

<b>Workshop/Lesson Plan Scenario</b>	<i>Title</i>
<b>Teacher Introduction: (Overview / Purpose)</b>	
<i>This is where you give a brief description of the workshop; its aims and what will be learned.</i>	
<b>Materials</b>	
<i>This is where you provide all materials and tools necessary.</i>	
<b>Performance Criteria</b>	<b>Specific Competencies</b>
<i>This is where you highlight which of the specific competencies and performance criteria will be observed / evaluated from a list of the most common (as per the directory).</i>	
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Observance of rules of hygiene and sanitation/occupational health and safety rules</li> <li>• Order and cleanliness</li> </ul> <p><b>Following Procedures</b></p> <ul style="list-style-type: none"> <li>• Compliance with work instructions</li> <li>• Proper application of work techniques</li> <li>• Proper use of equipment</li> </ul> <p><b>Customer Service</b></p> <ul style="list-style-type: none"> <li>• Courteous service</li> <li>• Concern for customer satisfaction</li> <li>• Relevant, accurate and clear information provided</li> <li>• Attentive listening</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Clean and tidy up the work area</b></li> <li><b>2. Maintain the equipment and work areas</b></li> <li><b>3. Prepare the workstation</b></li> <li><b>4. Handle and receive food and non-food products</b></li> <li><b>5. Receive payment from customers</b></li> <li><b>6. Serve customers</b></li> </ol>
<b>Procedure</b>	
<i>This is where you list all the stages of your project/lesson.</i>	
<i>Pre-production</i>	
<i>Production</i>	
<i>Post-Production / selling / customer satisfaction</i>	
<b>Reflection</b>	
<i>This is where you list a selection of open-ended questions. These may be answered in discussion or in writing.</i>	
<b>Notes for future workshop scenarios</b>	
<i>This is where you note down any improvements you would make in the future.</i>	

Workshop/Lesson Plan Scenario	Bake Sale
<b>Teacher Introduction: (Overview / Purpose)</b>	
<p><i>This workshop is designed to allow students to experience various aspects of the food industry. Tasks may include: preparation, packaging, distribution, and sales. Students will plan the selection of item(s) to be sold. They could perform customer research surveys, make the items and sell them. Things to consider in this series of activities: customers could pre-order specific items, students could brainstorm ideas about types of things to sell and discuss and determine the specific types of clients for this product. Note that selling items in school needs to be passed through the Governing Board and the Principal so there are no conflicts regarding sales and fundraisers, and food preparation rules.</i></p> <p><i>This workshop scenario provides an opportunity to address many different specific tasks and performance criteria.</i></p>	
<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Ingredients (TBD by recipes chosen)</li> <li>• Stove/Oven</li> <li>• Kitchen equipment (TBD by recipes chosen)</li> <li>• Selection of recipes (chosen for ease of preparation, quality and nutritional value)</li> <li>• Soap, cloths, cleaning supplies</li> <li>• Hats, hairnets, gloves, aprons</li> <li>• Cashbox, calculator</li> <li>• Packaging materials/trays</li> <li>• Napkins</li> </ul>	
<b>Performance Criteria</b>	<b>Specific Competencies</b>
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Observance of rules of hygiene and sanitation/occupational health and safety rules</li> <li>• Order and cleanliness.</li> </ul> <p><b>Following Procedures</b></p> <ul style="list-style-type: none"> <li>• Compliance with work instructions</li> <li>• Proper application of work techniques</li> <li>• Proper use of equipment</li> </ul> <p><b>Customer Service</b></p> <ul style="list-style-type: none"> <li>• Courteous service</li> <li>• Concern for customer satisfaction</li> <li>• Relevant, accurate and clear information provided</li> <li>• Attentive listening</li> </ul>	<p><b>7. Clean and tidy up the work area</b></p> <p><b>8. Maintain the equipment and work areas</b></p> <p><b>9. Prepare the workstation</b></p> <p><b>10. Handle and receive food and non-food products</b></p> <p><b>11. Receive payment from customers</b></p> <p><b>12. Serve customers</b></p>
<b>Procedure</b>	

**Pre-production:**

- What are you going to bake? School survey (informal or formal), dietary restrictions (no nut policy/specific school food policies), cost of ingredients, recipe simplicity
- Determine pricing: look into profit margin to determine ingredients and choice of item
- When and where are you selling? Who are you selling to? Lunchtime, sports events, parent teacher nights, Filling pre-orders-Lunchroom, classroom, staffroom, outdoors- Students, parents, teachers, general public What are you raising funds for? Class, project, school, charity,
- What ingredients and equipment is needed?
- Inventory of ingredients and equipment and work space.
- How are you going to market/advertise? Newsletter, posters, announcements, community bulletin, Order forms for pre-order

**Production:**

- Teach mini lessons about cleanliness (ensure you start with clean work environment and equipment, tie hair back, hairnets/hat, gloves), maintain work area (neat working environment, clean as you go), handling products (hygiene, washing hands, proper storage), safe operation of kitchen equipment (holding/passing knives, hot tray out of the oven etc.)
- Review recipes
- Assign the tasks (crack eggs, measuring, mixing, cleaning etc.) Bake the goods
- Portion and package the baked goods

\*Teacher acts as employer overseeing the operation\*

**Post-Production / selling / customer satisfaction:**

- Teach mini lessons on receiving payment (making change, have a float), serving customers (courteous, friendly, polite, helpful, know your product, one person taking money and other person handles food)
- Choose location that has high traffic
- Determine prices for items (consider profit margin).
- Process the order forms (fulfilling pre orders, delivery to customers)

**Reflection**

- *What was the most important task while working in the kitchen? Why?*
- *What was the most challenging part of this process? Why?*
- *What was our total profit (or loss) for this venture?*
- *If you could change one thing in the process what would it be?*
- *What Went Well (WWW)? Even better If (EBI)?*
- *How successful was this venture? Why do you feel this way?*
- *Would you do this again?*
- *What lessons would you pass onto a student doing this task for the first time?*

**Notes for future workshop scenarios**

*This is where you note down any improvements you would make in the future on this scenario or general direction for future scenarios.*

# Workshop Ideas

## Food for school:

This could be a snack/lunch program where students plan and prepare food for some or all of the student body. This could be a daily/bi-weekly/monthly event. Students could create a survey to gauge interest of the school, advertise, budgeting (unit price), duty roster, clean-up, etc.

Examples : snack program, lunch program, or one off event (spaghetti dinner/ breakfast), smoothie bar, barbeque for special event at school or sporting events through the year, catering of food for people visiting the school.

## Make and Sell:

Students plan an item that can be made and sold. They are involved in costing out the materials, determining how it will be made and where, who the target audience will be, etc.

This could be birdhouses or bat houses and could be linked to local Conservation efforts for specific species. Could be woodworking projects such as: composters, Adirondack chairs, dog houses, arbors, potting tables, treasure chests, flower boxes, etc.

Other craft item examples: pottery, sewing projects (pencil cases, grocery bags), homemade cosmetics (lotion, soap, lip balm), candles, dog treats, etc.

## Community project:

Get involved in something benefitting the community. Identify a need in the community and students create a project that addresses this need. It could be assisting seniors in daily activities or creating a community garden. Cleaning up and rejuvenating a specific area in the community like a park or vacant space. Raise money for a local project or cause by creating a fund raising activity.

## Car Wash:

This could be done as a part of staff appreciation, fundraiser, or for community service. Student's tasks could be: advertising, creating equipment and supplies list, budgeting, as well as running the event.

## Greenhouse:

- Build a small greenhouse on school property, to start seedlings from seed.
- This could also be done inside the school or classroom with fluorescent lights on a shelf within the classroom, Bucket planters, or planters on window sills.
- Ideas to plant and sell: Tomatoes, beets, carrots, lettuce, onions, radishes, herbs, flowers (Geraniums, Marigolds or Nasturtiums).
- Potentially sell for profit or charity or maybe donate to community or retirement home.

## Composter or recycling program within school:

Build or purchase composters or recycling bins/boxes and students teach others about importance and need of compost and recycling. Student tasks could include promotion, assessment of need and logistics of composters and/or recycling with surveys and research methods (observation and data collection of garbage).

## Laminating or photocopying service:

- Providing a service for in the school or outside in the community.
- Skills: Advertising, costing, filling orders, organization, customer service, etc.

## Community clean-up:

- Could be a one off or regular planned clean ups in community.
- Could be led by WOTP students but involve other students (whole school or specific grades/class)

## Themes within the Directory of Semiskilled Trades

While working on a PDIG, a team of us from Western Québec School Board completed an examination of the Directory of Semiskilled Trades. In doing so we recognized reoccurring themes. We looked at both the Specific Competencies (what they are expected to do) and the Performance Criteria (how the student should be completing the tasks).

The six **Specific Competency** themes that emerged were:

1. Clean and tidy up the work area
2. Maintain the equipment and work areas
3. Prepare the workstation
4. Handle and receive food and non-food products
5. Receive payment from customers
6. Serve customers

We also examined the most common **Performance Criteria** and grouped them into three broad areas:

1. Health and Safety
2. Customer Service
3. Following Procedures

These themes reflect the most common components of the Directory of Semiskilled Trades and as such they represent areas in which our students may be evaluated on during their work placements/experiences in the Work Skills or Preparation for a Semiskilled Trade courses. These courses are at the heart of the Work-Oriented Training Path, as success in them ultimately leads to certification.

We felt that our students would benefit from workshops and/or lesson plans that developed from these themes. Workshops and lesson plans **need not be** trade specific, such as Vehicle Cleaner or Day Care Worker but could target skills and competencies that they may need in **many jobs** in the working world and more specifically, from the Directory of Semiskilled Trades. The creation of these themes and broad areas helped to support this initiative.

Attached you will find a workshop/lesson plan template plus an example and some suggestions for workshops that could be completed in school as part of the Introduction to the World of Work course in the Pework Training program.