

CURRICULUM RESOURCE

Exploring Employment as a Baker

OALCF ALIGNMENT

Competency	Task Group	Level
Competency A - Find and Use Information	A1. Read continuous text	1
Competency A - Find and Use Information	A1. Read continuous text	2
Competency A - Find and Use Information	A2. Interpret documents	2
Competency A - Find and Use Information	A3. Extract information from films, broadcasts and presentations	N/A
Competency B - Communicate Ideas and Information	B1. Interact with others	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	1
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency B - Communicate Ideas and Information	B4. Express oneself creatively	N/A
Competency C - Understand and Use Numbers	C2. Manage time	1
Competency C - Understand and Use Numbers	C2. Manage time	2
Competency C - Understand and Use Numbers	C3. Use measures	2
Competency D - Use Digital Technology	N/A	1
Competency E - Manage Learning	N/A	1

Goal Paths (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Employment | <input type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Secondary School Credit | |

Embedded Skills for Success (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Adaptability | <input checked="" type="checkbox"/> Numeracy |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Problem-Solving |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Creativity and innovation | <input checked="" type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Digital | |

NOTES:

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The opinions expressed in this report are the opinions of Community Literacy of Ontario and do not necessarily reflect those of our funders.

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EXPLORING EMPLOYMENT AS A BAKER

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Introduction – For Practitioners

Exploring Employment as a Baker will help adult learners enrolled in Ontario’s Literacy and Basic Skills (LBS) program who are interested in learning more about working as a baker.

Exploring Employment as a Baker provides an overview of the hard and soft skills needed to work as a baker. This resource embeds the Government of Canada’s Skills for Success model. Tasks and the Supporting Activity align with the Ontario Adult Literacy Curriculum Framework.

This curriculum resource was researched and written by Jette Cosburn and Joanne Kaattari for Community Literacy of Ontario in the summer of 2023.

This resource has been designed for learners with Level 2 skills.

Skills for Success

In 2021, the Government of Canada introduced an update to its Essential Skills model. The updated model has been renamed *Skills for Success*. Information about the Skills for Success model is available on the government’s website at <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

Ontario Adult Literacy Curriculum Framework (OALCF)

The OALCF is a competency-based framework that Ontario’s Literacy and Basic Skills programs use to develop programs for each person receiving literacy support. The six competencies support learners as they work towards one or more of the five goal paths:

- Employment
- Apprenticeship
- Secondary School Credit
- Postsecondary
- Independence

For more information about the Ontario Adult Literacy Curriculum Framework, visit the Ontario Government’s website at https://www.tcu.gov.on.ca/eng/eopg/programs/lbs_oalcf_overview.html

Section 1 – Introduction to Working as a Baker

Do you like:

- measuring?
- mixing?
- baking?

Do you like creating delicious:

- cakes?
- cookies?
- muffins?
- breads?
- and other baked goods?

Then a job as a baker might be good for you! This resource will help you to learn more about working as a baker.

Community Literacy of Ontario's **Exploring Employment as a Baker** contains seven sections.

1. Introduction to Working as a Baker
 - What Does a Baker Do?
 - Where Does a Baker Work?
 - How Much Does a Baker Earn?
 - What Skills Does a Baker Need?
2. Ways to Get Training as a Baker
3. Bakers and the Skills for Success
4. Would Working as a Baker be a Good Job for Me?
5. Planning Your Next Steps
6. Supporting Activity
7. Additional Resources for Practitioners



What Do Bakers Do?

Here are some of the duties of a baker:

- prepares dough for
 - pies
 - tarts
 - bread
 - pastries
 - rolls
- prepares batter for
 - muffins
 - cookies
 - cakes
- bakes
 - dough
 - batters
- prepares
 - icings and frostings
- decorates
 - cakes
 - and other baked goods
- prepares special orders for customers
- follows public health regulations and standards



(Source: The National Occupational Classification System)

Watch this video from WorkBC’s Career Trek about what it is like to work as a baker: <https://youtu.be/x0rYO5ig2bo>



✓ **Task:**

After watching the video, list three duties that the baker in the video does as part of their job.

**Practitioners: Answer Key: page 28

OALCF Competencies, Task Groups, and Level Indicators: A3, B2.1

SFS: Writing

✓ **Task:**

Discuss with your teacher some of the baker job features mentioned in the video - for example, follow recipes carefully. Share whether these are job features that you are interested in and why.

**Practitioners: Answer Key: Page 28

OALCF Competencies, Task Groups and Level Indicators: A3, B1.2

SFS: Communication

How Much Does a Baker Earn?

According to Indeed.ca, bakers earn an average of \$17.54 per hour as of July 2023.

Where Does a Baker Work?

Bakers work in:

- bakeries
- restaurants
- supermarkets
- catering companies
- hotels
- hospitals and long-term care homes

Some bakers are self-employed.



Task:

Choose a place where you might like to work as a baker. Write an email explaining to your teacher why you might like to work at the place you chose. Send the email to your teacher so that you can discuss it after you finish this resource.

****Practitioners:**

OALCF Competencies, Task Groups, and Level Indicators: A1.1, B1.2, B2.2, D.1
SFS: Communication, Digital, Reading, Writing

What Skills Does a Baker Need?

You'll need to learn many skills to be a baker. You'll need both hard and soft skills to be a good baker. You do not need to have these skills now. You can learn these skills by:

- learning on the job
- going to college
- becoming an apprentice

HARD SKILLS

Hard skills mean the skills you need to do a specific job. They are skills you can learn. You need a variety of hard skills to be a baker. For example, knowing how to decorate a wedding cake is a hard skill.

Here are some examples of hard skills needed by bakers:

- understanding food safety regulations
- knowing how to use equipment such as mixers and ovens
- understanding how to follow recipes
- using math skills to cut a recipe in half
- knowing how to prepare bread dough
- knowing about basic nutrition



Task:

Look at the examples of the hard skills used by bakers. Discuss with your teacher or classmates whether you have used any of these skills at home or at a previous job. If you haven't used any of these skills, discuss ways that you could learn more about them.

**Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: A1.1, A1.2, B1.2

SFS: Communication, Reading

SOFT SKILLS

Soft skills are personal qualities that you have. There are many kinds of soft skills. These are skills such as being friendly with customers. You can use soft skills in any job. These are skills you can also use at home and in the community.

Here are some examples of soft skills needed by bakers:

- paying attention to detail
- adapting to different situations
- working well with others
- following instructions
- working well with little supervision

✓ **Task:**

Look at the examples of the soft skills used in baking. Discuss with your teacher which soft skills you might like to work on in the next month.

Think about ways you can work on them. Set a date to talk about your progress.

****Practitioners:**

OALCF Competencies, Task Groups and Level Indicators: A1.2, B1.2, C2.1, E.1

SFS: Communication, Reading

This short video “Our Choice, Your Future” outlines some of the hard and soft skills needed to be a baker:

<https://youtu.be/5Mqg28jX5AE>



✓ **Task:**

List five of the skills used by bakers in the video. Share with your teacher or classmates if you have these skills. If you don't have them, discuss how you could work towards getting them.

Discuss the skills you and other students don't have. Problem solve how you could all work towards gaining these skills.

****Practitioners: Answer Key: Page 29**

OALCF Competencies, Task Groups, and Level Indicators: A3, B1.2, B2.1, E.1

SFS: Collaboration, Communication, Problem Solving, Writing

Section 2 – Ways to Get Training as a Baker

There are a few different ways to get training to become a baker. These are:

- On-the-job training
- Apprenticeship
- Formal training programs, such as via a college

HIGH SCHOOL COMPLETION

If you don't have your high school diploma, high school completion may be a good place to start working towards your goal. Completion of high school is almost always required to become a baker. It will be required for an apprenticeship or to start a college program. Almost all employers require high school completion.

If you want to upgrade and get your high school diploma, talk to a Literacy and Basic Skills practitioner about how you can do this.

APPRENTICESHIP

Taking an apprenticeship program is an excellent way to learn how to be a baker. An apprenticeship combines practical on-the-job training and in-school learning. The apprenticeship program follows a provincial training standard for the baking trade.

Skilled Trades Ontario says that:

“Generally, the timeframe to become competent in the trade of Baker is approximately three years (6,000 hours). This includes 5,280 hours of on-the-job work experience and 720 hours of in-school training.”

You will need to find an employer to sponsor you as an apprentice. Sometimes finding an employer to take you on as an apprentice is difficult. Ask your literacy practitioner to refer you to Employment Services for ideas. The more skills you have, the easier it will be to find an employer.

Baker is a non-compulsory trade. This means that you do not need to be a registered apprentice or have a Certificate of Qualification to work as a baker.

Learners who want to find out more about an apprenticeship as a baker could visit the Skilled Trades Ontario website: <https://www.skilledtradesontario.ca/trade-information/baker/>

Watch this helpful video from the Canadian Apprenticeship Forum called “Why Apprenticeship?”

<https://youtu.be/EXGrVRSg6Dk>



COLLEGE COURSES

You could take a baking course at college. You will gain many great skills at college. After your course, finding an employer to hire you either as an apprentice or a skilled worker will be easier.

Baking courses (also called Pastry Arts) are offered at many Ontario colleges:

Algonquin	Centennial	Conestoga
Fanshawe	George Brown	Georgian
Humber	Niagara	St. Clair

Some of these courses are offered in person. Some courses are offered online.

Here is a helpful website for learners who want to find out more about Baking and Pastry Arts courses at Ontario colleges:

<https://www.ontariocolleges.ca/en/programs/culinary-hospitality-recreation-and-tourism/baking-pastry-arts>

Some Adult Education Centres offered by School Boards offer baking courses for adults. Ask your literacy practitioner for more information on how to find out if these courses might be available where you live.

ON-THE-JOB TRAINING

Sometimes, people find an employer who is willing to train them as a baker. Look at the requirements in job ads. Job ads are available online through websites such as indeed.ca and the Canada Job Bank. Sometimes, you will see “willing to train” or “training provided” in these ads. You can also go in person to bakeries and ask them about employment and on-the-job training.

Your literacy practitioner can also refer you to Employment Services for help.

✓ Task:

Look at the different ways to get training to become a baker. Make a chart that shows what you think the pros and cons for each way would be if you wanted to take training.

For example:

Highschool Diploma: Pro

Good for any future
job I may apply for.

Con

It might be hard balancing
my work and family time.

**Practitioners:

OALCF Competencies, Task Groups and Level Indicators: A1.2, B3.2b

SFS: Reading, Writing



Section 3 – Bakers and the Skills for Success

The Skills for Success are the everyday skills Canadians need for work, learning, and life. All nine Skills for Success are required to be a baker.



Adaptability

Adaptability is being able to change your goals when things change around you.

Here are some ways that adaptability skills are used by bakers:

- Sometimes customers do not pick up the products they have ordered. The baker sells these products at reduced rates to other customers. Then, the baker gets a new idea! The baker decides to bring these products to the homeless shelter so that people in need will have a special treat.
- A baker creates a lemon tart. Most customers enjoy the lemon tart. But some customers find it too sweet. The baker creates a new recipe using more lemon juice and less sugar. The baker now sells both kinds of tarts. One type of tart is called “Super Sweet”, and the second type is called “Lovely Lemon”.



Collaboration

Collaboration means working well with other people.

Here are some ways that collaboration skills are used by bakers:

- There is a big summer festival coming to town. There will be thousands of visitors coming as well as many local people. The bakery staff meet and discuss the best type of baked goods to make. They are looking for items that are delicious but easy to prepare. The staff comes up with some great ideas together.
- The bakery is supplying six large wedding cakes on the same weekend. It is just a small bakery, so this is a BIG job. All bakery staff must work together to make sure that all six weddings get the perfect cake.



Communication

Communication is your ability to speak, listen, and share information and ideas.

Here are some ways that communication skills are used by bakers.

Bakers might:

- communicate with their co-workers and supervisors about the work that needs to be done each day
- talk with customers about the types of baked goods available and the cost of these items
- listen to customers to learn about their ideas for special orders
- talk to suppliers about items they need to order



Creativity and Innovation

Creativity and innovation mean you can imagine and come up with new ideas.

Here are some ways that creativity and innovation are used by bakers:

- A baker realizes that social media offers a wonderful opportunity to promote the bakery. The baker suggests to their boss that they create easy and healthy muffin recipes for families to use as school snacks. They will then share recipes and fun pictures on Facebook and Instagram when people go back to school in September. They will ask kids and adults to participate at home by making healthy snacks. The boss thinks this is a great idea.
- The baker is choosing seasonal specials to make at the bakery. Every idea seems like it's been tried before. Nothing sounds new and interesting. Then the baker remembers several of the staff talking about the baked goods their grandparents used to make. The grandparents lived in several different countries. The baker asks the staff if the bakery could highlight a baked good each week from these different countries. They would also share some information about traditions and culture. The staff eagerly agrees.



Digital

Digital skills mean your ability to use digital technology to find, create, and share information and content.

Here are some ways that digital skills are used by bakers.

Bakers might:

- improve their baking skills via online courses, videos, and websites
- find out about new trends in baking on Pinterest
- track customer orders on an Excel spreadsheet
- download an app to learn about new styles of wedding cakes
- share pictures of their baking creations on Instagram to market their bakery
- use digital equipment such as ovens and scales



Numeracy

Numeracy means you can work with and understand math.

Here are some ways that math skills are used by bakers.

Bakers might:

- calculate ingredient quantities needed to double the amount of a recipe
- weigh ingredients using a scale
- measure out the ingredients for making a pie crust
- estimate the cost of making 12 cupcakes and three pies for a customer
- review inventory and order more products when supplies are low
- calculate the nutritional information of products such as calories, fibre, & sodium



Problem solving

Problem solving means you can find solutions when things go wrong.

Here are some ways that problem-solving skills are used by bakers:

- A baker is making 40 cupcakes as a special order for a family party. The family has given strict orders that the cupcakes must not come in contact with peanuts. A family member has a bad peanut allergy. The baker is extremely careful and makes the cupcakes properly. However, a new staff person admits that they may have accidentally brought some of the cupcakes in contact with peanuts. The family is coming in 30 minutes to pick up the cupcakes. The baker decides to not use the cupcakes. The risk of peanut allergies is too high. The baker creates a new batch of cupcakes. The order will be late. But it will be safe. The baker will personally deliver the cupcakes to the family. An extra 10 cupcakes will be added to the order at no cost to the customer.
- A baker is preparing a birthday cake. It is a cake ordered by a grandmother for her young grandchild. The icing is made from special ingredients. The baker notices that one of the ingredients for the icing is past its “best before” date. This ingredient is not available at the bakery. There is no time to go out shopping at another store. The baker looks on Pinterest to find a recipe for a similar style of icing that does not need this ingredient. The baker finds a great substitute recipe. The baker then bakes a beautiful birthday cake!



Reading

Reading is your ability to understand written words.

Here are some ways that reading skills are used by bakers.

Bakers might:

- read recipes
- read blog posts about exciting new recipes
- read texts or notes from their supervisor
- read training materials
- read instructions on product labels
- read health and safety materials



Writing

Writing means you share information and ideas using words and sentences.

Here are some ways that writing skills are used by bakers.

Bakers might:

- write notes to other staff about
 - customer requests
 - ingredients that are low and need to be replaced
 - issues that happened during a shift
- write emails to customers confirming their request for an anniversary cake
- write a post on the bakery's Facebook page sharing a picture and a story about a new type of pie
- write to suppliers to order regular and special ingredients



Task:

After reading about the Skills for Success needed to be a baker, write an email describing your two strongest skills for success. Send the email to your teacher.

****Practitioners:**

OALCF Competencies, Task Groups and Level Indicators: A1.2, B2.2, D.1

SFS: Communication, Digital, Reading, Writing

Section 4 – Would Working as a Baker be a Good Job for Me?

Here are some questions you could ask yourself to help you decide if working as a baker is a good job for you. Choose one of the four options for each question.

Do you like measuring, mixing, baking, and decorating cakes, cookies, muffins, pastries, bread, and more?	Yes Somewhat No I could develop this skill
Are you able to follow recipes and instructions precisely?	Yes Somewhat No I could develop this skill
Are you able to always follow health, safety, and sanitation guidelines precisely for food preparation?	Yes Somewhat No I could develop this skill
Do you pay close attention to detail?	Yes Somewhat No I could develop this skill
Do you like working with your hands?	Yes Somewhat No I could develop this skill
Do you like working with different tools and equipment?	Yes Somewhat No I could develop this skill
Do you work well under pressure with tight timelines?	Yes Somewhat No I could develop this skill
Bakers often work early mornings, evenings, weekends, and holidays. Would you be willing to work shifts at these times?	Yes Somewhat No
Can you lift and carry heavy items such as large bags of flour?	Yes Somewhat No I could develop this skill

Do you work well with others?	Yes Somewhat No I could develop this skill
Do you have good communication skills?	Yes Somewhat No I could develop this skill
Bakeries can be hot and humid. Would you be comfortable working in this environment?	Yes Somewhat No
Are you hardworking and reliable?	Yes Somewhat No I could develop this skill
Are you a creative person? Would you enjoy trying new recipes and ways to decorate baked goods?	Yes Somewhat No I could develop this skill

 **Task:**

Complete the chart. Review your responses. Explain to your teacher why you would or would not be a good baker.

****Practitioners:**

OALCF Competencies, Task Groups, and Level Indicators: A2.2, B1.2, B3.2a

SFS: Communication, Problem Solving, Reading

Section 5 – Planning Your Next Steps

We've explored the basics of having a job as a baker. We've looked at:

- What Does a Baker Do?
- How Much Does a Baker Earn?
- Where Does a Baker Work?
- What Skills Does a Baker Need?
- Ways to Get Training as a Baker
- Baker and the Skills for Success
- Would Working as a Baker be a Good Job for Me?

Talk with a literacy practitioner about what you learned. Review any sections that you want to learn more about.

- Is baker a job you want to learn more about?
- Do you need to upgrade your reading, writing, or math skills?
- Do you need to complete your high school diploma?
- Do you need to work on some of your soft skills?


Your literacy practitioner can help you plan your next steps.

You might decide that working as a baker is the perfect job for you! Or maybe you've decided that working as a baker is not for you. Don't give up. You have learned a lot by exploring this trade. There are many interesting jobs out there. Use the information you learned to keep looking until you find a job that suits you!



If you are interested in working as a baker, here are some next steps you could take. Use this checklist to make note of the steps that interest you.

Checklist of Potential Next Steps	
	What skills do you need to build? There are Literacy and Basic Skills Programs across Ontario that can help you upgrade your skills. Talk to a literacy practitioner about how you could do this.
	A literacy practitioner can also refer you to Employment Services. Employment Services can tell you more about jobs, training, and apprenticeships. You can also find a list of Employment Services on this website: https://www.ontario.ca/page/employment-ontario
	You could visit the Canada Job Bank and Indeed.ca and search for bakery jobs in your area. Do these jobs interest you and meet your needs?
	If you want to learn more about apprenticeship, you could look again at the Skilled Trades Ontario website: https://www.skilledtradesontario.ca/trade-information/baker/ . It is full of helpful information about working as a baker. You could also use this website to explore other trades.
	You could learn more about this job to help you decide. Search YouTube for videos about working in a bakery. Look on the internet for ideas. See what others have to say about this job to help you decide.
	You could look again at the section on ‘Ways to Get Training as a Baker’. Which type of training best suits your needs?
	What other steps could you take?

 **Task:**

Start a journal to record your journey to become a baker. Write your first entry about the first three steps you plan to take to reach your goal.

****Practitioners:**
 OALCF Competencies, Task Groups and Level Indicators: B2.2, B4
 SFS: Creativity & Innovation, Problem Solving, Writing

Section 6 – Supporting Activity

Instructions for Practitioners

This **sample activity** can be used for learners interested in a career as a baker. It is suitable for one learner or for a small group of learners. It can be changed to meet individual needs.

This activity uses elements of the Ontario Adult Literacy Curriculum Framework's (OALCF) Competencies with Level 1 and 2 Tasks and Indicators.

The tasks in this activity also include Entry and Intermediate components and elements of a variety of the Skills for Success (SFS). Descriptions of the SFS needed by a baker are available in Section 3 of this resource. Visit the SFS website at <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html> if you would like more information about the SFS level components and elements.

A computer or tablet will be used during this activity.

Activity

Introduction to the Activity

Bakers use many hard and soft skills in their jobs. They need to be able to adapt to change, communicate, complete documents, manage time, use measures, and more. There are many duties and responsibilities that are part of a baker's job description.

This practitioner-led supplementary activity focuses on different skills and competencies learners require to complete each task in the activity. It also addresses some of the hard and soft skills often required of a baker.

Task 1 – Make a mind map.

Explain to learners that they will be creating a Mind Map. Practitioners can show an example of a Mind Map if they want to provide visual guidance.

Provide learners with a blank sheet of paper and some markers or coloured pens.

Ask learners to think about the Skills for Success needed to be a baker. They can refer to Section 3 to help them with this task.

Ask learners to choose the skill that they feel is most important for a baker.

Ask learners to draw a circle in the middle of the page and to write the skill they chose in the centre of the circle.

Ask learners to write five ways (around the circle with their chosen skill) that a baker might use this skill.

Learners can connect their reasons to the circle using any type of line.

Encourage learners to be as creative as they like in designing their Mind Maps.

(B2.1)

OALCF A1.2, B2.1, B3.2b and B4:

Competency A: Find and Use Information

- Task Group: Read continuous text (A1)
- A1.2 Read text to locate and connect ideas and information

Competency B: Communicate Ideas and Information

- Task Group: Write continuous text (B2)
- B2.1 Write brief texts to convey simple ideas and factual information
- Task Group: Complete and create documents (B3)
- B3.2b Create simple documents to sort, display and organize information
- Task Group: Express oneself creatively (B4)
- Tasks in this task group are not rated for complexity



Embedded Skills for Success:

- Creativity and Innovation
- Reading
- Writing

Task 2 – Share your mind map.

Ask learners to share their Mind Maps with their teacher or classmates. Ask learners to discuss the skill that they chose and some of the reasons why they believe it is most important for a baker. (B1.2, B4)

OALCF B1.2 and B4:

Competency B: Communicate Ideas and Information

- Task Group: Interact with others (B1)
- B1.2. Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions
- Task Group: Express oneself creatively (B4)
- Tasks in this task group are not rated for complexity

Embedded Skills for Success:

- Communication
- Creativity and Innovation

Task 3 – Calculate change in quantity.

Often bakers need to use measures to determine how a recipe needs to be changed if more or less of the final product is required.

Ask the learner to determine how much sugar is needed for 24 cupcakes if the recipe shows that $\frac{1}{2}$ cup is needed for 12 cupcakes. (C3.2)

**Practitioners: Answer Key: Page 29

OALCF C3.2:

Competency C: Understand and Use Numbers

- Task Group: Use measures (C3)
- C3.2 Use measures to make one-step calculations

Embedded Skills for Success:

- Numeracy

Task 4 – Calculate time.

Bakers need to be able to manage their time based on their equipment and the amount of baked goods needed.

Ask learners to determine the amount of time needed to bake 120 cookies if a baker's oven has room to bake 48 cookies, and it takes 30 minutes for each batch. (C2.2)

**Practitioners: Answer Key: Page 30

OALCF C2.2:

Competency B: Understand and Use Numbers

- Task Group: Manage time (C2)
- C2.2 Make low-level inferences to calculate using time

Embedded Skills for Success:

- Numeracy

Section 7 – Additional Resources for Practitioners

- An excellent resource is the Government of Canada's Occupational and Skills Information System (OaSIS). OaSIS provides a comprehensive framework of the skills, abilities, personal attributes, competencies, knowledge, interests, and employment requirements that are needed to work in over 900 different occupations. See: <https://noc.esdc.gc.ca/Oasis/OasisWelcome>
- Here is the OaSIS link to baker:
<https://noc.esdc.gc.ca/Oasis/ViewOccupationalProfile?objectid=8OqhXUM3Z3%2FMEfw3dELPoONSAUnJGGDgobl22qp1ew1zmMw%2BkCDE9brNjGomrgc2>
- While not currently maintained or updated to the Skills for Success, here is the link to the Essential Skills Profiles for Baker:
<https://www.jobbank.gc.ca/essentialskillsresults/10>. These profiles contain helpful information about the essential skills required and have linkages to the SFS.
- Here is the link to the Federal Government's National Occupational Classification (NOC) Code information for Bakers (NOC Code 63202):
<https://noc.esdc.gc.ca/Structure/NocProfile?objectid=2S0ai2Rz%2FfOt2Nzx3IUwi2M3dtfBhxXfn1FhZOAb18s%3D>
- Here are some tips for finding an employer to sponsor an apprentice shared by the Government of Ontario: <https://www.ontario.ca/page/start-apprenticeship#section-2>
- Exploring Food Trades is a practical curriculum for LBS learners developed by Literacy Link South Central. See: <https://irp-cdn.multiscreensite.com/1a9192fe/files/uploaded/LBS%20Apprenticeship%20cirr%20Food.pdf>
- Another helpful curriculum resource is Food Safety – Learning in the Kitchen. It was created for adult learners by the Northwest Territories Literacy Council. This curriculum is available at:
https://www.nwtliteracy.ca/sites/default/files/resources/2_Food%20Safety_Edited.pdf
- For general resources related to the Skills for Success visit ABC Life Literacy Canada's UpSkills for Work website: <https://upskillsforwork.ca/resources/>

Section 8 – Answer Key

Tasks – Page 7

Watch this video from WorkBC's Career Trek about what it is like to work as a baker:

<https://www.youtube.com/watch?v=x0rYO5ig2bo>

Task:

After watching the video, list three duties that the baker in the video does as part of their job.

Possible Answers:

- Set up the kitchen
- Turn on the ovens
- Mix the dough
- Bake doughs
- Shape and form loaves

**Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: A3, B2.1

SFS: Writing

Task:

Discuss with your teacher some of the baker job features mentioned in the video - for example, follow recipes carefully. Share whether these are job features that you are interested in and why.

Possible Answers:

- Able to move fast
- Dexterity
- Hand control skills
- Able to measure and scale consistently
- Able to follow recipes carefully
- Able to communicate
- Not weak or lazy

**Practitioners:

OALCF Competencies, Task Groups and Level Indicators: A3, B1.2

SFS: Communication

Task – Page 10

This short video “Our Choice, Your Future” outlines some of the hard and soft skills needed to be a baker: <https://www.youtube.com/watch?v=5Mqg28jX5AE>

List five of the skills used by bakers in the video. Share with your teacher or classmates if you have these skills. If you don't have them, discuss how you could work towards getting them.

Possible Answers:

- Make and check lists
- Write job descriptions
- Find recipes online
- Complete product order forms
- Locate information in lists and forms
- Count baking for orders
- Measure using scales and other tools
- Plan daily and weekly tasks with co-workers
- Select decorating styles for cakes and pastries
- Read health and safety signs
- Work with customers to provide service
- Take payment using a till and debit machine
- Read product labels

**Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: A3, B1.2, B2.1, E.1

SFS: Collaboration, Communication, Writing

Task – Page 25 (Task 3 – Calculate change in quantity)

Often bakers need to use measures to determine how a recipe needs to be changed if more or less of the final product is required.

Ask the learner to determine how much sugar is needed for 24 cupcakes if the recipe shows that $\frac{1}{2}$ cup is needed for 12 cupcakes.

Answer: 1 cup of sugar is needed to make 24 cupcakes.

**Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: C3.2

SFS: Numeracy

Task – Page 26 (Task 4 – Calculate time)

Bakers need to be able to manage their time based on their equipment and amounts needed.

Ask learners to determine the least amount of time needed to bake 120 cookies if a baker's oven has room to bake 48 cookies and it takes 30 minutes for each batch.

Answer: 90 minutes

Reasoning if required: Regardless of the breakdown, it will take 3 batches of cookies baked for 30 minutes per batch. Any combination that adds up to 120 cookies, not exceeding 48 per batch. For example:

Batch 1: 30 minutes for 48 cookies

Batch 2: 30 minutes for 48 cookies

Batch 3: 30 minutes for 24 cookies

Batch 1: 30 minutes for 40 cookies

Batch 2: 30 minutes for 40 cookies

Batch 3: 30 minutes for 40 cookies

****Practitioners:**

OALCF Competencies, Task Groups, and Level Indicators: C2.2

SFS: Numeracy

