time it takes to sing Happy Birthday or say the alphabet.
- Hand out to each learner a pile of pictures and a pile of words to go with them. Instruct them to organize the pictures in the correct order and place the correct words beneath the pictures.



WASH YOUR HANDS



The Leeds, Grenville & Lanark District Health Unit
Call Brockville 613-345-5685 or Smiths Falls 613-283-2740 or 1-800-660-5853
www.healthunit.org

Activity 10: Storing It Correctly

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Materials Required

- Flip chart black/white board or interactive digital projection board
- Learner Handout: *Storing It Correctly*
- *Storing It Correctly – Packing Slip Handout* for each learner

Instructions

- Explain that it is important to properly store foods (fresh and cooked) to avoid harmful bacterial growth, which can spoil and/or contaminate food. When food supplies arrive at the workplace, there are certain things you should do. (Write notes on the board. Make sure you record the 4 points for the order of storing food).
- When putting away a food shipment, store foods in this order:
 - Potentially hazardous foods requiring refrigeration (meats, seafood, dairy, etc.)
 - Frozen foods
 - Less hazardous foods that require refrigeration (fresh, uncut fruits and vegetables, etc.)
 - Dry goods

- Use the First-In, First-Out (FIFO) principle. Pull old stock to the front and store the new stock behind.
- Note the code date on products: best before date, expiry date or use by date. Rotate stock so that old stock is used before the new stock.
- If necessary, protect food from contamination by wrapping and covering it.
- Make sure that all food is labelled with the product name and the date that it was received.
- Use only food-grade containers to store food.
- Do not store food on the floor. All food should be stored at least 15 cm (6 inches) off of the floor.

Source: http://www.foodsafe.ca/docs/Receiving_&_Storage_Guidelines.pdf

- Provide the learners with the *Activity 10: Storing It Correctly – Learner Handout* and *Storing It Correctly – Packing Slip Handout*.

Activity 10: Storing It Correctly – Learner Handout

You are working at *By the Lake Diner*. The Packing Slip you received is for a shipment that just arrived at your work. It is your job to unload the goods and put them away.

So that you can get them put away quickly, you make notes on the packing slip to help you get organized.

Number the items from #1 to #13 in the order that you need to put them away. Beside each item, show where you will store it. Choose from:

- Meat refrigerator
- Other refrigerator
- Freezer
- Storeroom shelves

Don't forget, when putting away a food shipment, store foods in this order:

- 1) Potentially hazardous foods requiring refrigeration (meats, seafood, dairy, etc.)
- 2) Frozen foods
- 3) Less hazardous foods that require refrigeration (fresh, uncut fruits and vegetables, etc.)
- 4) Dry goods

Activity 10: Storing It Correctly – Packing Slip Handout

CUSTOMER: By the Lake Diner 2 Lakeview Drive Sharbot Lake, ON			P. O. NUMBER		21
			DATE		May 10, 2019
			REQUISITIONED BY		Jon Smyth
SHIP TO By the Lake Diner 2 Lakeview Drive Sharbot Lake, ON			SHIP BY		May 15, 2019
			<i>Purchase order number must appear on all forms relating to this order.</i>		
QTY	UNIT	DESCRIPTION		PRICE	AMOUNT
3	case of 6	lettuce			
1	10 kg case	Tomatoes			
2	Cans	beef gravy mix			
25	Kg	hamburger patties (frozen)			
2	50 lb bags	Potatoes			
10	Dozen	Eggs			
10	Kg	Oktoberfest sausage (frozen)			
20	case 24	classic coke			
10	Kg	minute steaks			
5	2 kg bag	frozen onion rings			
2	1 kg can	Ketchup			
10	4 l bag	2% milk			
3	1 kg	cheese slices			

Activity 11: Monitoring Cold Storage

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Materials Required

- Monitoring Cold Storage – Learner Handout
- Monitoring Cold Storage – Cold Holding HACCP Monitoring Log Sheet Handout

Instructions

- Explain that the temperature of all refrigerators needs to be checked on a regular basis to make sure they are working at the proper temperature. Refrigerators should have a temperature between 1 °C (34 °F) and 4 °C (40 °F). A temperature above 4 °C will put food in the danger zone and bacteria will multiply more rapidly. Below 1 °C, food will begin to freeze.
- Provide the learners with the Monitoring Cold Storage – Learner Handout and the Monitoring Cold Storage – Cold Holding HACCP Monitoring Log Sheet Handout.

Activity 11: Monitoring Cold Storage – Learner Handout

Three times a day, the temperature of the large refrigerator, where you work, is to be checked (7 am, 3 pm and 11 pm). You are responsible for checking it at 3 pm for the next five shifts: August 1 to 5.

- Fill in the Cold Holding HACCP Monitoring form with the information below.
- Are there any entries, which should be referred to a supervisor for corrective action?

☐ Yes ☐ No

If yes, which are they?

Here are the measurements recorded by your co-worker, RK, for 7 am:

Aug. 1	3 °C
Aug. 2	3 °C
Aug. 3	4 °C
Aug. 4	3 °C
Aug. 5	5 °C

Here are your measurements for 3 pm:

Aug. 1	3 °C
Aug. 2	4 °C
Aug. 3	3 °C
Aug. 4	2 °C
Aug. 5	5 °C

Note: No measurements are provided for the 11 pm check because the restaurant was closed.

Activity 11: Monitoring Cold Storage – Cold Holding HACCP

Monitoring Log Sheet Handout



Cold Holding HACCP Monitoring

- Cold holding units **MUST** hold hazardous food items at 4°C (40°F) or less
- Cold holding units **MUST** have a thermometer

Unit Location _____ Month _____

Date	Time	Temp	Initial	Time	Temp	Initial	Time	Temp	Initial	Corrective Action
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
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REVISED OCTOBER 2013



Food Services Curriculum

Module 4: Food Preparation

Ontario Adult Literacy Curriculum Framework by Activity

Competency	Find and Use Information				Communicate Ideas & Information						Understand & Use Numbers							Use Digital Technology		Manage Learning			Engage With Others
Task Group	Read Continuous Text	Interpret Documents	Extract information from films, broadcasts and presentations	B1.1	B1.2	B2.1	B2.2	B3.1	B3.2	B4	C1.1	C2.1	C2.2	C3.1	C3.2	C4.1	C4.2	D.1	D.2	E.1	E.2	F	
	A1.1	A1.2	A2.1	A2.2	A3																		
Activity #	Task Group #	Food Preparation																					
1	Preparation Times																						
2	Wash/Wash/Wash!																						
3	Cutting																						
4	Working With a Knife																						
5	Reading Recipes																						
6	Why Measure?																						
7	What is a Measuring Cup?																						
8	Full to Empty																						
9	How to Measure Dry Ingredients																						
10	Measuring Fractions of a Cup																						
11	How to Measure Liquids																						
12	Metric Measurement																						
13	Multi-cup Measuring Cups																						
14	Snack Mix																						
15	Teaspoons and Tablespoons																						
16	Heavy and Light																						
17	Weight																						
18	Check Your Guess																						
19	Markings on a Scale																						
20	Reading a Scale																						
21	Putting on Weight-Taking off Weight																						
22	Weigh It Out																						

Activity 1: Preparation Terms

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1b

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1b: Create very simple documents to display and organize a limited amount of information

D2

Competency: Use Digital Technology

Level 2: Perform well-defined, multi-step digital tasks

Materials Required

- Learner Handout (copied double-sided)
- Notebook or personal device

Instructions

- Explain to the learners that, in the food-service industry, they will come across many terms that are new to them, as well as find some familiar words with new definitions. For example, how do you *fold* egg whites? How do you *dice* vegetables? Like other trades or occupations, food preparation has its own vocabulary.

- Point out that there are good reasons for learning the specialized meanings of words:
 - They enable you to communicate with those around you and to comprehend what is going on.
 - They help you to follow what you read — whether it is a recipe, a textbook, or a cookery dictionary.
 - The right term is the best tool for finding and understanding information, both from people and from books.
- Explain to them the term *glossary*: an alphabetical list of terms or words relating to a specific subject. Encourage them to create a glossary of words relating to preparation in the food service while doing this course. It will be a resource to help them when they work in the industry.
- Provide them with the two-page Learner Handout: *Preparation Terms*.
- Assist them in setting up their glossary document and/or with Internet searching, if required.

Answers

Task 1 has no set answers.

The answers to Task 2 are:

1. Blend - To mix thoroughly two or more ingredients
2. Convection oven - a cooking device that heats food by the circulation of hot air
3. Dice - To cut into small cubes or squares
4. Fold - To mix, using a motion beginning vertically down through the mixture, continuing across the bottom of the bowl, and ending with an upward and over movement
5. Sauté - To quickly heat meat or vegetables in fat in an open pan
6. Season - To add salt, herbs, pepper, or other spices to food
7. Stock - The liquid in which meat, poultry, fish, or vegetables have been cooked

Activity 1: Preparation Terms – Learner Handout

Task 1

1. Using either your personal device or a small notebook create a document to record unfamiliar words relating to the food service industry.
2. Whether you are using digital or paper, be sure to divide the document into a section for each letter of the alphabet.
3. As you go through this module, add words you do not understand to your glossary.
4. If you need to look up any words, try a web search or one of the sites below.

Websites with cooking terms:

- www.reluctantgourmet.com/atoz.htm
- www.netcooks.com/CookingTerms.html
- www.bhg.com/recipes/how-to/cooking-basics/glossary-of-cooking-terms/
- www.goodhousekeeping.com/food-recipes/cooking/tips/a16958/dictionary-cooking-terms/
- www.purplecarrot.com/blog/purple-carrots-glossary-of-cooking-terms/

Activity 1: Preparation Terms – Learner Handout**Task 2**

For the words listed below, give a simple definition for each term. Find the definition for each of the words below. Use a web search engine, such as Google, or use one of the websites mentioned in Task 1, on the other side of this sheet. If the words are unfamiliar to you, be sure to add them to your glossary.

1. Blend
2. Convection oven
3. Dice
4. Fold
5. Sauté
6. Season
7. Stock

Activity 2: Wash! Wash! Wash! – Vegetables and Fruit

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B4

Competency: Communicate Ideas and Information

Task Group: Express Oneself Creatively

Background Information

Produce should always be washed, whether it is bought in a store or grown in your own garden. It is important to wash all fruit and vegetables before you eat them to ensure they are clean and safe to eat.

Many people know that you have to handle meat safely, but may believe that there is no risk of food poisoning from vegetables and fruit. This is not so, as has been shown recently with the many cases of food poisoning from bean sprouts, lettuce, tomatoes, apples, etc.

Washing will help remove bacteria, including E. coli, from the surface of fruit and vegetables. It is particularly important to remove any dirt while you are washing, since most of the bacteria come from the soil. Loose produce should get special attention, as it tends to have more soil attached to it than packaged fruit and vegetables. Peeling or cooking fruit and vegetables can also remove bacteria.

Although some kitchens buy their produce already cleaned, in many kitchens the workday starts by washing the produce to be used that day.

When you wash vegetables, wash them under a running tap and rub them under water, for example in a bowl of fresh water or a sink exclusively for this purpose. Start with the least soiled items first and give each of them a final rinse.

Materials Required

- Assorted vegetables and fruit (potatoes, lettuce, oranges, melons, etc.)
- Learner Handout
- Poster-making supplies
- Magazines or internet with printer to find pictures

Instructions

1. Explain to the learners that most kitchens wash their daily produce at the beginning of the day. For some Kitchen Helpers this might be a major part of their job.
2. Demonstrate how to wash produce, following these rules:
 - Wash under clean, running, cold water and rub them under water.
 - Start with the least soiled first.
 - Give each item a final rinse.
 - Use a scrub brush on produce with a firm skin: potatoes, carrots, melons, etc.
 - Don't skip melons, oranges, and other fruit with a hard skin, even if you do not eat the skin. 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 add a little lemon juice or vinegar to the water when washing.
3. Ask learners to take turns washing produce, following these rules.
4. Have the learners create a poster with the title "Washing Fruit and Vegetables".

Answers

None

Activity 2: Wash! Wash! Wash! – Vegetables and Fruit – Learner Handout

1. Create a poster with the title “Washing Fruit and Vegetables”
2. On the poster write each rule or cut out the rules from below and stick them to your poster.
3. Add pictures or drawings to go with it.

Rules for Washing Fruit and Vegetables

- Wash under clean, running, cold water and rub them under water.
- Start with the least soiled first.
- Give each item a final rinse.
- Use a scrub brush on produce with a firm skin: potatoes, carrots, melons, etc.
- Don't skip melons, oranges, and other fruit with a hard skin, even if you do not eat the skin. 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 add a little lemon juice or vinegar to the water when washing.

Activity 3: Cutting

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

D2

Competency: Use Digital Technology

Level 2: Perform well-defined, multi-step digital tasks

Materials Required

- Learner Handout
- Learner's personal device or notebook

Instructions

Explain that cutting is probably the most basic skill a food-service worker should have. They need to handle a knife quickly and efficiently to cut the exact size and shape needed. They also need to be acquainted with what certain cutting terms mean, so they know what cut is being asked for.

Answers

- Chef Knife or French Knife – all-purpose knife used for chopping, slicing and mincing.
- Chop - To cut into small pieces using a knife or other sharp utensil.
- Concasser (pronounced kon-kass-ay) - to crush or grind, to rough chop any ingredient, usually vegetables.
- Dice - To cut into small cubes or squares.
- Emincer (pronounced ay-man-say) – to slice thinly.
- Mince - To cut food into very small, fine pieces.
- Slice - A knife cut which results in long, thin, flat pieces.

Activity 3: Cutting – Learner Handout

1. For the words listed below, give a simple definition for each term.
2. Find the definition by either using a web search or finding a cookbook with a glossary in it.
3. You may add pictures to help you remember, if you wish.
4. If the words are unfamiliar to you, be sure to add them to your glossary.
 - Chef Knife or French Knife
 - Chop
 - Concasser (pronounced kon-kass-ay)
 - Dice
 - Emincer (pronounced ay-man-say)
 - Mince
 - Slice

Activity 4: Working with a Knife

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Materials Required

- Chef or French knife
- YouTube video: *How to Hold a Knife - Properly Using a Chef's Knife* from LeCordon Bleu (<https://youtu.be/20gwf7YttQM>)



Instructions

1. You may choose to show the YouTube video: *How to Hold a Knife - Properly Using a Chef's Knife* from LeCordon Bleu (<https://youtu.be/20gwf7YttQM>) and/or you may demonstrate the proper position to cut with a Chef or French knife (see #3 below for correct procedure).
2. Explain to learners that it is important to ensure that we do not use awkward positions, especially when doing repetitive tasks like cutting, as it can injure our wrists.
3. Being very careful, so no one is injured, assist the learner to practice how to cut correctly:
 - Stand at arm's length from the work surface with your heels together at a 45-degree angle.
 - Take a short step forward with your left foot if you are right handed and your right foot if left handed. Your body is now automatically placed at a 45-degree angle to the cutting board. This position allows you a natural movement, with your shoulder, arm, and hand in line with each other. It will reduce fatigue, especially when you are working for long periods.
 - Hold the base of the blade with your thumb and forefinger. Relax the remaining fingers loosely around the handle. This gives you good control. **Don't** hold the knife far back on the handle or push down with a forefinger along the top of the blade. The correct grip takes far less effort and gives more control.
 - The knife should be in balance and a simple wrist motion makes the weight of the knife do a good bit of the work for you.
 - Work very slowly until you have established a comfortable rhythm. Be sure the food is positioned for the knife, not the other way around.
 - Next, concentrate on making evenly cut pieces that are all the same thickness. Keep your knife straight. Do not try to increase your speed until you have mastered the motions and the evenness. It takes weeks and months of concentrated practice for real proficiency.

Answers

None

Activity 5: Reading Recipes

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Flip chart, black/white board or interactive digital display with pens.
- Two or three examples of standardized recipes. You may get examples from a web search for either “standardized recipes images” or “restaurant recipe templates images”. For one-on-one work, these could be printed out. For a group presentation, it would probably be worthwhile to put the images into a presentation and project them for discussion. These examples may be reused later, such as for activity 6.
- Learner Handout, 2 pages.

Instructions

1. Ask the learners the following questions:
 - What are their favourite homemade or restaurant foods?
 - Who makes these foods?
 - Are they usually the same?
 - Could someone else make them the same?
 - Why or why not?
 - How can a person or a business make a food to be the same each time? (Answer: use a recipe.)
2. Explain that commercial kitchens use standardized recipes to make sure that the product offered by the business is the same, no matter who makes it. Using the same recipe repeatedly also enables management to accurately calculate the cost of a serving and the expected yield (how much the recipe makes, which is often stated in number (#) and size of servings) of a particular product.
3. Show the learners several examples of standardized restaurant recipes. Discuss the various features of a recipe. A typical standardized recipe lists:
 - The number and size of servings – shown as the **yield**
 - The equipment needed
 - The ingredients in order of use
 - The amount of each ingredient required in making the yield
 - The instructions for putting the ingredients together to make the dish
4. Provide the learner with the Learner Handout. Provide assistance with reading or provide oral instructions, if necessary.

Answers - Task 1

Red River Resort			
Recipe: Old Fashioned Vegetable Soup			
Yield: 16		Date:	
Portion Size: 1 cup		Chef: Gordon	
AMT	UNIT	INGREDIENTS	PROCEDURES
1	tbsp	extra virgin olive oil	
1	tsp	minced garlic	
1	pound	lean ground turkey	
½	cup	chopped onion	
2		sweet potatoes, peeled and diced	
1	cup	chopped celery	
1	cup	chopped carrots	
1	can	diced tomatoes with green chiles	
15	oz	tomato sauce	
1	cup	water	
1	tbsp	balsamic vinegar	
1 or 2	tsp	chili powder	
½	tsp	kosher salt	
½	tsp	ground black pepper	
3		diced tomatoes	
<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-top: 10px;"> large heavy pot chef's knives measuring tools </div>			EQUIPMENT REQUIRED
Instructions			
1. Heat oil in large pot over medium heat. Add chopped onions and cook for 2 minutes. Stir in the garlic and cook for an additional 1 minute. Stir in ground turkey and cook until browned.			
2. Stir in potatoes, celery and carrots, canned tomatoes and chilies, tomato sauce and water. Bring to a light simmer and then stir in vinegar, chili powder, salt and pepper and tomatoes.			
3. Reduce heat to low and let simmer for 1 hour (or until potatoes and carrots are fork tender), stirring occasionally.			
4. Garnish with fresh basil and sliced avocado.			

Answers, Task 2

Red River Resort		
Recipe: Baked Trout & roasted vegetables		
Yield:	Date:	
Portion Size:	Chef: Gordon	
AMT	UNIT	INGREDIENTS
2		bell peppers, seeded and cubed
1		onion, thinly sliced
2	tblsp	(30 ml) olive oil
¾	lb	(340 g) Brussels sprouts, trimmed and blanched 7 minutes in salted boiling water
2		trout filets, with the skin (about ¾ lb/340 g each)
¼	cup	(11 g) fresh basil, thinly sliced
¼	cup	(60 ml) mayonnaise
2	tblsp	(30 ml) water
		Salt and pepper
EQUIPMENT REQUIRED		
		Baking sheet
		Filet knives
		measuring tools
PROCEDURES		
1. With the rack in the middle position, preheat the oven to 425°F (210°C).		
2. On a baking sheet, without parchment paper or silicone mat, toss to coat the bell peppers and onion with the oil. Bake for 15 minutes.		
3. Cut the Brussels sprouts in half and spread them onto the baking sheet with the peppers. Place the trout fillets in the centre of the vegetables. Season with salt and pepper. Bake for 10 minutes or until the fish is cooked and breaks apart easily with a fork. Sprinkle with 2 tblsp (30 ml) of the basil.		
4. In a bowl, combine the mayonnaise, water and the remaining basil (2 tblsp/30 ml). Serve with the trout and vegetables.		

Activity 5: Reading Recipes

Activity 5: Reading Recipes – Learner Handout

Task 1

Looking at the recipe provided for “Old Fashioned Vegetable Soup”, do the following:

- Circle the yield in blue.
- Draw a blue box around the equipment needed.
- Draw a red box around the ingredients.
- Circle the amounts of ingredients in pencil.
- Highlight the instructions.

Activity 5: Reading Recipes – Old Fashioned Vegetable Soup Handout

Red River Resort			
Recipe: Old Fashioned Vegetable Soup			
Yield: 16		Date:	
Portion Size: 1 cup		Chef: Gordon	
AMT	UNIT	INGREDIENTS	PROCEDURES
1	tbsp	extra virgin olive oil	<div>EQUIPMENT REQUIRED</div> <div>large heavy pot</div> <div>chef's knives</div> <div>measuring tools</div>
1	tsp	minced garlic	
1	pound	lean ground turkey	
½	cup	chopped onion	
2		sweet potatoes, peeled and diced	
1	cup	chopped celery	
1	cup	chopped carrots	
1	can	diced tomatoes with green chiles	
15	oz	tomato sauce	
1	cup	water	
1	tbsp	balsamic vinegar	
1or 2	tsp	chili powder	
½	tsp	kosher salt	
½	tsp	ground black pepper	
3		diced tomatoes	
Instructions			
1. Heat oil in large pot over medium heat. Add chopped onions and cook for 2 minutes. Stir in the garlic and cook for an additional 1 minute. Stir in ground turkey and cook until browned.			
2. Stir in potatoes, celery and carrots, canned tomatoes and chilies, tomato sauce and water. Bring to a light simmer and then stir in vinegar, chili powder, salt and pepper and tomatoes.			
3. Reduce heat to low and let simmer for 1 hour (or until potatoes and carrots are fork tender), stirring occasionally.			
4. Garnish with fresh basil and sliced avocado.			

Activity 5: Reading Recipes – Learner Handout

Task 2

Looking at the recipe provided for “Baked Trout”, do the following:

- 1) Circle the yield in blue
- 2) Draw a box around the equipment needed.
- 3) Circle the ingredients in red.
- 4) Circle the amounts of ingredients in pencil.
- 5) Highlight the instructions.

Activity 5: Reading Recipes – Baked Trout Handout

Red River Resort		
Recipe: Baked Trout & roasted vegetables		
Yield: 2	Date:	
Portion Size: 1 filet	Chef: Gordon	
AMT UNIT INGREDIENTS		
2		bell peppers, seeded and cubed
1		onion, thinly sliced
2	tbsp	(30 ml) olive oil
3/4	lb	(340 g) Brussels sprouts, trimmed and blanched 7 minutes in salted boiling water
2		trout filets, with the skin (about 3/4 lb/340 g each)
1/4	cup	(11 g) fresh basil, thinly sliced
1/4	cup	(60 ml) mayonnaise
2	tbsp	(30 ml) water
		Salt and pepper
EQUIPMENT REQUIRED		
		Baking sheet
		Filet knives
		measuring tools
PROCEDURES		
1. With the rack in the middle position, preheat the oven to 425°F (210°C).		
2. On a baking sheet, without parchment paper or silicone mat, toss to coat the bell peppers and onion with the oil. Bake for 15 minutes.		
3. Cut the Brussels sprouts in half and spread them onto the baking sheet with the peppers. Place the trout fillets in the centre of the vegetables. Season with salt and pepper. Bake for 10 minutes or until the fish is cooked and breaks apart easily with a fork. Sprinkle with 2 tbsp (30 ml) of the basil.		
4. In a bowl, combine the mayonnaise, water and the remaining basil (2 tbsp/30 ml). Serve with the trout and vegetables.		

Activity 6: Why Measure?

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

Materials Required

- Simple recipes from packaged foods like macaroni and cheese or a pudding mix.
- A couple of recipes from a home cookbook or from a recipe site online.
- Standardized recipe examples gathered from the image web search for either “standardized recipes” or “restaurant recipe templates”. You may use those gathered for Activity 5.
- Flip chart, black/white board or interactive digital display
- Range of measuring equipment on display: set of measuring cups, measuring spoons, etc.

Instructions

1. Review a couple of simple recipes from packaged foods with the learners. Note that the names of the ingredients are given. Also, note that the quantities of each ingredient are given.
2. Explain that this is just the same as the way recipes are written for home use (show examples) and for restaurant use (show examples).
3. Explain that the most common way to measure ingredients in North America is using “cups”, part cups and different “spoon” sizes.
4. Occasionally, especially in the food industry, ingredients are measured by weight, and some recipes use the Metric system, which they will look at later.
5. Discuss short forms. For example, 1 cup is often 1 c. Write this on the board.
6. Ask learners why it would be important to measure the exact amounts (Answer: The recipe might not taste like it should, or it might not cook or set properly).



Activity 7: What Is a Measuring Cup?

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Two different glass or plastic measuring cups for liquids
- Other types of cups, mugs and glasses of different sizes
- Pitcher of water
- Set of dry ingredient measuring cups
- Teaching Aid: *What is a Measuring Cup?*

Instructions

1. Show the learners a glass, measuring cup (for liquid) and ask what it is.
2. Show other types of cups (teacups, mugs, glasses) and ask how the measuring cups differ from the other cups (used for a different purpose, don't drink out of it, has a pouring spout, has markings on it, often glass or Pyrex, may hold different amount). This can be like a game of spot the differences.
3. Compare the two measuring cups. What are their similarities? Explain that they are "standardized" so that when you measure, it is always the same.
4. 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.)
5. Examine the cups with the learner(s), covering the following:
6. Notice how they are different sizes and fit into each other.
7. 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).
8. Ask them to put the cups in order from smallest to largest.
9. Ask if they can tell which holds more than another does just by looking. Give two of the cups and ask which holds more. How do they know? (Answer: The bigger cup can hold the smaller cup inside it.)
10. Present the Teaching Aid: What is a Measuring Cup?
11. Emphasize that regular cups cannot be used to measure "one cup" of something.
 - A "cup" is a measurement that we often use when following a recipe.
 - Ask learners which cup at the bottom of the page they would use to measure milk.
 - Which would they use to measure sugar?

****If the learner is able, this is a good time to work on fraction sense. For example, the bigger the denominator, the smaller the measure. The denominator is the number of pieces into which the whole has been cut. When a pie is cut into more pieces, the pieces get smaller. The numerator tells how many pieces of a certain size are left.**

Display a labeled set of measuring cups and a glass measuring cup for continued reference as the unit is taught.

Activity 7: What Is a Measuring Cup? – Teaching Aid






- Recipes may say to use a cup of something when cooking or baking. This kind of cup is a measurement. You use a measuring cup to measure out the exact amount the recipe asks for.
- Sometimes the recipe will ask for more than one cup. Then you need to count the number of cups you put in.
- Sometimes the recipe will ask for part of a cup. The marks on the cup will tell you how much to measure and how much to add.
- You have teacups and mugs at home. They do not hold exactly the same amount as a measuring cup. They may hold more or less than a measuring cup.
- There are different types of measuring cups to measure liquids or dry ingredients.

Activity 7: What Is a Measuring Cup? – Learner Handout

There are different types of measuring cups to measure liquids or dry ingredients.

Tick the boxes below the pictures to answer the following questions:

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

				
<input type="checkbox"/> For Measuring <input type="checkbox"/> Milk <input type="checkbox"/> Sugar	<input type="checkbox"/> For Measuring <input type="checkbox"/> Milk <input type="checkbox"/> Sugar	<input type="checkbox"/> For Measuring <input type="checkbox"/> Milk <input type="checkbox"/> Sugar	<input type="checkbox"/> For Measuring <input type="checkbox"/> Milk <input type="checkbox"/> Sugar	<input type="checkbox"/> For Measuring <input type="checkbox"/> Milk <input type="checkbox"/> Sugar

Activity 8: Full to Empty

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

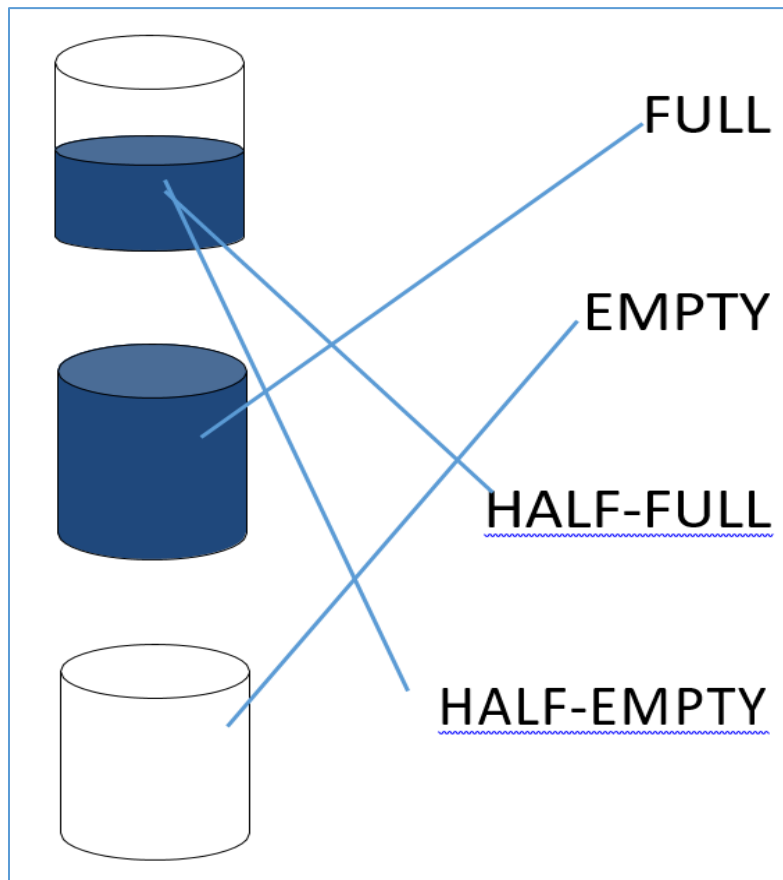
Level 1: Measure and make simple comparisons and calculations

Materials Required

- Glass containers (clean jars)
- Labels or tent cards
- Rice, macaroni, etc. to fill jars
- *Full to Empty* Teaching Aid
- *Full to Empty* Learner Handout

Instructions

1. Teach the concepts of full, empty, half-full and half-empty.
2. Demonstrate each term and label the containers to match the level of the ingredient.
3. Fill various glass containers and label them appropriately. Leave them on display in the teaching area for future reference.
4. As fractional amounts are learned, fill, label and display the quantity.
5. Give the learners jars and have them manipulate the ingredients as you randomly call out “Empty”, “Full”, Half-full” and “Half-empty”.
6. Enlarge and post Teaching Aid: *Empty to Full*.
7. Give the Learner Handout: *Full to Empty* to the learners to complete.

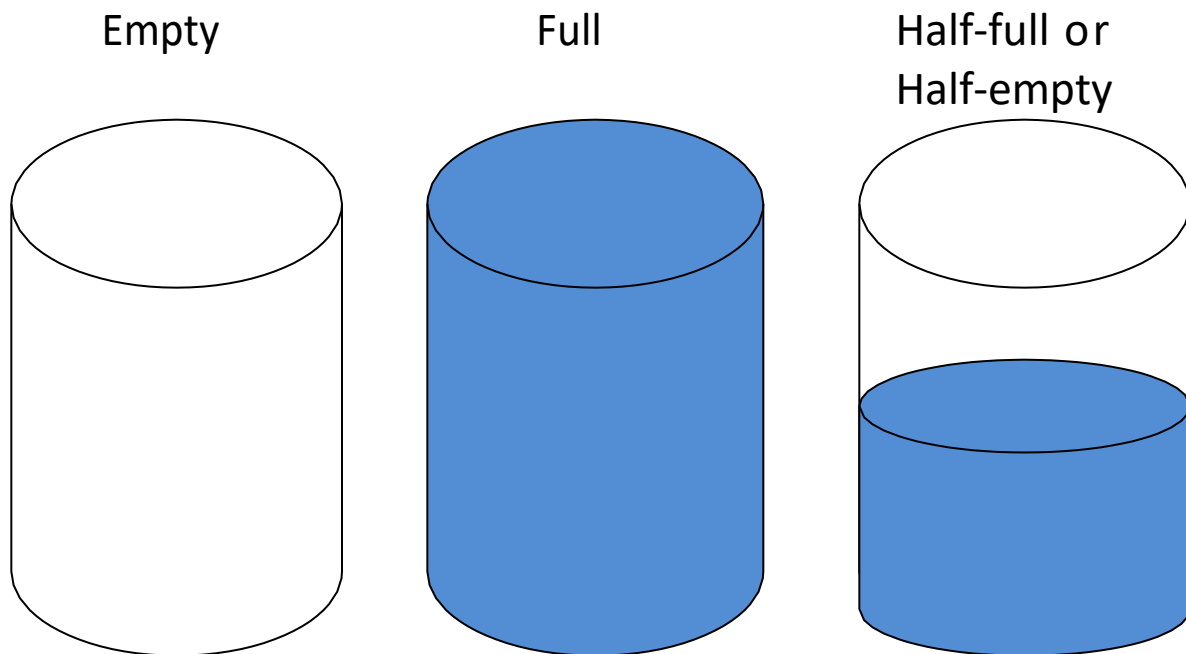
Answers

Activity 8: Full to Empty – Teaching Aid

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

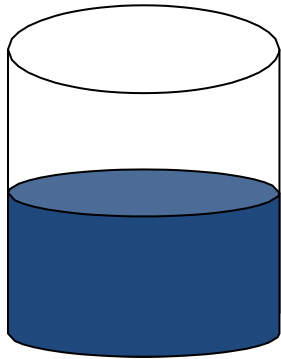
When a container is full, it has something in it right to the top.

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.

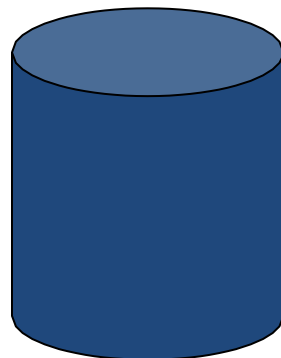


Activity 8: Full to Empty – Learner Handout

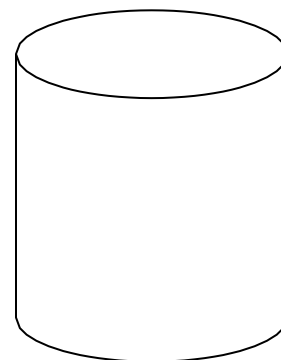
Draw lines to join each picture to its correct description.



FULL



EMPTY



HALF-FULL

HALF-EMPTY

Activity 9: How to Measure Dry Ingredients

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- 1 set of measuring cups (dry)
- Rice, sugar (white & brown), flour
- Bowls
- Sieve/Flour sifter
- Spoons, table knife

Instructions

- 1) Remind learners that dry ingredients are usually measured using a set of measuring cups. The largest one is the 1-cup size. Find the measurement on the cup. (It's usually on the handle.)
- 2) Put a large container of rice or dried peas on the table and ask the learner(s) to measure 1 cup of the peas or rice. They could scoop with the cup, or they could fill it with a spoon.
- 3) Show a cup that is not quite full and one that is rounded above the top. Ask if either of these is 1 cup. (Answer: No) What should they do to make them correct? (Answer: Add more or remove some to make it level with the top.)
- 4) Let learners practice.
- 5) Ask if they should do the measuring over the mixing bowl that they are using. Why not? (Answer: Some extra might fall in and the amount in the bowl would be incorrect.)
- 6) 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.) Demonstrate the method of leveling with the back of a knife.
- 7) 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. The recipe will tell them if they need to sift.
- 8) Demonstrate. 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.
- 9) Let learners practice with the flour and sieve.
- 10) Tell them that some recipes call for the brown sugar to be "packed". Show them how you push down on the sugar in the cup, making it firm (like making sand castles with a pail). This is what they would need to do when measuring shortening or margarine as well.
- 11) Let learners practice packing down brown sugar.

Activity 10: Measuring Fractions of a Cup

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Recipes with dry ingredient measures of varying fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ (show ingredient list only)
- Set of measuring cups
- Dry ingredients to practice measuring
- Bowls, spoons, table knife

Instructions

1. Review with the learners one of the recipes that has a $\frac{1}{2}$ -cup dry ingredient. Consider the following:
2. Are all the measurements for 1 cup? (Answer: No)
3. Ask learners to find $\frac{1}{2}$ cup (or $\frac{1}{2}$ c) in the recipe. Ask what that means. (Answer: half a cup.)
4. Tell them to find the measuring cup they should use.
5. Ask how many half-cups they think are in a full cup.
6. Demonstrate the answer by filling a half-cup, dumping it in the cup measure, then repeating.
7. Restate that you need two half-cup measures to fill the 1-cup measure.
8. Now, using a recipe that has a $\frac{1}{3}$ c dry measure, have them find a measurement for one-third.
9. Have them find the one-third cup measure.
10. Repeat the demonstration and questioning in #5 to # 7 above, to establish that it would take three of this size to fill the cup.
11. Repeat the steps with one-quarter.
12. If your set of cups has a $\frac{2}{3}$ cup and a $\frac{3}{4}$ cup, have the learner find each of them.
13. Ask if these are larger or smaller than one cup. (Answer: smaller.)
14. Test what happens if they use two or more of those measures. (It makes more than one cup.)
15. Explain that $\frac{2}{3}$ means that this is two of the three equal parts in a full cup.
16. You could demonstrate filling a $\frac{2}{3}$ cup using the $\frac{1}{3}$ cup.
17. Repeat with $\frac{3}{4}$ cup: it will take three of the $\frac{1}{4}$ -cup measures.

18. 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. (Answer: Use the cup with the same bottom number, and fill it the number of times that the top number of the fraction says.)
19. Explain that, when following a recipe, they will need to match the cup they choose to the measurement in the recipe.
20. Give practice choosing and filling the various cups to match recipes or fraction label cards you have on hand. This should be repeated over several days to make sure that the concepts and skills are thoroughly learned. For groups, you can use games like relays. Give each team member a card with a measurement on it. Then they have to go up and find the correct cup size, etc.



Activity 11: How to Measure Liquids

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

C4.1

Competency: Understand and Use Numbers

Task Group: Manage Data

Level 1: Make simple comparisons and calculations

Materials Required

- Glass or plastic liquid measuring cup(s)
- Set of dry measuring cups
- Rice
- Water
- Paperclips
- Learner Handout: *How to Measure Liquids*

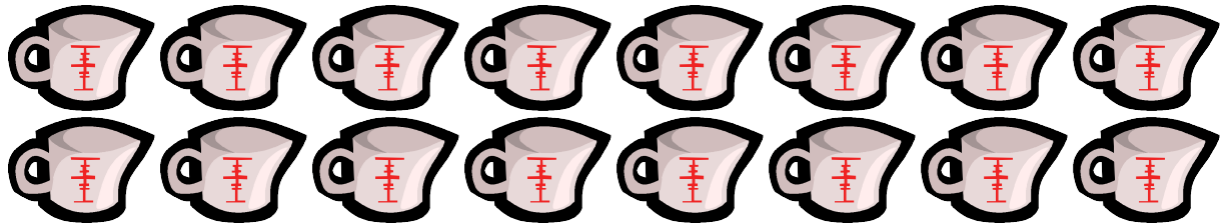
Instructions

1. Explain that liquids are usually measured using a different kind of measuring cup. Show the liquid measuring cup. Look at the side with the $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ etc. markings. Ask the learners to find each.
2. Have them set out the dry measuring cups in order from smallest to largest and then ask the learners to find the same measurement on the glass cup. Ensure they understand that, as the dry measuring cup size gets bigger, the matching amount line is higher up the side of the measuring cup.)
3. Have learners fill the dry measures with an ingredient, then carefully pour it into the glass measuring cup. Tell them to make sure the cup is level. Read the measurement. (They should be close to the same.)
4. Some glass measuring cups also show the measurements in fluid ounces (oz). Find these. Note that there are eight oz in 1 cup, four in a $\frac{1}{2}$ cup, and two in a $\frac{1}{4}$ cup. If you wish, you could lay out 8 items (paperclips). Manipulate these to show the learner how $\frac{1}{2}$ of the eight paperclips is four, and if you split the paperclips up into four groups, each group has two.
5. If metric measurements are given, explain that you will talk about these on another day.
6. Fill the glass cup to the 1-cup mark. 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.)
7. Ask learners why they should put the cup on a table or countertop that is level. (Answer: for accurate measurement; if the surface is not level, one side of the liquid will be higher than the other.)
8. Fill the cup to the one-cup mark. Let learners 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.
9. Give learners practice filling to one cup, half-cup, one-third cup, etc. Emphasize “adding” to reach the amount needed. (It may be costly to pour extra liquid away.)
10. Tell learners that some recipes might ask for 2 or 3 cups of an ingredient. Ask how they would measure that. (Answer: Measure one cup at a time, accurately. Count aloud as each cup is poured into the mixing bowl and keep track of how many cups have been added.)
11. Give the learners the Learner Handout, *How to Measure Liquids* to complete.

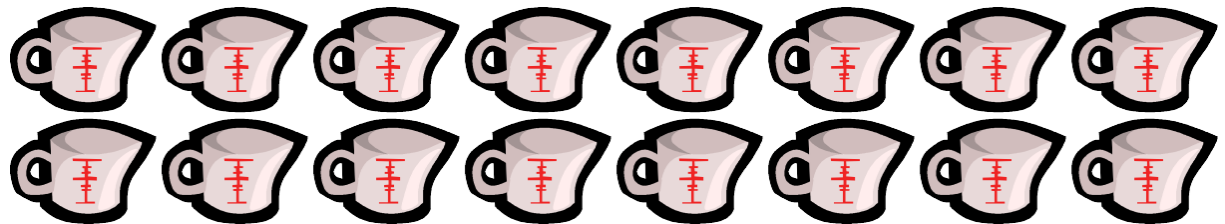
Activity 11: How to Measure Liquids – Learner Handout

Circle the number of cups that are asked for.

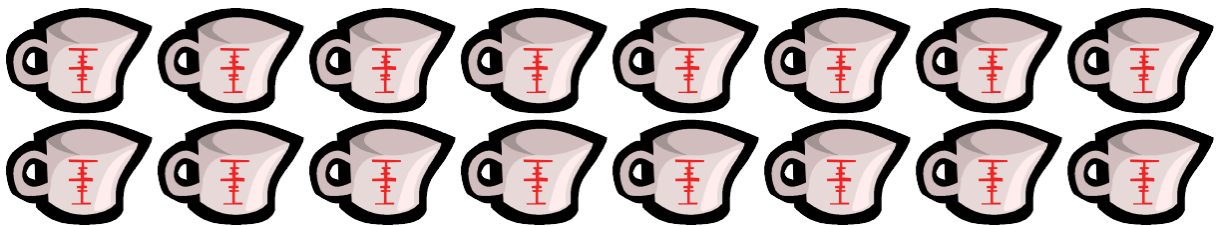
6 cups



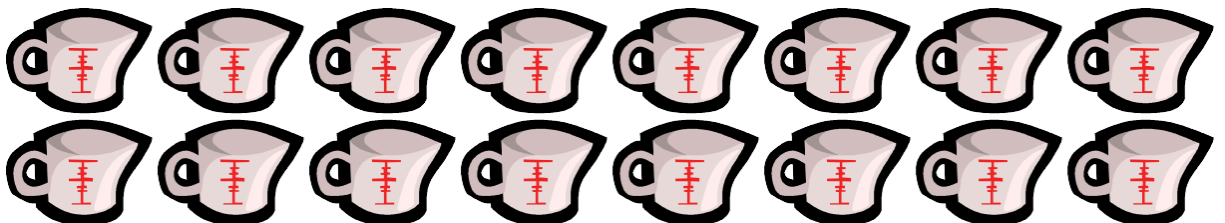
5 cups



8 cups



12 cups



Activity 12: Metric Measurement

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

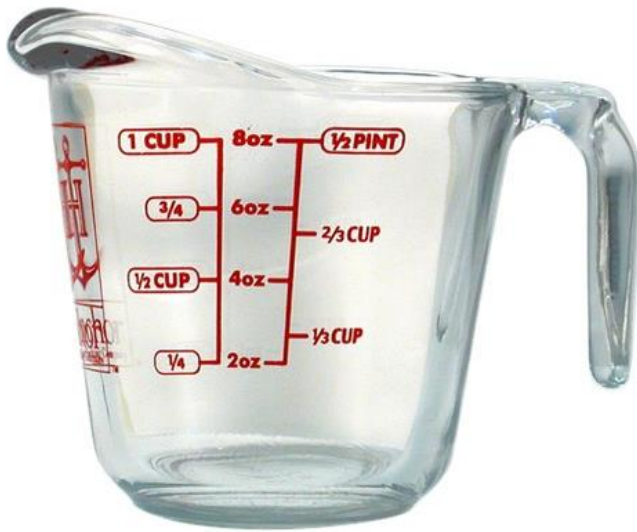
Level 1: Measure and make simple comparisons and calculations

Materials Required

- Glass or plastic measuring cup with metric measurements
- Dry ingredient measuring cups with metric values
- Ingredient lists from recipes with metric measurements
- Teaching Aid: *Metric Measurement*

Instructions

1. Explain that some recipes use a different way of measuring, called the metric system.
2. 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).
3. Use Teaching Aid: *Metric Measurement* and compare to imperial measuring cups.
4. Dry measuring cups are not commonly available in metric sizes: The imperial value might give the ml equivalent.
5. Show a recipe with metric measurements.
6. Help learners locate given measurements.
7. Give learners practice measuring different metric quantities of water.

Activity 12: Metric Measurement– Teaching Aid

Imperial



Metric

Activity 13: Multi-cup Measuring Cups

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Glass or plastic liquid measuring cups in 1, 2, and 4-cup sizes
- Learner Handout *Multi-Cup Measuring Cups*

Instructions

1. Show learners different sizes of glass measuring cups: 1, 2 and 4-cup sizes. Ask what the different sizes might be used to measure.
 - Measuring large quantities is easier with the larger cup:
 - They wouldn't have to measure as many times or keep track as much,
 - HOWEVER, they would have to figure out how many times to fill the cup to achieve the total. For example, to get 12 cups, refill the 4-cup measure 3 times.
2. Have learners practice measuring using the Learner Handout *Multi-Cup Measuring Cups*

Answers

1. The recipe calls for $1\frac{1}{2}$ cups of milk. Choose which of the measurements you would use on the cups below. Draw a line showing to where you would fill the measuring cup with milk.



- 2) You need $\frac{3}{4}$ c of oil for the cake mix. Draw a line on one of the cups below to show how much oil you will use.



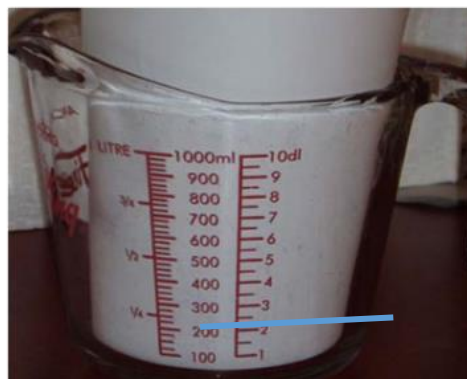
- 3) The recipe needs 500 ml of water. Draw a line on one of the cups below, showing to where you will fill the measuring cup.



- 4) The recipe calls for 2 c of orange juice. Draw a line on one of the cups below showing to where you would fill the measuring cup with juice.



- 5) You need 200 ml of oil for the salad dressing mix. Draw a line on one of the cups below to show how much oil you will use.



- 6) The recipe needs one litre of vinegar for the salad dressing. Can you find the litre mark? Draw a line on one of the cups below showing to where you will fill for a litre.



Activity 13: Multi-cup Measuring Cups – Learner Handout

- 1) The recipe calls for $1\frac{1}{2}$ cups of milk. Choose which of the measurements you would use on the cups below. Draw a line showing to where you would fill the measuring cup with milk. (Same, plz watch aligned is still fine)



2. You need $\frac{2}{3}$ c of oil for the cake mix. Draw a line on one of the cups below to show how much oil you will use.



3. The recipe needs 500 ml of water. Draw a line on one of the cups below, showing to where you will fill the measuring cup.



- 4) The recipe calls for 2 c of orange juice. Draw a line on one of the cups below showing to where you would fill the measuring cup with juice.



- 5) You need 200 ml of oil for the salad dressing mix. Draw a line on one of the cups below to show how much oil you will use.



- 6) The recipe needs one litre of vinegar for the salad dressing. Can you find the litre mark? Draw a line on one of the cups below showing to where you will fill to for a litre.



Activity 14: Snack Mix

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- A set of dry measuring cups and a glass measuring cup
- Bowls of varying sizes (small, medium and large).
- Ingredients named in recipe for measuring.
- Learning Activity handout *Snack Mix*

Instructions

1. The learner will measure ingredients according to instructions. The learner must choose which kind of cup to use for the liquid and the dry ingredients. The learner will determine, by sight, which size bowls to use.
2. Provide the learners with the Activity 14: *Snack Mix* – Learner Handout

Activity 14: Snack Mix – Learner Handout

- 1) You are to make up a snack from the recipe at the bottom of the page.
- 2) Choose a bowl in which to put the ingredients.
- 3) Measure each ingredient.
- 4) Enjoy the snack with other learners.

Snack Mix Recipe*Ingredients:*

2 c Shreddies
½ c pretzels
¼ c chocolate chips
⅓ c raisins

Instructions

Add all the ingredients to a bowl. Mix.

Activity 15: Teaspoons and Tablespoons

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Set of measuring spoons (1 tablespoon, 1 teaspoon, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ teaspoon)
- Ingredient lists of recipes including a variety of tablespoon and teaspoon measurements

Instructions

1. Tell learners that some ingredients are measured not in cups, but in “spoons”.
2. Compare eating and serving spoons of various sizes with standard measuring spoons. As with cups, emphasize that accuracy and consistency are important in measuring, and so using “measuring” spoons is also important.
3. Teach the abbreviations for tablespoon (tbsp) and teaspoon (tsp).
4. Look at some recipes and see what kinds of ingredients are measured this way. (Answer: spices and seasonings; baking powder and baking soda; sometimes other ingredients, like flour or sugar, when only a little is needed.)

5. Demonstrate correct measurement techniques to ensure accuracy:
 - a. Leveling dry ingredients as before,
 - b. Not measuring over the bowl,
 - c. Taking extra care with liquids.
6. Review with the learners one of the recipes that has a $\frac{1}{2}$ tsp ingredient. Consider the following:
7. Ask learners to find $\frac{1}{2}$ tsp in the recipe. Ask what that means. (Answer: half a teaspoon.)
8. Tell them to find the measuring spoon they should use.
9. Ask how many half-tsps they think are in a full tsp. Demonstrate the answer using the $\frac{1}{2}$ and 1 teaspoon.
10. Repeat these steps with one quarter tsp.
11. Show the learners the tablespoon and, if there is one, the $\frac{1}{2}$ tablespoon. Explain that there are 3 teaspoons in a tablespoon.
12. Explain that, when following a recipe, they will need to match the measuring spoon they choose to the measurement in the recipe.
13. Give practice choosing and filling the various spoons to match recipes or use cards with fractions on them. This should be repeated over several days to make sure that the concepts and skills are thoroughly learned. For groups, you can use games like relays. Each team member gets a card with a measurement on it and they have to go up and find the correct spoon size, etc.
14. Give learners practice choosing the correct spoon and measuring real ingredients. Add measuring spoons to the display of kitchen measuring equipment.

Activity 16: Heavy and Light

Practitioner Notes

OALCF Competencies, Task Groups and Levels

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- 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: *Kitchen Scales*

Instructions

- 1) Explain that the terms “heavy” and “light” are used when talking about the weight of an object.
- 2) Ask learners if they think they could pick up:
 - A real car. Why? (Answer: It is too heavy.)
 - A cotton ball. Why? (Answer: It is light.)
- 3) Make a list, with the learners, of things they know would be heavy, and things they know would be light. (For example, elephant, feather, pencil, book, TV, etc.)
- 4) Ask learners if they know the name of the instrument that is used to measure weight. (Answer: a scale.) Show various types of scales: bathroom scales, food scales of different kinds. If you are unable to get a variety of scales, use pictures. You can do an image search online with the learners to find pictures of various kinds of scales and investigate what they are used for.

Activity 17: Weight

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Kitchen scale (show both digital and non-digital, if possible). Use non-digital for the activity.
- A number of objects of different sizes and weights.
- Baggies containing varying amounts of labeled common substances: flour, sugar, etc.

Instructions

1. Show learners a kitchen scale. Ask where the food would be placed. Point out the markings on the scale display.
2. 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 needle points to the mark that will tell the weight of the object.
3. Demonstrate the scale's operation, using various objects.
4. Ask what happens to the needle each time something is put on the scale. (The needle moves to a line and stops.)

5. Explain that the line indicates the weight of what is on the scale. The farther the needle moves, the heavier the object.
6. Let learners practice with the scale, weighing various items.
 - Ask which item made the needle move the farthest.
 - Which made it move the least?
 - Ask which was the heaviest.
 - Which was the lightest?
7. Have them look at the needle from various angles. Can they see that the readings are different if they do not look at it straight on? This is why digital scales can be more accurate.

Activity 18: Check Your Guess

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

C4.1

Competency: Understand and Use Numbers

Task Group: Manage Data

Level 1: Make simple comparisons and calculations

Materials Required





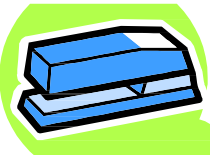

- Kitchen scales
- Objects to weigh: eraser, small book, stapler, box of staples, calculator, orange, apple, grape, tin of tuna, etc.
- Learner Handout Sheet: *Check Your Guess*

Instructions

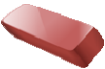






1. Show learners how to guess whether one object weighs more or less than another by using their hands as scales.
 - Place an eraser in one hand and a small book in the other.
 - Move your hands up and down to get the “feel” of each object.
 - Which one is heavier? Which one is lighter?
 - Put the objects one by one on the scale.
 - The heavier object made the needle move farther than it moved for the lighter object.
 - Ask learners if their guess was correct.
2. Provide learners with the Learner Handout: *Check Your Guess*.

Activity 18: Check Your Guess – Learner Handout

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		A ruler	
1 mug		1 saucer	
1 empty cup Can we insert a pic please		1 half-full cup	

Activity 19: Markings on a Scale

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- One or more kitchen scales that have both metric and imperial measures, or clear pictures of scales. (Option: teach this activity using imperial and metric scales separately.)
- Assortment of items to be weighed: baggie of flour, baggie of sugar, mixing bowl, orange, etc. (Be sure to label the baggies.)
- Teaching Aid: *Markings on a Scale*
- Learner Handout: *Markings on a Scale*

Instructions

- Have the learners look carefully at the lines on the scales. Notice the numbers beside the lines. The numbers will tell how much the object weighs.
- Hand out the Teaching Aid: *Markings on a Scale* or project it onto an interactive board.
- Explain that the numbers and marks on the scale form a number line like the one on the Teaching Aid.

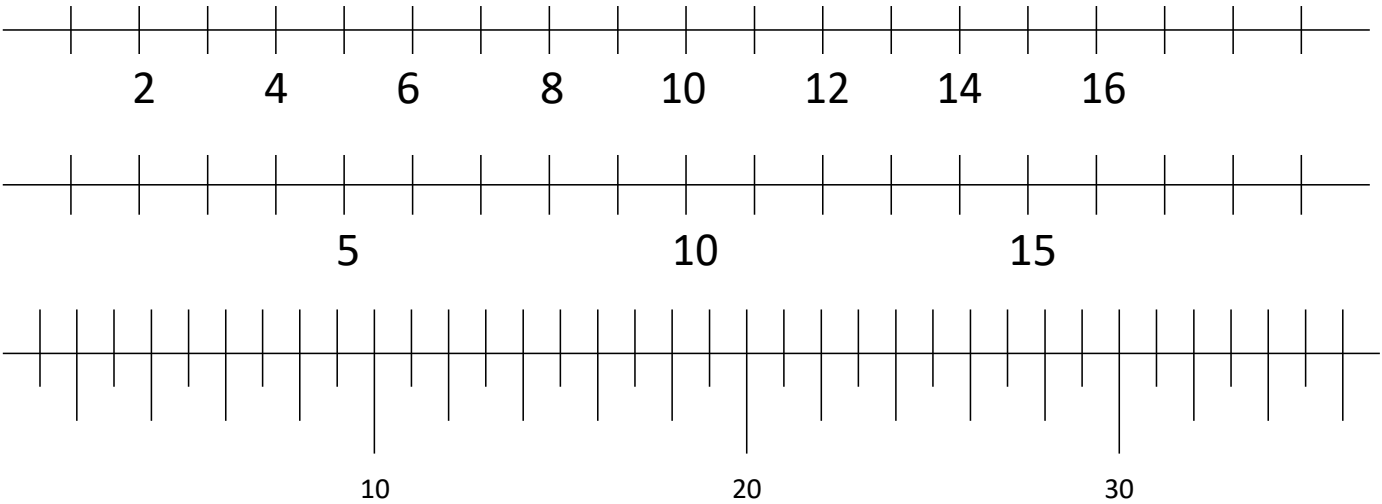
- Tell the learners how to read the number line: even if the numbers are not written next to all the lines, each line still has a value and must be counted.
- Practice this with the Teaching Aid number line. (Option: have the learners complete the Teaching Aid as an activity.)
- Explain that many scales (in Canada) will have two sets of numbers, often in different colours. One set of numbers is on one side of the line, and the other set is on the other side of the line: one gives the weight in ounces and pounds, and the other gives it in grams and kilograms. (Option: teach this activity using imperial and metric scales separately, in which case you would skip a) and b) below).
- Ask learners 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.
- Now practice reading the scale.
- Put an object on the scale, read the results, and record on chart paper where the needle stops for the different objects.
- Remind learners that the farther the needle moves, the more it weighs and the heavier it is.
- Record both ounces and grams.
- DO NOT CONVERT!
- Give out the Learner Handout: *Markings on a Scale*. Learners may work in groups, pairs or individually, depending on the availability of scales.
- Learners will weigh and record several prepared samples of common kitchen foods.
- They should record the weight using both grams and ounces.
- Have learners use the same objects so that they can compare their answers for accuracy. They can be passed around.

Answers

These will vary depending on items chosen. You may want to weigh items in advance and record the weights.

Activity 19: Markings on a Scale – Teaching Aid

What numbers do the lines represent?



Activity 19: Markings on a Scale – Learner Handout

Beside each item that you are weighing, write its weight in ounces and in grams.

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

Activity 20: Reading a Scale

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Teaching Aid: *Reading a Scale*
- Learner Handout: *Reading a Scale*

Instructions

- Write ounce, pound, gram and kilogram, and their abbreviations on the board. Review the number of ounces in a pound (16) and grams in a kilogram (1000).
- 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.
- They would read the larger unit first.
- Then they will read the smaller unit: for example, 6 pounds and 4 ounces.
- Use Teaching Aid: *Reading a Scale*, or draw it on the board.
- Tell learners that we write and say the weights in a special way.
- Compare this to counting, writing and reading money: \$4.75 = 4 dollars and 75 cents.

- With imperial measures, 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 Learner Handout: *Reading a Scale*

Answers

1)

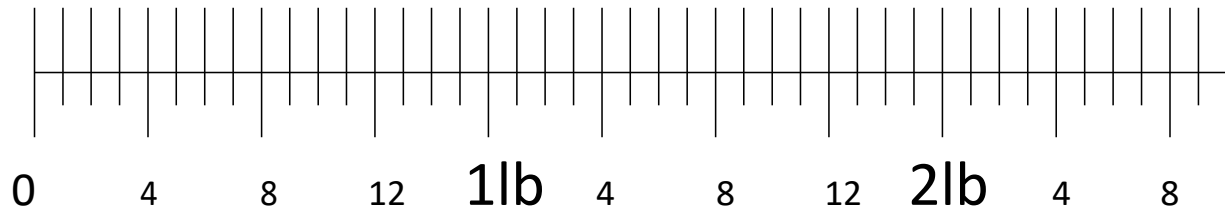


2)

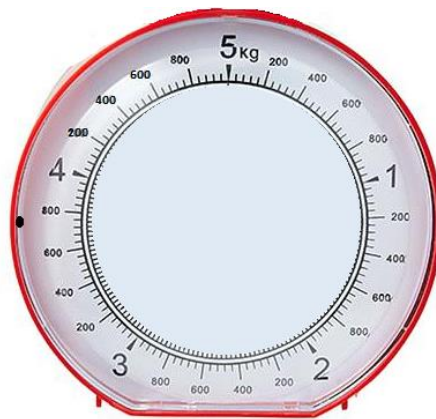
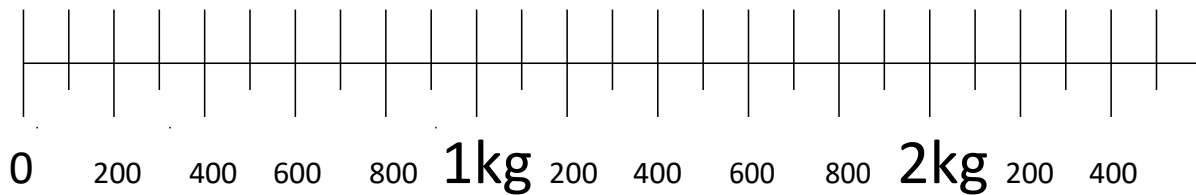


Activity 20: Reading a Scale – Teaching Aid

Pounds and ounces

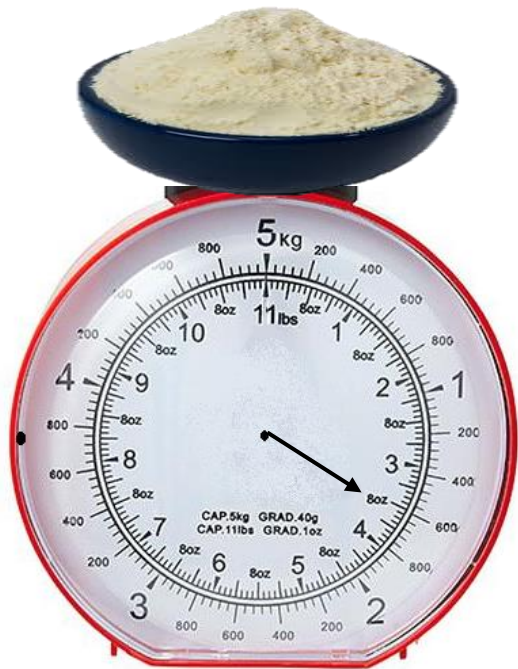
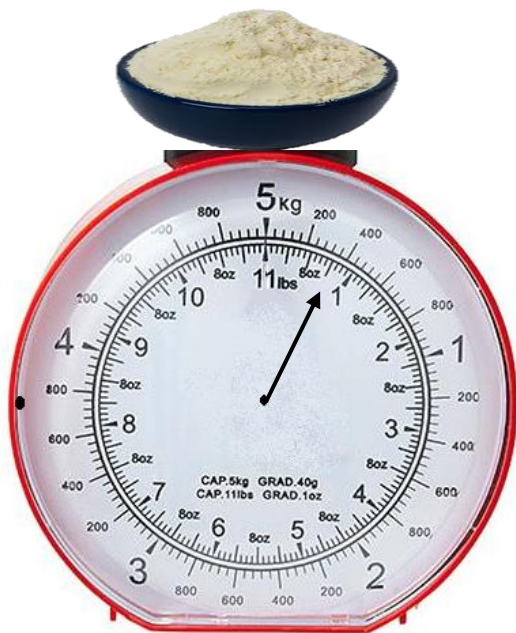
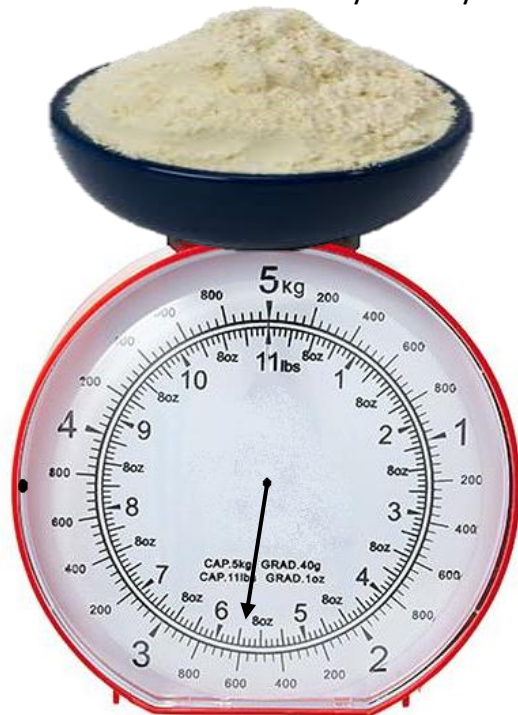
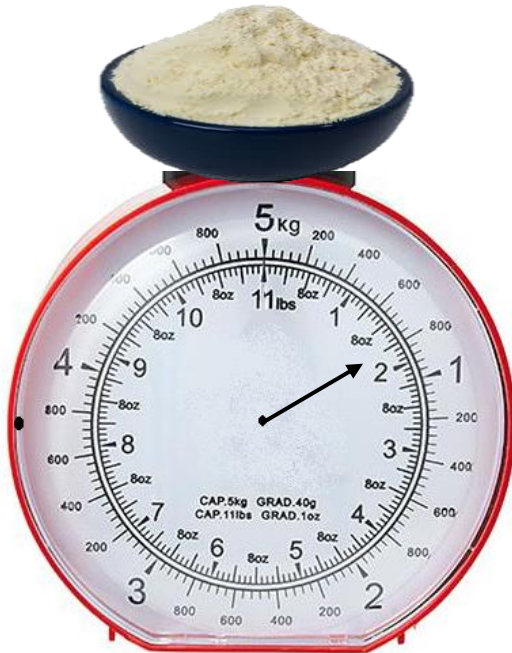


Kilograms and grams

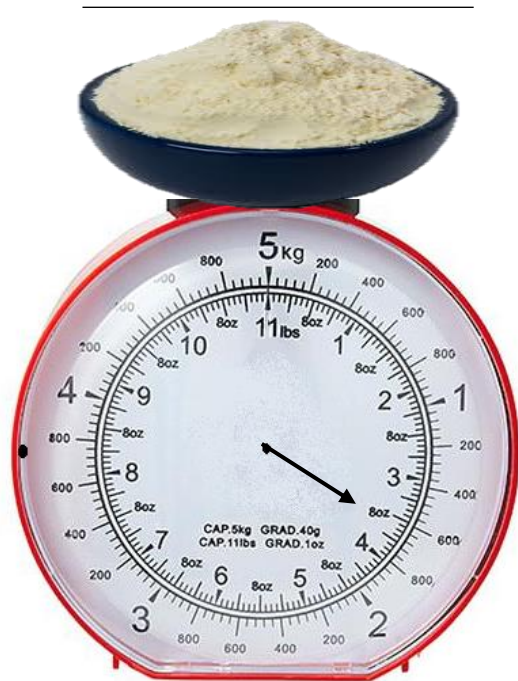
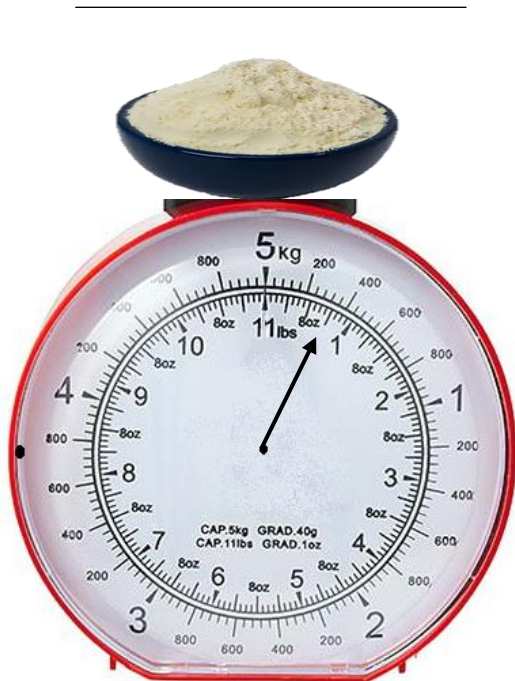
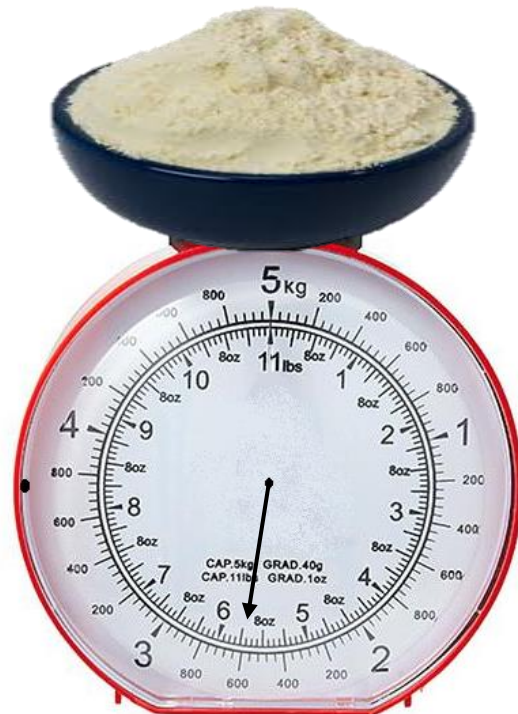
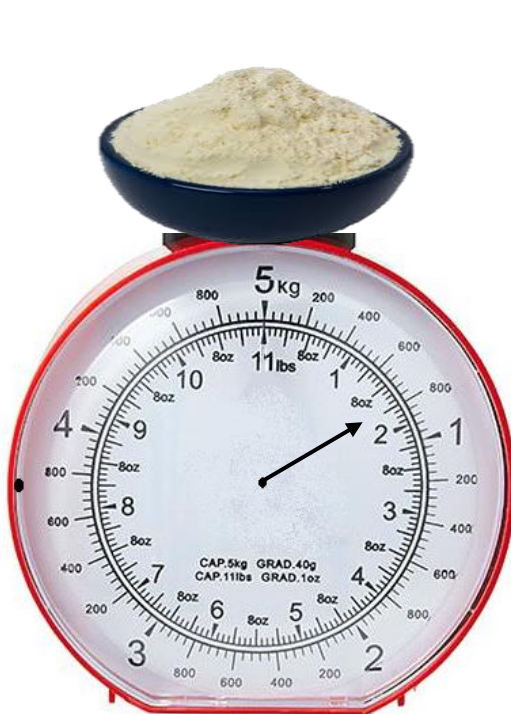


Activity 20: Reading a Scale – Learner Handout

How much flour is on each scale? The arrow points to what the scale says. Put your answer in pounds (lb) and ounces (oz).



How much flour is on each scale? The arrow points to what the scale says. Put your answer in kilograms (kg) or grams (gr).



Activity 21: Putting on Weight; Taking off Weight

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Kitchen scales
- Sugar and sugar bowl



Instructions

1. Show learners a bowl of sugar. Ask them to observe what happens as you put more and more sugar on the scale. (The needle goes up.)
2. Explain that they may be asked to measure a specific amount of sugar: for example, 4 oz.
3. Show how to measure out 4 oz by first measuring the bowl and adjusting the scale. Ask what might have happened if they had not done that first. (Answer: You would not just get the weight of the sugar but also the weight of the bowl.)
4. Then add the sugar to the bowl on the scale, one spoon at a time. As the needle gets closer to 4 oz, put smaller amounts on until it measures exactly 4 oz.
5. Repeat with different amounts to reinforce the process of gradually adding the sugar and watching the needle approach the desired weight.
6. Ask learners what they should do if they put too much sugar on the scale. (Answer: They should take it off gradually, spoon by spoon, until they get to the desired number.)
7. Demonstrate this by putting too much on the scale and removing it bit by bit.
8. Show how they might have to subtract a bit, and then add a bit, until they get exactly the right amount on the scale.
9. Give learners opportunity to practice this skill.

Activity 22: Weigh It Out

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Empty plastic baggies labeled with varying amounts: 4 oz, 200 g, 6 oz, 50 g, etc.
- Container of flour
- Kitchen scale
- Measuring cups
- Plastic to cover tables

Instructions

- The learner will fill baggies, according to the weight that is labeled on the baggie, using a standard kitchen scale.
- Activity 22: Weigh It Out – Learner Handout

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

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



Food Services Curriculum

Module 5: Setting Temperatures – Burners and Ovens

Ontario Adult Literacy Curriculum Framework by Activity

Competency	Task Group	Find and Use Information				Communicate Ideas & Information						Understand & Use Numbers								Use Digital Technology		Manage Learning		Engage With Others		
Activity #	Task Group #	A1.1	A1.2	A2.1	A2.2	A3	B1.1	B1.2	B2.1	B2.2	B3.1	B3.2	B4	C1.1	C1.2	C2.1	C2.1	C3.1	C3.2	C4.1	C4.2	D.1	D.2	E.1	E.2	F
		Read Continuous Text		Interpret Documents		Extract information from films, broadcasts and presentations	Interact with others		Write continuous text		Complete and create documents		Express oneself creatively	Manage Money	Manage Time	Use Measures	Manage Data									
1	Safe Use of a Stove	●					●																			
2	Setting Stovetop Dials			●		●	●					●a.												●		
3	Putting Temperatures in Order	●			●	●	●				●a.							●								
4	Temperature Experience			●			●											●		●						
5	Celsius Temperature						●													●						
6	Setting Oven Temperature - Digital	●			●		●															●		●		
7	Setting Oven Temperature - Dial			●			●				●a.							●								
8	Preheat			●			●					●a.												●		
9	Broil, Bake, Roast			●			●					●a.														

Activity 1: Safe Use of a Stove

Practitioners Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Materials Required

- Teaching Aid: *Safe Use of a Stove*
- Stove (or mock stove-top made of paper and laid on a table or counter)
- Pots
- Empty cooking oil bottle
- Fire extinguisher
- The six points of stove safety (from the Teaching Aid, above) written on separate cards or strips of paper (optional)

Instructions

1. Ask learners to share their experiences with stoves, including their fears and their concerns. Point out to learners that safety is very important with a stove but, with proper care, they can learn to operate it with confidence.
2. Talk about some of the safety precautions when operating a stove. Learners may be able to volunteer some of these. Read the Teaching Aid: *Safe Use of a Stove*.
 - Ask learners 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 it is easy to hit handles accidentally, 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.
 - Make sure that you turn the stove off after each use to protect others from burning and to stop fire hazards.
 - Have a fire extinguisher nearby and learn how to use it.
3. Using the stove (or mock stovetop), pots and an empty cooking oil bottle, have the learners role-play right and wrong behaviour. Learners may act out their own choice. Optionally, you may give the learners cards or slips of paper with one of the six tips on each. If you are working with more than one learner, have them take turns enacting the behaviour, and have the rest guess whether the behaviour is right or wrong and what the opposite activity would be.

Activity 1: Safe Use of a Stove – Teaching Aid

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 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.

Activity 2: Setting Stovetop Dials

Practitioners Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

E1

Competency: Manage Learning

Level 1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Materials Required

- Stove, or take digital photos of several types of stove: print and laminate
- Teaching Aid: *Setting Stovetop Dials*
- Learner Handout: *Setting Stovetop Dials*

Instructions

1. Learners should get training on using the stove at their workplace before they are expected to use it. If training is not given, they should ask for it. Explain that what you are providing is just a general overview.
2. 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.
3. Ask the learners how they can tell which dial controls which burner on the stove you are using (words, diagram?)
4. Stove dials heat the burner to a certain temperature. The higher the heat, the hotter the burner will be. Temperature words such as low, medium and high are commonly used. Some stoves may have additional words: simmer, medium-low and medium-high. Explain the meaning of each, using the Teaching Aid: *Setting Stovetop Dials* to read the meaning of each setting.
 - Make sure that learners understand 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.
5. You may need to set temperatures on other heat appliances, such as electric frying pans, grills, toaster ovens, etc.
6. Show examples of each.
7. Note that some of these dials look more like the oven dial with numbers like 300, 400, etc. These will be learned later.
8. Demonstrate turning a burner on to the high setting.
9. Turn it down to low.
10. Have learners do the same.
11. Place a pot of water on the burner to prevent accidental touching of the hot element.
12. Use Learner Handout: *Setting Stovetop Dials*

Activity 2: Setting Stovetop Dials – Teaching Aid

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.

Some stove dials have numbers instead of words. The higher the number, the hotter the temperature.

Activity 2: Setting Stovetop Dials – Learner Handout

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

1. At what is this stove dial set?



2. At what is this stove dial set?



3. Look carefully at the knobs below. What is different from the knobs on the first page?

4. At what is this stove dial set?



5. At what is this stove dial set?



6. What setting would this be in words?

☐ High ☐ Medium ☐ Low

Answers to the Learner Handout

- 1) Hi or High
- 2) Lo or Low
- 3) OFF is still at the top but, LOW is on the left and HIGH is on the right.
- 4) Lo or Low
- 5) 4
- 6) Medium

Activity 3: Putting Temperatures in Order

Practitioners Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Chart paper and markers
- Stove Teaching Aid: Medium-Low and Medium-High
- Learner Handout: *Putting Temperatures in Order*

Instructions

Explain to the learners that different temperatures are used for different cooking methods.

- 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 a boil, and then it is decreased to cook the food and prevent boiling over.

Make a cooking chart for suggested dial settings and post it in the room or beside the stove if possible. Some suggestions could be:

- BOIL bubbling quickly HIGH (HI)
- SIMMER cook slowly LOW (LO)
- REHEAT leftovers LOW (LO)
- HEAT soup MEDIUM (MED)

Explain that sometimes recipes call for cooking on medium-low heat or medium-high heat. In this case, you set the dial part way between Medium and Low, or between Medium and High.

Answers to Learner Handout

Off

Low

Medium-low

Medium

Medium-high

High

Activity 3: Putting Temperatures in Order – Learner Handout

Number the following stovetop temperature settings in order of heat. Start with 1 for the coolest and use 6 for the hottest.

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

Activity 4: Temperature Experience

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C3.1

Competency: Understand and Use Numbers

Task Group: Manage Measures

Level 1: Measure and make simple comparisons and calculations

C4.1

Competency: Understand and Use Numbers

Task Group: Manage Data

Level 1: Make simple comparisons and calculations

Materials Required

- Flip chart, black/white board or interactive digital projection equipment

Instructions

1. Point out to learners that sometimes we want an accurate measurement of temperature (not just low, medium, high, etc.)
2. Discuss things for which we measure specific temperatures, and why we measure them (Possible answers: 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.)
3. Discuss temperatures that learners have heard and what that means to them. For example, ask learners if any of them know what the temperature is that day. Ask if that temperature is cold, hot or just nice.

4. Ask learners how the temperature outside or the temperature of a person is usually measured (Answer: with a thermometer).
5. What is the unit used to measure temperature? (Answer: degrees)
 - Write the symbol for degrees on the flipchart or board: °
6. Point out the number changes as the temperature changes.
 - As the number of degrees increases, the temperature gets hotter.
 - As the number of degrees goes down, the temperature gets colder.
7. Write out the following temperature pairs. Ask which is hotter as you write each pair:
 - 30° or 60°?
 - 150° or 300°?
 - 250° or 90°? etc.
8. Write out the following, and ask which is colder:
 - 25° or 10°?
 - 5° or 35°?
 - 50° or 20°?
9. If learners 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, because they may need to check the thermometer gauge in the freezer at a workplace, and record this.

Activity 5: Celsius Temperature

Practitioner Notes

OALCF Competencies, Task Groups and Levels

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

C4.1

Competency: Understand and Use Numbers

Task Group: Manage Data

Level 1: Make simple comparisons and calculations

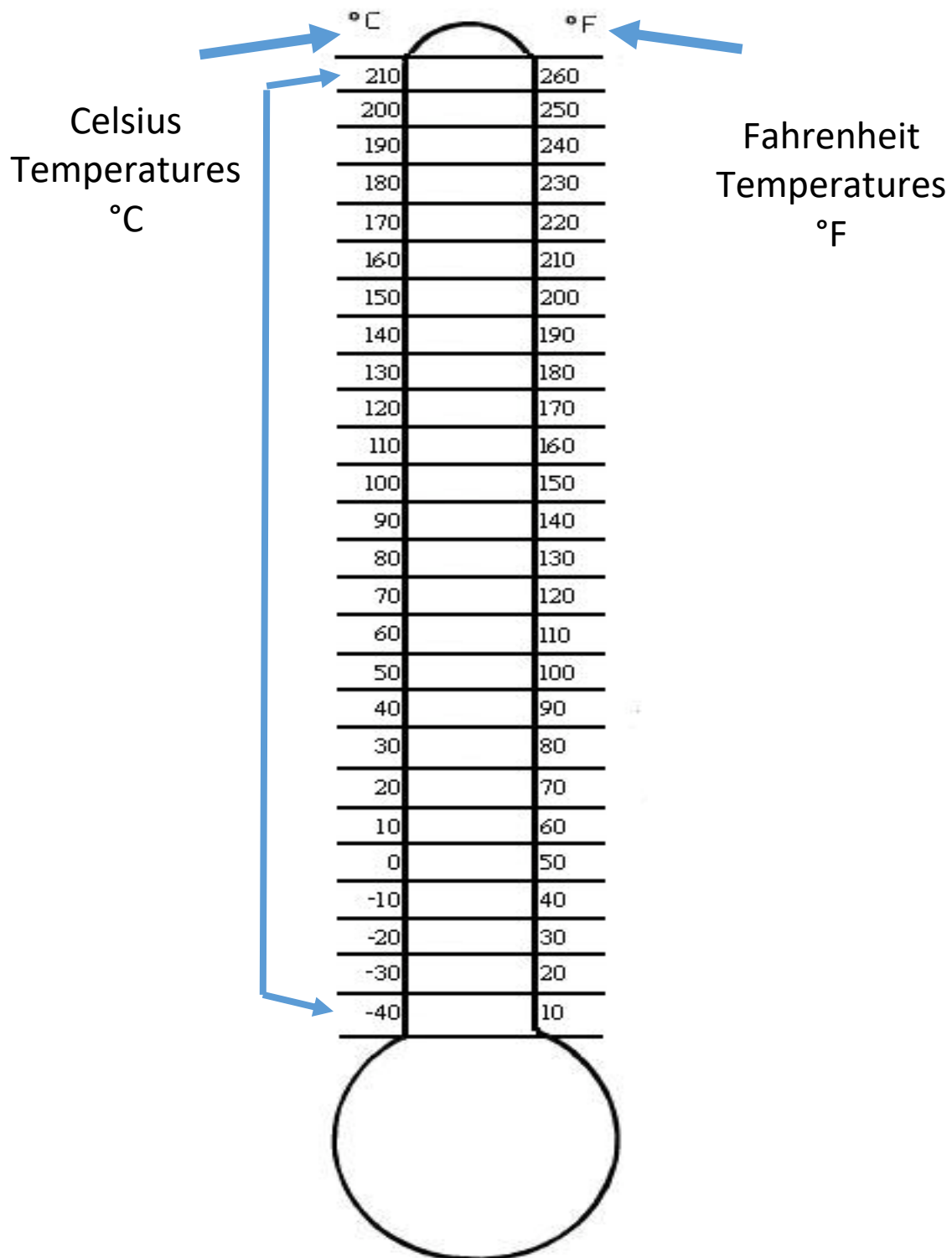
Materials Required

- Flip chart, black/white board or interactive digital projection equipment
- Large paper thermometer or the Teaching Aid: *Celsius Temperature*
- Learner Handout: *Celsius Temperature*
- Real thermometers that register Celsius for air temperatures, candy thermometer, meat thermometer, personal ear thermometer, etc. that will take the temperatures required for the Learner Handout: *Celsius Temperature*
- Sanitizer or rubbing alcohol wipes to sterilize the personal thermometer between uses
- Ice cold, cold tap, hot tap and boiling water
- Coloured markers in green, blue, red, purple, orange, yellow and black

Instructions

1. Explain that there are two scales for measuring degrees. One is the Celsius scale. Most of us in Canada are familiar with the Celsius scale, from listening to weather reports.
2. Write the word “Celsius” on the board.
 - Note that, although it sounds like an s at the beginning of “Celsius”, it is actually a c.
 - We use a C as a short form after the degree sign to show the temperature is in degrees Celsius. Write out °C.
 - Why is it called Celsius? (It is the name of the person who developed the scale.)
 - The other name for this scale is “Centigrade”, but it is rarely used. Write Centigrade on the board.
 - Ask with what little word it begins (cent). Ask how many cents there are in a dollar (100). Explain that this scale is based on 100.
3. Use a large, paper thermometer or the Teaching Aid: *Celsius Temperature*. Explain that many thermometers have two gauges – Celsius and Fahrenheit.
4. Use the Celsius side of the thermometer to record the temperatures for the following:
 - Ask learners if they know what the freezing point for water is in °C. (Answer: 0 °C). (This is the point that water will turn into ice.)
 - Ask if they know at what temperature water boils. (100 °C) What does boiling mean? (Answer: That is the temperature at which the liquid evaporates – turns into gas/steam) Boiling water is VERY hot. So is the steam, and they must be very careful around it.
 - Note that this scale uses 100 degrees to go from water freezing to water boiling. That is the 100 or “cent” that Celsius (Centigrade) is based on.
 - What temperature do they think a freezer should be set at? (Answer: Below -18 °C. This is much lower than the actual freezing point – for food safety.)
 - Ask learners if they know what normal body temperature is. (37 °C)
 - If your body temperature is 39 °C, what does that tell you?
 - Any temperatures above 40° on the Celsius scale will burn the skin.
 - If the temperature outside is 40 °C, is it comfortable for you?

5. Show the various thermometers, discussing each. You should cover each one's purpose and note how they differ by having different temperature ranges.
6. Provide the Learner Handout: *Celsius Temperature*. (Remove any tasks that are inappropriate for your learning centre or classroom.) Remind them to include °C in their answers.
7. Have the learners discover the temperatures requested on the Learner Handout using the appropriate thermometers. This may be done individually, in pairs or in small groups, by setting up stations through which they rotate. *If more than one person is taking their temperature, the thermometer should be sterilized in between uses.*
8. Provide them with the ice cold, cold tap, hot tap and boiling water. Warn them of the various temperatures. Warn them to be very careful with the boiling water (it can be obtained with a kettle or pot).

Activity 4: Celsius Temperature – Teaching Aid

Activity 5: Celsius Temperature – Learner Handout

Use the Celsius Scale for the following.

1. What is the temperature in the classroom? _____

Mark the room temperature on the thermometer to the right in green pen.

2. What is the temperature outside? _____

Mark the outside temperature on the thermometer in black pen.

3. What is the temperature of ice water? _____

Mark this temperature on the thermometer in blue pen.

4. What is the temperature of cold tap water? _____

Mark this temperature on the thermometer in purple pen.

5. What is the temperature of hot tap water? _____

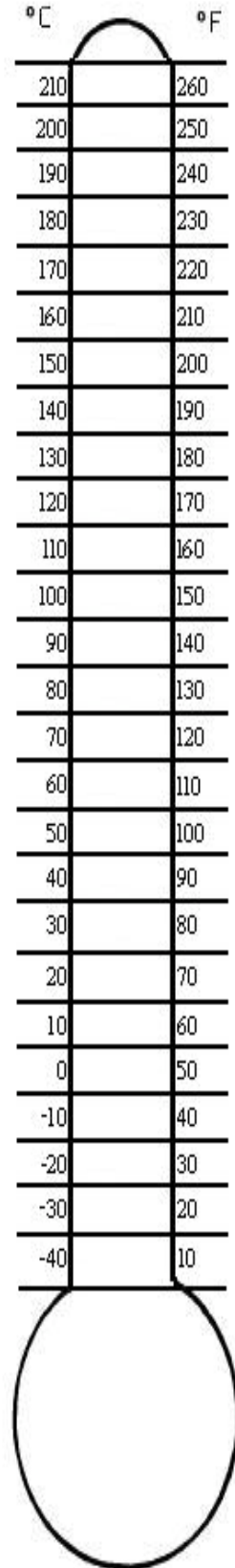
Mark this temperature on the thermometer in orange pen.

6. What is the temperature of boiling water? _____

Mark this temperature on the thermometer in red pen.

7. What is your body temperature? _____

Mark this temperature on the thermometer in yellow pen.



Activity 6: Setting Oven Temperature – Digital

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

D1

Competency: Use Digital Technology

Level 1: Perform simple digital tasks according to a set procedure

E1

Competency: Manage Learning

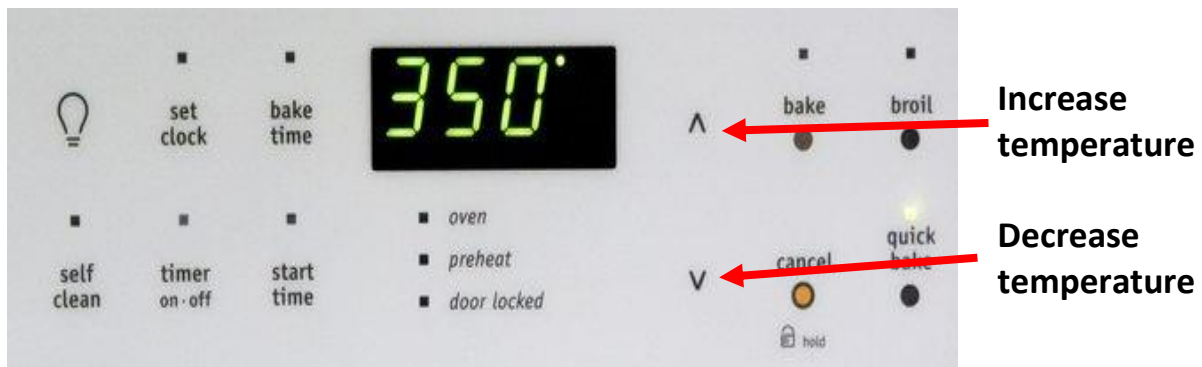
Level 1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Materials Required

- Digital oven. If none is available, use pictures of appliances
- Teaching Aid: *Setting Oven Temperature - Digital*

Instructions

1. Ask learners if it is possible to set the temperature outside. (Wouldn't it be nice if we could?)
2. Explain that we can set the temperature wanted for an oven.
3. Ask why this would be important for an oven. (Answer: so that food will cook properly – it should be fully cooked, but not burned.)
4. Explain that, when the oven gets to the temperature that we set, it keeps the temperature close to that level by turning its electricity or gas on and off automatically.
5. Take learners to a kitchen, staff room or area where there is an oven. If none is available, use pictures of appliances, like those in the Teaching Aid: *Setting Oven Temperature – Digital*, or pictures off the internet. You could also take some pictures at an appliance store – you may have to enlarge them for clarity.
6. Draw learners' attention to the display panel. Some ovens have a circular dial while others have a keypad. That is what we are discussing today. Show them that there are different styles of keypad or touchpad. Some have all the numbers from 0 to 9, while others just have up and down arrows (see examples in Teaching Aid: *Setting Oven Temperature – Digital*).

Activity 6: Setting Oven Temperature - Digital – Teaching Aid

Activity 7: Setting Oven Temperature – Dial

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

C3.1

Competency: Understand and Use Numbers

Task Group: Use Measures

Level 1: Measure and make simple comparisons and calculations

Materials Required

- Teaching Aid: *Setting Oven Temperature – Dial*
- Oven (kitchen access)
- Electric appliances with temperature dials: electric frying pans and woks, toaster ovens, etc.
- Learner Handout: *What Temperature?*

Instructions

- If the stove you are using has a dial, then this activity may be done with the stove itself. Otherwise, use a cardboard dial. Use Teaching Aid: *Setting Oven Temperature – Dial*, find pictures of dials on the internet or have each learner make a dial.
- Ask the learners to read the word "OFF".
- 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.)
- If there are two scales, point to the letters F and C, and ask learners what they think these letters stand for (Answer: Fahrenheit, Celsius). Point out that many oven dials use both temperature scales because recipes use both scales.
- 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 or vice versa.
- Note that usually the degree symbol is not used on temperature dials.
- 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.
- They will be using the Fahrenheit cooking temperatures, since that is most common in North America.

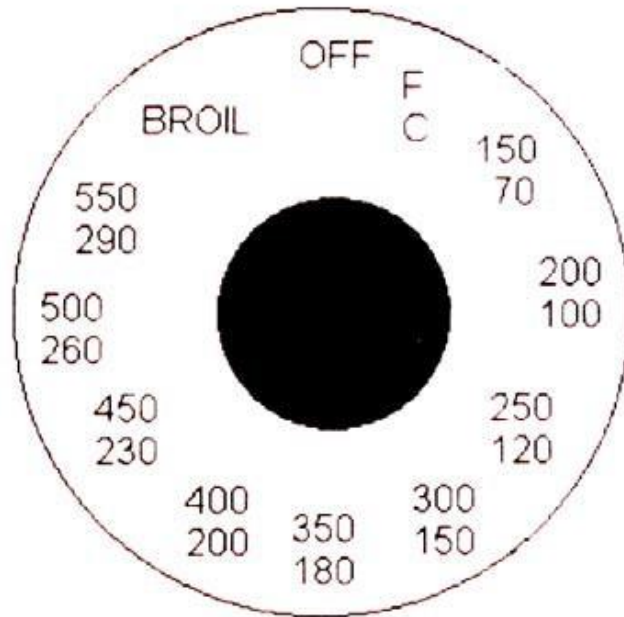
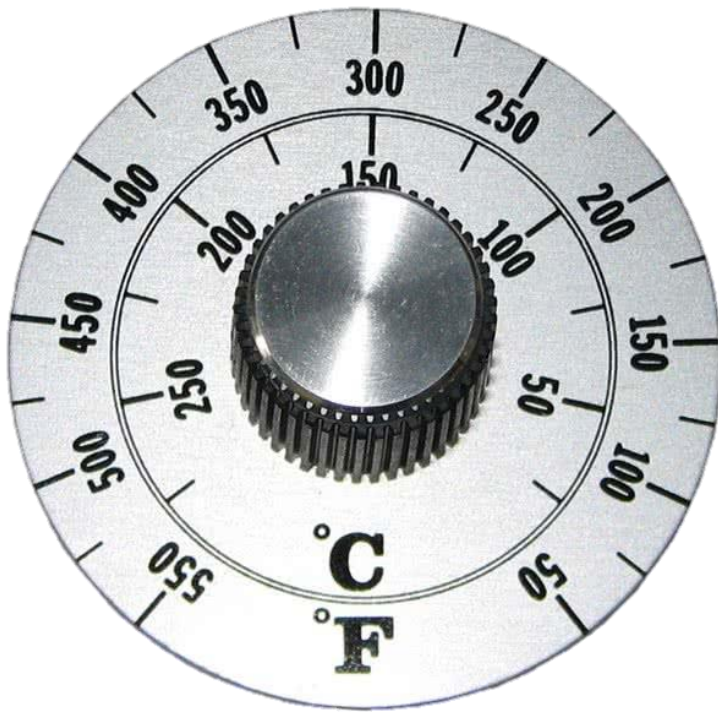
Answers to Learner Handout – What Temperature?

300 F/ 150 C

450 F/ 230 C

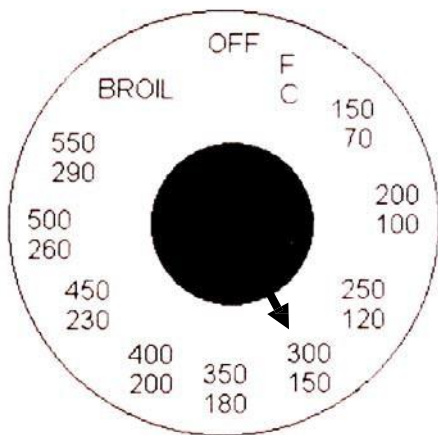
250 F/ 120 C

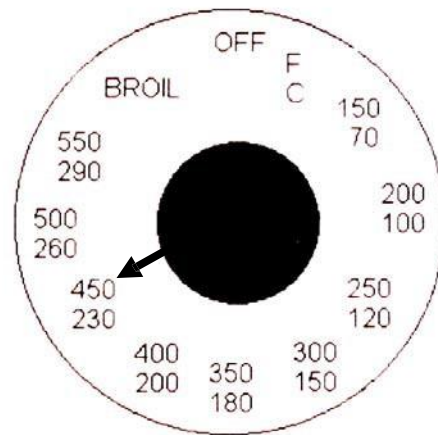
500 F/ 260 C

Activity 7: Setting Oven Temperature – Dial – Teaching Aid

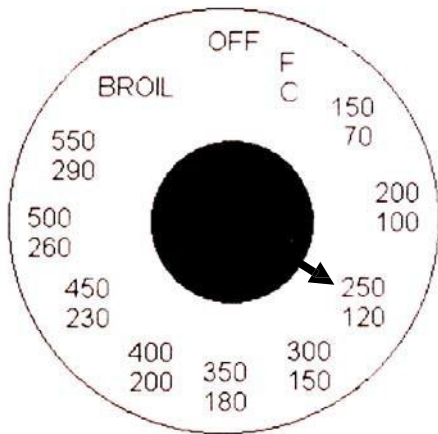
Activity 7: Setting Oven Temperature – What Temperature? – Learner Handout

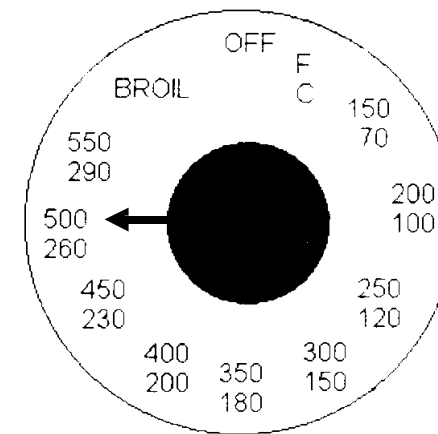
Read each of the following dials and write the temperature. Use °F.





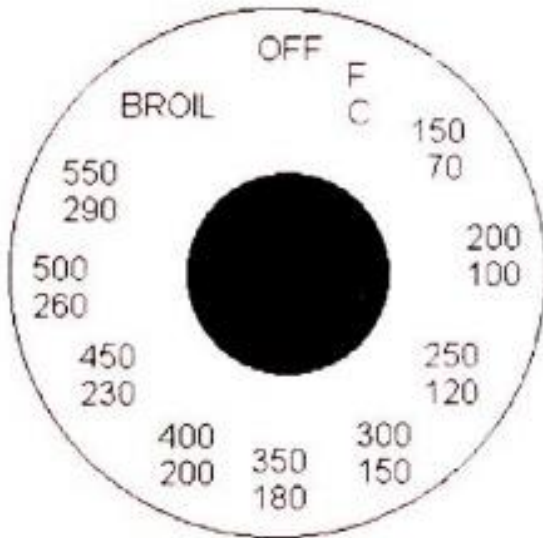
Use °C.



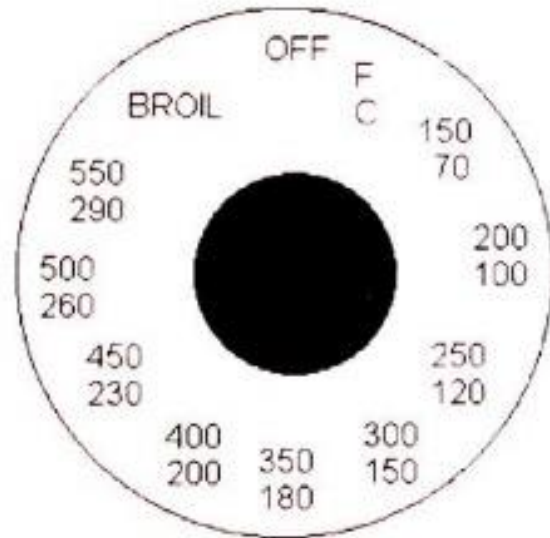


Put in arrows to show where you would set the dials to the given temperatures.

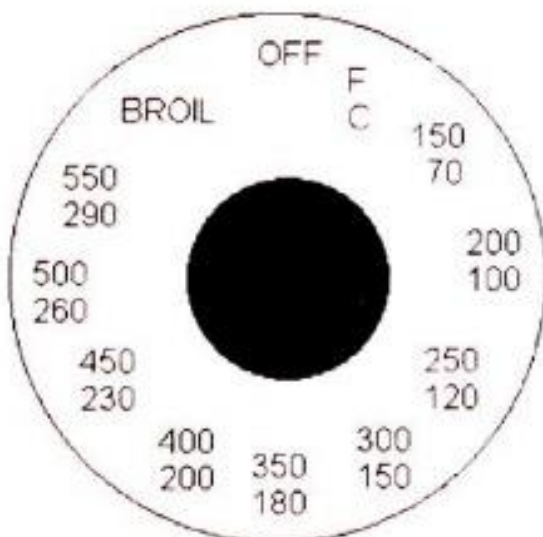
350 °F



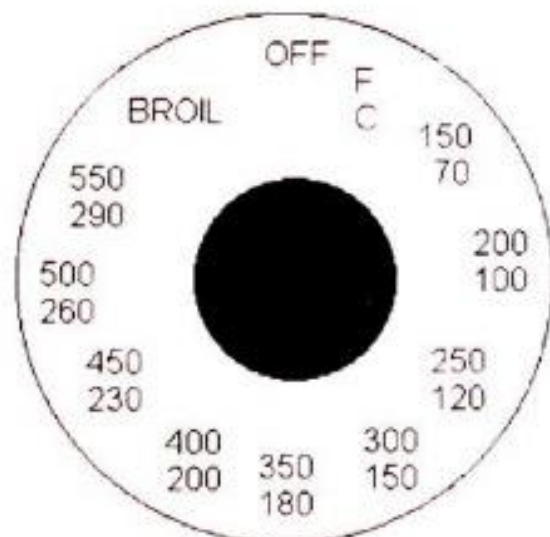
400 °F



200 °F



325 °F



Activity 8: Preheat

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

E1

Competency: Manage Learning

Level 1: Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Materials Required

- Oven
- Learner Handout: *What Temperature?* (From Activity 7)

Instructions

1. Explain to the learners that it is important that the oven be set exactly to the given temperature. Ask why. (Answer: Things may burn or not cook properly if the temperature is not exact.)
2. Explain that a recipe will always tell you at what temperature to set the oven. It will usually say, "*Preheat oven to _____ °F or _____ °C*". Alternatively, a cook in a restaurant may ask you to preheat the oven to a certain temperature.

3. What does preheat mean? (Answer: to get it up to the required temperature.) Why is it necessary? There are three reasons:
 - While the oven is preheating, one or both elements stay on all the time. This could burn your food.
 - The time for cooking will not be correct, since the temperature of the oven was less for the entire time it was preheating.
 - Some foods, like pastry, must begin with a high temperature.
4. You will know when the oven is ready because there will be some kind of indicator: a light, a bell, the number showing on the display, etc. Each oven is different; they will need to learn this at the workplace.
5. Remind learners that care must always be taken when working with an oven. Oven mitts or oven gloves must be used when putting food into or taking food out of the oven. Why? (Answer: They could be burned by the oven, the oven racks or the food container.)

Note that not all settings are written on the dial of an oven: for example, 275°, 325°, 375°, 425° are not. These come between two other setting numbers.

6. Ask how they would set 325°. (Answer: halfway between 300° and 350°)
7. Remind them that they know how to count by 25s and will use this skill in setting the oven dial.
8. Use the Learner Handout: *What Temperature?* (From Activity 7), and ask learners to set the oven dial to the temperature on the handout.
9. Remember to turn off the oven after you are finished.

Activity 9: Broil, Bake, Roast

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Chart paper, markers, glue
- Grocery store flyers

Instructions

1. Explain to learners that temperature dials may also have words on them, such as BROIL. These will be on separate pads on a digital oven touchpad.
2. Explain that when we broil something, we use very high heat (note the BROIL 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 as broil.*

3. Talk about what foods people bake in the oven (pies, cakes, cookies, etc.). When you are baking, the heat comes from the bottom element of the oven.
 - *Baking is used for foods that don't have a solid structure before heat is applied. It is also used to reheat many frozen foods, and can apply to fish fillets and chicken.*
 - *The temperature setting is often around 350 °F, though this may vary.*
 - *The heat goes all around the food.*
4. Talk about what foods people roast in the oven (large cuts of meat and vegetables, etc.). Roasting may have its own setting on the oven, or you may just use the bake setting.
 - *Roasting is for foods that have a solid structure before heat is applied, like turkeys and other roasted poultry and meats.*
 - *The temperatures you use for roasting are often hotter than baking, but not always. It may require settings of 400 °F or above, so as to create a browned, flavourful crust on the outside of what is being cooked.*
 - *The heat goes all around the food.*
5. The recipe or other instructions will tell you which you are to use.
6. Add these words to your glossary with their meanings: Broil, Bake and Roast.





Food Services Curriculum

Module 6: Customer Service

Ontario Adult Literacy Curriculum Framework by Activity

[illegible]

Activity 1: Your Past Experience

Practitioner Notes

OALCF Competencies, Task Groups and Levels

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

Materials Required

- Flip chart, black/white board or interactive digital board

Instructions

Explain to learners that, although some people who work in the group *Food Counter Attendants, Kitchen Helpers and Other Related Occupations* do not work with customers, most will spend some or lot of time interacting with customers. As a result, they need to be aware of customer service skills.

Point out that every one of us has been a customer, so we can learn a lot about customer service by reflecting on our own experiences, whether good or bad.

- Ask the learners to think about a bad experience they had as a customer. What occurred that made it a bad experience?
- Ask them to share their experience with the group, without naming the business.
- As each experience is told, mark on the board what made it a bad experience.

Next discuss what things could have been done differently in each of the situations. What might have left the customer satisfied?

- Ask the learners to think about a very positive experience they had as a customer. What occurred that made it such a positive experience?
- Ask learners to share their experience with the group.

Activity 2: Quality Service

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Materials Required

- Flip chart, black/white board or interactive digital projection equipment
- Learner Handout: *Quality Service*

Instructions

Explain to learners that, although our customers need our services, we also need them. If customers do not come back because of poor customer service, there could be less money for your business to pay for staff – and that's you!

There are four basic things a customer needs to feel: welcome, understood, important and comfortable. As you explain each of these, write them on the board.

- Welcome
- Understood
- Important
- Comfortable

For each of the above needs, ask the learners what makes them feel that way: e.g., welcomed, understood, important and comfortable. The answers do not have to be limited to customer service. There are no right or wrong answers.

Give out the Learner Handout: *Quality Service*.

Activity 2: Quality Service – Learner Handout

When helping a customer, you will want to make sure you meet his/her needs. Four things customers need are:

- To feel welcome
- To feel understood
- To feel important
- To feel comfortable

The four basic needs of a customer are listed again in the chart below.

Beside each need, give one or two suggestions on how you might make a customer feel this way. There are no specific right answers; however, the responses should be positive customer service activities.

Use the suggestion below to guide you.

Customers need to feel:	What could I do to help them feel that way?
Welcome	<i>Greet them as they come to the counter.</i>
Understood	
Important	
Comfortable	

Activity 3: Listening to Voices

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Flip chart, black/white board or interactive digital projection equipment
- Android or iOS smartphone or tablet
- Voice recording app such as Speak Pipe
- Learner Handout: *Listening to Voices*

Instructions

Make four different voice recordings of yourself in advance of the activity. (Or have learners make one or more of the six. This could be done after step 4 below). Use the following script for each recording, and do each of the voices in a) to d) below.

“Good afternoon, Pizza & Pasta To Go, _____ speaking. How may I help you? You might be interested in today’s two for one large pepperoni pizza special for \$19.99.”

- First, talk like you are sad.
- On the second recording, you are really busy. Talk very fast, running your words together.
- For the third recording, chew on something while you are talking.
- Finally, for your fourth recording, speak in a voice that is friendly and professional.

Explain to the learners that when you are talking on the telephone, your voice can ‘give away’ how you feel. Explain that sometimes you don’t feel your best, or things are upsetting you. This can easily show in your voice.

Ask if they have ever been talking to someone, and they sound a little ‘off’? Even if they tell you nothing is the matter, you don’t believe them, because their voice sounds sad, hurt or angry.

Help them understand that, in customer service, you have to cover up how you feel, so that the customer doesn’t think you are angry with them or unhappy to take their call.

Provide learners with the Learner Handout: *Listening to Voices*. Have learners listen to the voice recordings. This can be done individually, in pairs or in small groups.

After learners are finished listening to all recordings, ask which voice they would prefer to deal with.

Activity 3: Listening to Voices – Learner Handout

Listen to the recordings provided by your instructor. Use the assessment below to evaluate each recording.

Task 1

Listen to the first recording and pay close attention to how the person sounds. Mark the boxes ☒ that you think most describe this recording.

- ☐ *Sad*
- ☐ *In a hurry*
- ☐ *Like they are chewing on something*
- ☐ *Friendly*

Task 2

Listen to the second recording and pay close attention to how the person sounds. Mark the boxes ☒ that you think most describe this recording.

- ☐ *Sad*
- ☐ *In a hurry*
- ☐ *Like they are chewing on something*
- ☐ *Friendly*

Task 3

Listen to the third recording and pay close attention to how the person sounds. Mark the boxes ☒ that you think most describe this recording.

- ☐ *Sad*
- ☐ *In a hurry*
- ☐ *Like they are chewing on something*
- ☐ *Friendly*

Task 4

Listen to the fourth recording and pay close attention to how the person sounds. Mark the boxes ☒ that you think most describe this recording.

- ☐ *Sad*
- ☐ *In a hurry*
- ☐ *Like they are chewing on something*
- ☐ *Friendly*

Activity 4: How You Say It

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B2.1

Competency: Communicate Ideas and Information

Task Group: Write Continuous Text

Level 1: Write brief texts to convey simple ideas and factual information

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Materials Required

- Learner Handout – *How You Say It*

Instructions

Explain to learners that when they talk on the telephone at work, they can't be as relaxed with their words as when talking with their friends. Instead, they should be careful of the words and expressions they use. Not only do they need to avoid swearing, but they need to watch their grammar, avoid using slang, and be conscious of unnecessary words, such as "like", "you know", "um", "eh" and "ya".

Provide the Learner Handout – *How You Say It*

Activity 4: How You Say It – Learner Handout

In the following pairs of expressions, circle the changes between the first and second column.

Don't Say	Do Say
<i>Our chef cooks real good.</i>	<i>Our chef cooks very well.</i>
<i>It ain't done yet.</i>	<i>I'm sorry, but it isn't done yet.</i>
<i>No way can I do that.</i>	<i>I'm sorry, but I can't do that.</i>
<i>He goes</i>	<i>He said</i>
<i>What would yous all want?</i>	<i>What would you like?</i>
<i>Ya wants some, like fries, or anythin?</i>	<i>Would you like some fries or anything else?</i>
<i>Say what?</i>	<i>Pardon me?</i>
<i>Can you hang a mo?</i>	<i>Would you please hold for a minute?</i>
<i>Huh?</i>	<i>I didn't hear you.</i>

Rewrite the following statements, as you should say them in a telephone conversation with a customer.

We'll, like, get that ready in a mo'.

_____.

Run that order by me agin.

_____.

We'll have that order out to you in a jif.

_____.

If you wanna dis us you'll have to speak to the bossman.

_____.

That'll be ten bucks, man.

_____.

Answers to Activity 4

These changes should have been circled.

Don't Say	Do Say
Our chef cook s <u>real good.</u>	Our chef cooks <u>very well</u>
<u>It ain't</u> <u>done</u> yet.	<u>I'm sorry, but it isn't</u> <u>done yet.</u>
<u>No way can I</u> <u>do that.</u>	<u>I'm sorry, but I can't</u> <u>do that</u>
He <u>goes</u>	He <u>said</u>
What would <u>you</u> <u>all</u> <u>want?</u>	What would <u>you</u> <u>like?</u>
<u>Ya</u> <u>wants</u> , <u>like</u> <u>fries</u> , <u>or</u> <u>anythin?</u>	<u>Would you</u> <u>like some</u> <u>fries or anything</u> <u>else?</u>
<u>Say what?</u>	<u>Pardon me?</u>
<u>Can you hang a mo?</u>	<u>Would you please hold for a minute?</u>
<u>Huh?</u>	<u>Sorry, I didn't hear you.</u>

The learner should have rewritten the statements using correct language and grammar. Polite speech should also have been applied. These are some example of answers, but they are not the only possibilities.

- We'll, like, get that ready in a mo'.
We will get that order ready for you in just a minute.
- Run that order by me agin.
Could you please repeat that order?
- We'll have that order out to you in a jif.
We will have that order delivered to you in half an hour.
- If you wanna dis us you'll have to speak to the bossman.
I'm sorry, but if you have a complaint, I will have to get the manager.
- That'll be ten bucks, man.
That will be ten dollars, please, sir.

Activity 5: Answering the Phone

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A2.2

Competency: Find & Use Information

Task Group: Interpret Documents

Level 2: Interpret simple documents to locate and connect information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Materials Required

- Teaching Aid: *Answering the Phone* “While You Were Out” Message Slip
- Teaching Aid: *Answering the Phone* “Customer Order Form”
- Learner Handout: *Answering the Phone*

Instructions

- 1) Explain to the learners that in order to not to forget things, or make people wait while you get something to write with, it's a good idea to keep special forms, pads and pens by the telephone. Most employers have special forms to take messages or telephone orders. The distinctive colour and design help to make sure that important information isn't lost amongst other paper in a busy workplace.
- 2) Explain that writing on loose scraps of paper or backs of envelopes is just asking for trouble. Ask why? (Answer: This information could easily get lost and you may not gather all the information you need.)

Before you ever answer the phone on a new job, you should look over any forms that your employer uses to gather information during the call. You should know what details you will need to get from the caller. (Show Teaching Aid: *Answering the Phone* "While You Were Out" message slip). This is a common form used in many businesses.

Another type of call that Food Counter Attendants and Kitchen Helpers might take would be a customer order for pick-up or delivery. (Show Teaching Aid: *Answering the Phone* "Customer Order Form"). Look at the information that has been filled in. What could happen if the person taking the order hadn't made sure they written down all the information? (Answer: the order might be incorrect or it might be delivered to the wrong address.)

Hand out Learner Handout: *Answering the Phone*. (If you are working with several learners who have sufficient skills, they could act out the telephone answering and message taking, with one person taking the role of the caller and the other the message-taker. They could alternate roles. A practitioner could also play the part of the caller.)

Activity 5: Answering the Phone – Teaching Aid “While You Were Out” Message Slip

To: Mary Lou ☐ URGENT

Date: June 23rd Time: 1:00 P.M. A.M.
P.M.

WHILE YOU WERE OUT

From: Suzanne Row


Of: A.C Food Supplies Ltd.

Phone: 555-5555 213

Area Code	Number	Extension
Telephoned	<input checked="" type="checkbox"/>	
Came to see you	<input type="checkbox"/>	
Returned your call	<input type="checkbox"/>	



Please call	<input checked="" type="checkbox"/>
Wants to see you	<input type="checkbox"/>
Will call again	<input type="checkbox"/>

Message: She would like to speak to you
about the order you placed



Signed Kelly Wright

Activity 5: Answering the Phone – Teaching Aid “Customer Order Form”

 House of Wong Take-Out or Delivery Order			
#	Item	Cost	Total
6	egg rolls	1.25	7.50
1	plain fried rice	5.95	5.95
1	chicken chow mein	7.25	7.25
1	beef & broccoli	9.50	9.50
1	sweet & sour ribs	7.50	7.50
Sub-total			37.70
Taxes			4.90
Total			42.60
Date:	June 21	Time order taken: 3:45 pm	
Customer Name Robert Parker			
Phone # 555-1624			
Address (Delivery only) 24 King St. Apt 305			
<input type="checkbox"/> Pick -up		<input type="checkbox"/> Deliver 	Time requested 6:30pm

Activity 5: Answering the Phone – Learner Handout

Learner Handout – Task #1

You are answering the phone for this task. Complete the blank telephone message slip. Fill in all areas using the information that is provided.

Hello, my name is Rosa. I am a sales representative from Coffee Your Way distribution centre.

Please have your manager, Lisa, contact me as soon as possible. I wish to discuss the coffee supplies and products that we offer.

I am in my office from 9:00 a.m. to 4:00 p.m. The telephone number where I can be reached is 555-5252. I will also be faxing a copy of our products including costs.

To: _____			<input type="checkbox"/> URGENT	
			A.M.	
Date: _____		Time: _____		
		P.M.		
WHILE YOU WERE OUT				
From: _____				
Of: _____				
Phone: _____				
Area Code		Number		Extension
Telephoned		Please call		
Came to see you		Wants to see you		
Returned your call		Will call again		
Message: _____				

Signed _____				

Learner Handout – Task #2

You are answering the phone for this task. Complete the blank telephone message slip. Fill in all areas using the information that is provided.

Hello. My name is Nancy Sherbrook. I am calling to make a reservation for Friday, March 14th at 3:00 p.m. I am planning a birthday party for my sister. I will need seating for approximately twenty people. I would also like to bring her birthday cake with me. Could your manager get back to me, as soon as possible and let me know if it's O.K to bring the cake myself, and to also confirm my reservation. My telephone number is 555-6302.

To: _____		<input type="checkbox"/> URGENT	
Date: _____		Time: _____	
		A.M. P.M.	
WHILE YOU WERE OUT			
From: _____			
Of: _____			
Phone: _____			
Area Code		Number	Extension
Telephoned	<input type="checkbox"/>	Please call	<input type="checkbox"/>
Came to see you	<input type="checkbox"/>	Wants to see you	<input type="checkbox"/>
Returned your call	<input type="checkbox"/>	Will call again	<input type="checkbox"/>
Message: _____			

Signed _____			

Learner Handout – Task #3

You are answering the phone for this task. Complete the blank telephone message slip. Fill in all areas using the information that is provided.

I am calling to inquire about the job listed in yesterday's paper for a cook's helper. The ad said to apply in person to the chef, Ivan. I wanted to call first to let him know that I will be stopping in tomorrow at 2:30 p.m. to drop off my resume. If he should need to call me, my name is Charles DeLevec and I can be reached at 555-6312.

To: _____			<input type="checkbox"/> URGENT		
			A.M.		
Date: _____		Time: _____			
		P.M.			
WHILE YOU WERE OUT					
From: _____					
Of: _____					
Phone: _____					
Area Code		Number		Extension	
Telephoned		Please call			
Came to see you		Wants to see you			
Returned your call		Will call again			
Message: _____					

Signed _____					

Learner Handout – Task # 4

You are answering the phone for this task. Complete the blank telephone message slip. Fill in all areas using the information that is provided.

Hi, I'm calling from The Wharf Seafood Supply. Could you please let your cook know that we are not able to provide the halibut he ordered this week? Would he like more haddock, instead? He will have to call me before noon tomorrow, if he does. Phone number's 555-1611 and my name is Gio.

To: _____			<input type="checkbox"/> URGENT														
			A.M.														
Date: _____			Time: _____														
			P.M.														
WHILE YOU WERE OUT																	
From: _____																	
Of: _____																	
Phone: _____																	
Area Code		Number		Extension													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Telephoned</td><td style="width: 50px;"></td></tr> <tr><td>Came to see you</td><td></td></tr> <tr><td>Returned your call</td><td></td></tr> </table>	Telephoned		Came to see you		Returned your call		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Please call</td><td style="width: 50px;"></td></tr> <tr><td>Wants to see you</td><td></td></tr> <tr><td>Will call again</td><td></td></tr> </table>					Please call		Wants to see you		Will call again	
Telephoned																	
Came to see you																	
Returned your call																	
Please call																	
Wants to see you																	
Will call again																	
Message: _____																	

Signed _____																	

Answers to "Answering the Phone – Learner Handout"

Answers should be filled out *similarly* to the slips below. We have entered "varied" where the learner would put the current date and time. Since these forms would be in the business place and referred to by other staff, legibility, and spelling are important.

① MESSAGE				
Date	Varied		Time	Varied
To	Lisa			
WHILE YOU WERE OUT				
Rosa				
From	Coffee Your Way			
TELEPHONE	555-5252			
Telephoned	<input checked="" type="checkbox"/>	Please call	<input checked="" type="checkbox"/>	
Called to see you		Will call again		
Wants to see you		Returned your call		
MESSAGE Wants to talk about coffee supplies and products. In her office from 9:00am to 4:00pm. Will fax copy of supplies and costs				
Operator	m		URGENT	<input type="checkbox"/>

② MESSAGE				
Date	Varied		Time	varied
To	Manager			
WHILE YOU WERE OUT				
Nancy Sherbrook				
From				
TELEPHONE	555 6302			
Telephoned	<input checked="" type="checkbox"/>	Please call	<input checked="" type="checkbox"/>	
Called to see you		Will call again		
Wants to see you		Returned your call		
MESSAGE Wants to make reservation for Friday, March 11 3:00pm for birthday for 20 people. Wants to bring own cake. is that ok?				
Operator	m		URGENT	<input type="checkbox"/>

④ MESSAGE				
Date	varied		Time	varied
To	The Cook			
WHILE YOU WERE OUT				
Gio				
From	The Wharf Seafood Supply			
TELEPHONE	555-1611			
Telephoned	<input checked="" type="checkbox"/>	Please call		?
Called to see you		Will call again		
Wants to see you		Returned your call		
MESSAGE Can't provide halibut you ordered this week. Would you like haddock instead? Call before noon tomorrow, if you do.				
Operator	m		URGENT	<input type="checkbox"/>

③ MESSAGE				
Date	varied		Time	varied
To	Chef Ivan			
WHILE YOU WERE OUT				
Charles DeLevec				
From				
TELEPHONE	555-6312			
Telephoned	<input checked="" type="checkbox"/>	Please call		
Called to see you		Will call again		
Wants to see you		Returned your call		
MESSAGE Wants to drop off resume for cook's helper job, tomorrow at 2:30pm. Call if you need to.				
Operator	m		URGENT	<input type="checkbox"/>

Activity 6: Taking Notes Before Making a Call

Practitioners Notes

OALCF Competencies, Task Groups and Levels

A1.1

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 1: Read brief texts to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.1b

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1b: Create very simple documents to display and organize a limited amount of information

Materials Required

- Flip chart, black/white board or interactive digital projection equipment
- Learning Activity Handout: *Taking Notes Before Making a Call*



Instructions

Explain to the learners that they should use a notepad or appropriate form to jot down things before making a call. Writing things down not only helps you think, it also helps you organize what you are going to say.

Tell them to think before they make a call. Write out – or post – each of the following as you explain:

- “What information do I need to get?”
- “What information do I need to give?”

After you make a list, look it over to see if you forgot anything. While you are talking, check off each thing on your list. Before hanging up, make sure that you have ticked off all your points or received answers to all your questions. It may take a few moments to do this but, in the long run, it will save time and aggravation.

For some telephone tasks, such as ordering supplies, many businesses will have special forms to help you organized and make your call more efficiently.

Give out the Learning Activity Handout: *Taking Notes Before Making a Call*.

Answers to Learner Activity Handout

Order:

1 case of romaine lettuce (24)

2 bags of Neilson’s 10% creamer (160 in a bag)

Ask (and write down the answer):

What day and time the delivery truck will arrive

Activity 7: Making Calls and Receiving Calls

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A2.1

Competency: Find & Use Information

Task Group: Interpret Documents

Level 1: Interpret very simple documents to locate specific details

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.1

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 1: Participate in brief interactions to exchange information with one person

B3.1a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 1a: Make straightforward entries to complete very simple documents

Materials Required

- Flip chart, black/white board or interactive digital projection equipment
- Teaching Aid: *Making Calls and Receiving Calls* (You may wish to enlarge this onto tabloid paper for posting or through projection, or alternatively write it out on a board)
- Learning Activity Handout: *Making Calls and Receiving Calls*
- Responses to Activity 6: *Taking Notes Before Making a Call* – Learner Handout

Instructions

- 1) Explain to the learners that, in the customer service industry, when making and receiving telephone calls, the person on the other end of the line will almost always be either asking for or giving you information.
- 2) Business calls are polite, but are not meant to be “social” occasions. At work, people’s time is money to their employer. Your role, no matter where you are working, will always be much easier and faster if you follow some basic steps. Use the steps on the Teaching Aid: *Making Calls and Receiving Calls* to explain, as follows:
 - Start with a short pleasant greeting.
 - Either give or ask for information, as necessary.
 - Confirm the information is understood.
 - Correct or clarify information, as needed.
 - End every telephone call with a polite closing.
- 3) Have learners work with partners (practitioners may be the other person) to role play the conversation for the telephone order in Activity 6: *Taking Notes Before Making a Call* – Learner Handout. Be sure to provide a delivery date and time to the person playing the part of the restaurant supply person.

Answers

Answers will vary, but learners should have a proper greeting and closing. They should exchange the following information and they should confirm the information with the other person, correcting it if necessary.

- The caller should provide a greeting and identify themselves by name and say they work for *Fanny’s Food 2 Go*.
- The person receiving the call should provide a greeting, their name and that they are with *AJ’s Restaurant Supplies*. They should ask if they can help the caller.
- The caller must provide the correct order and the receiver must record it. The order is for:
 - 1 case of romaine lettuce (24)
 - 2 bags of Neilson’s 10% creamer (160 in a bag)
- The caller needs to ask (and write down the answer) to what day and time the delivery will arrive. The receiver must provide this information as advised.

Activity 7: Making Calls and Receiving Calls – Teaching Aid

Getting the Message Straight

Greet

Information

Confirm

Correct

Close

Activity 7: Making Calls and Receiving Calls – Learner Handout

With a partner, act out the telephone conversation that might take place as you order the supplies from Activity 6: *Taking Notes Before Making a Call*. One of you will be calling in the order, and the other will be receiving it.

Don't forget to follow the five steps below.

Use this form to write down what you are going to say for your greeting. Also write the information you need to give or that you receive.

- 1) Start with a short pleasant greeting. For example,

"Good afternoon, _____ (name of business). This is _____ (your first name) speaking."

- 2) Either give or ask for information, as necessary.

- 3) Confirm the information is understood.

- 4) Correct or clarify information, as needed.

- 5) End every telephone call with a polite closing.

Activity 8: Looking Your Best

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B4

Competency: Communicate Ideas and Information

Task Group: Express Oneself Creatively

D3

Competency: Use Digital Technology

Level 2: Experiment and problem-solve to perform multi-step digital tasks

Background Information

This activity involves the learners creating posters. Posters can be useful for many different learning activities since they allow the learners to think and express themselves at the same time.

Software, such as word-processors or desktop publishing programs, could be used. Alternately, there are a number of free online programs available that are simpler to use but may involve sign-up. Three examples are: Adobe Spark, Canva and Piktochart. Practitioners may wish to set up an account for the class or assist the learner in choosing software and signing up.

Materials Required

- Teaching Aid: *Looking Your Best*
- Flip chart, black/white board or interactive digital projection equipment
- Computer or tablet with Internet access and software to make posters (see Background Information)

Instructions

1. Explain to the learners that the way you present yourself is very important in the food service industry. Often, when going out to a restaurant, cafeteria, sandwich shop, etc., people pay close attention to how the staff members look.
 - If the employee has a neat, clean appearance, combined with a pleasant attitude, people will feel good about eating there.
 - If the person serving them has an untidy, dirty appearance, or an uncooperative, “off-hand” attitude, customers will not wish to buy their food or eat there.
2. In any customer service job, an employee’s presentation will have a huge impact on whether or not a customer will return.
3. Enlarge the list on the Teaching Aid: *Looking Your Best* or project it onto a board, or write the list on a flip chart or board while you go over the points.
 - Shower or wash daily
 - Brush your teeth regularly so you have fresh breath and a bright smile
 - Have clean hair, tied back or covered by a clean hat
 - Make sure your outfit is clean, unwrinkled and fits well
 - Use an antiperspirant/deodorant every day
 - Don’t use perfume, cologne, body spray or aftershave
 - If you smoke, use breath mints and a body spray designed for smokers, and scrub your hands well
 - Wear little jewellery and nothing dangling

You may show the learners some examples of posters related to personal care/hygiene gathered beforehand from an images search

Explain that, as we talked about earlier, when going out to a restaurant, cafeteria, sandwich shop, etc., people pay close attention to how the staff members look. Any type of unappetizing or unhealthy actions on the part of the staff is going to turn customers away. They “don’t want to get caught in the act” of “horrible habits” such as picking your nose, cleaning your ears, scratching, coughing or sneezing without covering your mouth, spitting, picking your teeth, chewing gum obviously, belching, farting, etc. (Learners could suggest some or all of these, and others.)

Have the learners create posters, using the Internet for pictures and poster making software. Choose from the following options, depending on your group:

- Learners make posters for the 8 points of personal care/hygiene.
- If you are working with more than one learner, you may have half the group make posters for good personal care/hygiene and the other half make posters picturing bad personal care/hygiene.
- Learners can make posters for the “don’t get caught in the act” and “horrible habits”.
- Divide the group in three and have 1/3 make a poster on positive personal care, 1/3 make a poster on lack of personal care and 1/3 make a poster on horrible habits.
- Have each learner make a poster for only one of the 8 points. They could cover just the right way to do it, or they could show the right and wrong way to do it.
- Learners can make more than one poster covering good personal care/hygiene habits, and one poster covering horrible habits.

Whichever option you choose, make sure that instructions are provided, since there is no Learner Handout supplied due to the options in #6.

Answers

There are no specific responses to this activity.

Activity 8: Looking Your Best – Teaching Aid**Good Personal Care and Hygiene for Food Workers**

- Shower or wash daily
- Brush your teeth regularly so you have fresh breath and a bright smile
- Have clean hair, tied back or covered by a clean hat
- Make sure your outfit is clean, unwrinkled and fits well
- Use an antiperspirant/deodorant every day
- Don't use perfume, cologne, body spray or aftershave
- If you smoke, use breath mints and a body spray designed for smokers, and scrub your hands well
- Wear little jewellery and nothing dangling

Activity 9: Getting Customers from Upset to Happy

Practitioner Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B1.2

Competency: Communicate Ideas and Information

Task Group: Interact with Others

Level 2: Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions

*This activity is adapted from **Customer Service...it's more than just "Thank you, come again!"**
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Materials Required

- Teaching Aid: *Getting Customers from Upset to Happy*
- Flip chart, black/white board or interactive digital projection equipment
- Learner Handout: *Getting Customers from Upset to Happy*

Instructions

Explain to the learners that, if you deal with people at your work, you will probably run across angry or hostile customers. There are many reasons why people get angry at a business, but mostly, it is because they feel that they have not received what they feel is rightfully theirs.

This is never an easy situation to deal with but, by following a few tips, you can make the situation as positive as possible. (Enlarge the Teaching Aid: *Getting Customers from Upset to Happy* on tabloid paper, project it onto a board, or write the underlined points on a board or flip chart.)

- **Prepare** yourself. Occasionally, customers may be rude or aggressive. Unfortunately, it seems to be part of working as a customer service professional. Customers come in all shapes, sizes, and with a wide range of personalities. Try to always stay calm. **BUT REMEMBER, you do NOT have to accept threatening behaviour or harassment. If you feel afraid, call a co-worker, your supervisor or security.**
- **Don't respond negatively** to a customer's bad attitude with the same kind of behaviour. This will only add "fuel to the fire", and may make the situation worse.
- **Stay calm** and act in a professional manner. Try to calm them down to keep yourself and other customers safe.
- **Show respect**. Take the customer's complaint seriously. Allow customers to express their concerns.
- Try to **understand the problem**.
- Try to **Find a solution** that both you and the customer can agree to. This may involve offering compensation or
- **Refer to your supervisor**.

Answers

- This is a role play. You should observe the learner.
- The scenario is re-enacted with a more positive ending.
- This is a discussion of the difference between the two scenes. The learners should be able to express how they felt, acting out either the part of the customer or sandwich maker, and to understand the other person's feelings. They should be able to see an improvement in the second scenario.
- Answers will vary, but the learner should think it is better to lose a dollar than a customer.

Activity 9: Getting Customers from Upset to Happy – Teaching Aid

Steps to Handling Complaints

- Prepare
- Don't respond negatively
- Stay calm
- Show respect
- Understand the problem
- Find a solution
- Refer to your supervisor

Activity 9: Getting Customers from Upset to Happy – Learner Handout

This activity is a role-play. You will need someone to act out the scene with you. One of you is to play a customer and the other is to play a sandwich maker. You may act in front of a group, if you like.

Sandwich maker:	"That will be \$6.99 for your sub. Is there anything else that I can get you?"
Customer:	"No, you've made a mistake. The cold cut combo is on sale for \$5.99."
Sandwich maker:	"I'm sorry, Ma'am, that deal ended yesterday."
Customer:	"I don't care the deal ended yesterday. The sign on the wall says \$5.99."
Sandwich maker:	Let me see. Oh, someone must have forgotten to take the sign down yesterday when the sale ended." (takes the sign down)
Customer:	"Well, that is not my problem. The sign says \$5.99 and that is all I expect to pay."
Sandwich maker:	"I'm sorry, but the sale is over. I can't help it."
Customer:	"This is ridiculous. Let me talk to your manager."
Sandwich maker:	I'm sorry, but she isn't here right now."
Customer:	"Well, I don't want the sub now, and don't expect to see me back in here again!"

Replay the scene using the following slightly changed script:

Sandwich maker:	"That will be \$6.99 for your sub. Is there anything else that I can get you?"
Customer:	"No, you've made a mistake. The cold cut combo is on sale for \$5.99."
Sandwich maker:	"I'm sorry, Ma'am, that deal ended yesterday."
Customer:	"I don't care the deal ended yesterday. The sign on the wall says \$5.99."
Sandwich maker:	Let me see. Oh, someone must have forgotten to take the sign down yesterday when the sale ended." (takes the sign down)
Customer:	"Well, that is not my problem. The sign says \$5.99 and that is all I expect to pay."
Sandwich maker:	"I'm sorry, about the misunderstanding. You are right - it isn't your problem. Of course, since this was our mistake, we will give you the price on the sign. I will let other staff know that they should have taken the sign down, so this kind of confusion doesn't happen again."
Customer:	"Thank you. I hope you have a good day."

Now, discuss the difference in the two scenes. How did you feel each time, as the customer or the sandwich maker?

Activity 10: Responding to a Difficult Customer

Practitioners Notes

OALCF Competencies, Task Groups and Levels

A1.2

Competency: Find & Use Information

Task Group: Read Continuous Text

Level 2: Read texts to locate and connect ideas and information

A3

Competency: Find & Use Information

Task Group: Extract information from films, broadcasts and presentations

B3.2a

Competency: Communicate Ideas and Information

Task Group: Complete and Create Documents

Level 2a: Use layout to determine where to make entries in simple documents

Background Information

This activity is a follow-up to Activity 9: *Getting Customers from Upset to Happy*. Have the Teaching Aid from that activity readily available.

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Materials Required

- Activity 9 Teaching Aid: *Getting Customers from Upset to Happy*
- Flip chart, black/white board or interactive digital projection equipment
- Learner Handout: *Responding to a Difficult Customer*

Instructions

Review the material with the learners from Activity 9: *Getting Customers from Upset to Happy*. Display or write the *Steps to Handling Complaints* from the Activity 9 Teaching Aid: *Getting Customers from Upset to Happy* on the board.

Review the points with the learners.

Provide the learners with the Learner Handout: *Responding to a Difficult Customer*.

Answers

The only boxes that should be checked are:

- ☒ Stay cool and be patient; let the customer talk out his or her anger.
- ☒ When dealing with a customer, don't take anything that is said or that happens personally.
- ☒ Give back the kind of behaviour you would want to receive. Immediately put a pleasant smile on your face and say to yourself, "*I will show everyone that I can handle this.*"
- ☒ You do not have to tolerate abusive or threatening behaviour. If you feel threatened and afraid for your safety, ask a co-worker, supervisor or security for help.

Activity 10: Responding to a Difficult Customer – Learner Handout

Listed below are ten ways to react to a difficult customer (someone who is over demanding, drunk, hostile or extremely hard to deal with in some way). Only four are acceptable forms of behaviour as a customer service professional.

Place a check mark beside the statements you think are acceptable.

When faced with a difficult customer you should...

- ☐ Show a slight amount of disgust on your face so the customer will know you consider him or her a problem.
- ☐ Smile, be polite, but put the customer down with a slight challenge in your eyes.
- ☐ Stay cool and be patient; let the customer talk out his or her anger.
- ☐ When dealing with a customer, don't take anything that is said or that happens personally.
- ☐ Walk away.
- ☐ Become distant and less cooperative yourself.
- ☐ Calm the customer by asking, "Are you trying to give me a problem?"
- ☐ Start to whistle.
- ☐ Give back the kind of behaviour you would want to receive.
Immediately put a pleasant smile on your face and say to yourself, "I will show everyone I can handle this."
- ☐ If you feel threatened and afraid for your safety, ask a co-worker, supervisor or security for help.