

Technological Education  
**Lesson/Learning Plan**

<b>Course Name:</b>	<b>Hospitality and Tourism</b>	<b>Course Code:</b>	<b>TFJ3C</b>
<b>Unit Title:</b>	<b>Can making cookies be dangerous?</b>	<b>Task:</b>	<b>Prepare cookies</b>
<b>Date:</b>		<b>Estimated Time:</b>	<b>8 x 80 minutes periods</b>

**Lesson Expectations:**

<i>Code</i>	<i>The Student Will: prepare cookies safely and have strategies to refuse unsafe work.</i>	<b>K/U</b>	<b>T</b>	<b>C</b>	<b>A</b>
A4	demonstrate an understanding of tools, equipment, and facilities used in the various sectors of the tourism industry.				
A4.1	identify various small wares used in the kitchen ( <i>e.g., hand tools, table-top mixers, pots</i> );				
A4.2	identify tools and equipment commonly used in the various sectors of the tourism industry ( <i>e.g., stoves and mixers in the food and beverage services sector, phones and computers in the travel services sector, computer reservation systems in the accommodations sector</i> );				
A4.3	demonstrate the ability to operate and maintain a variety of tools and equipment commonly used in different sectors of the tourism industry ( <i>e.g., stoves, computers, vacuum cleaners, audio-visual equipment</i> ), using proper processes and procedures;				
B1	prepare and present food products in a variety of ways, following accepted industry procedures;				
B1.1	demonstrate the use of various cooking techniques ( <i>e.g., sauté, deep fry, roast, poach, steam, braise</i> ) to produce a variety of foods ( <i>e.g., meats, vegetables, rice and pasta dishes, desserts, bakery products</i> );				
B1.2	prepare food using appropriate culinary techniques ( <i>e.g., shucking, kneading, clarifying, deglazing</i> ) to enhance edibility, colour, texture, taste, and contrast;				
B2	demonstrate the ability to follow the best practices of administration and management as they relate to the tourism industry;				
B2.2	demonstrate the ability to make individual contributions to overall team performance ( <i>e.g., in a brigade system; as a “front of the house” [serving staff] member, “back of the house” [kitchen staff member; in sales and/or marketing]</i> );				

D1	demonstrate an understanding of and compliance with health and safety standards in the various sectors of the tourism industry;				
D1.1	identify the laws, regulations, and regulatory/ oversight organizations that govern health, safety, and sanitary standards in the tourism industry ( <i>e.g., Occupational Health and Safety Act [OHSA], Health Protection and Promotion Act [HPPA], Workplace Hazardous Materials Information System [WHMIS] regulations, local health departments</i> ) and explain their importance;				
D1.2	demonstrate an understanding of emergency preparedness ( <i>e.g., develop an emergency exit plan, ensure all safety equipment is clearly identified and easily accessible and that equipment lockout rules are posted</i> ) and procedures to be followed ( <i>e.g., regarding equipment power shut-off, the use of fire-suppression equipment</i> ) in the event of an accident or emergency situation;				
D1.3	demonstrate the ability to follow health and safety best practices ( <i>e.g., report unsafe work conditions in the school classroom/facility; use the Workplace Hazardous Materials Information System [WHMIS]; know appropriate first aid procedures to be used in the event of an accident such as a burn, cut, or electric shock</i> );				

### **Achievement Expectations:**

*Evidence of Student Learning:*

*understanding the correct procedures for making cookies and types of cookies eg. Drop, icebox etc.*

*correctly prepare two types of cookies.*

*Understanding that if machines are broken and or unsafe cookies can be made in smaller batches using smaller mixers and if necessary by mixing my hand and bowl method. ( like the good ole days)*

*Making cookies in large electric mixer*

*Making cookies in small electric mixer*

*Making cookies by hand and bowl method*

*understanding the safety procedures of the mixer and the correct procedures to follow when using electric equipment.*

*Recognizing when equipment is damaged or not safe and methods of reporting unsafe equipment ( used via role playing and pretending equipment is not safe)*

*Understanding worker's rights to refuse unsafe work and practice techniques to refuse unsafe work.*

*Knowing where to find information on the internet to support their unsafe work claims.*

### **Prior Learning:**

*Pre-Assessment:*

*Review, teacher demonstration on equipment safety and sample demonstration of cookie preparation.*

*Hobart mixer training and safety passport approval stamp.*

*Oral and practical demonstration to teacher.*

*Teaching Resources:*

*Food preparation text book*

*Safety work sheet*

*Internet sites on work sheet*

<p><i>Cookie lesson work sheet and assignment from text book.</i></p> <p><i>Safety work sheet project.</i></p>	
<p><i>Motivational Strategy:</i>  <i>Can making cookies be dangerous? You can't ask David Ellis because he died making cookies.</i>  <i>He dies because the company did not install a lock out device that cost less than 5 dollars.</i></p>	

**Lesson Development:**

<i>Student Activity:</i>	<i>Essential Content &amp; Key Questions:</i>	<i>Teaching/Learning Strategies:</i>
<p><i>Do text book work on cookies.</i></p>	<p><i>Types of cookies.</i></p>	<p><i>Demonstration and then practical application hands on.</i></p>
<p><i>Work on and hand in safety work sheet.</i></p> <p><i>Practice correct unsafe work reporting techniques.</i></p>	<p><i>Who is the Ministry of Labour?</i></p> <p><i>What is their function?</i></p>	<p><i>Discuss the Davis Ellis story and use the example on how something so simple as cookies can kill you.</i></p> <p><i>Techniques to refuse work.</i></p>
<p><i>Recognizing unsafe work situations and what are not unsafe work situations.</i></p>	<ol style="list-style-type: none"> <li>1. What are the rights of workers?</li> <li>2. What are the duties and responsibilities of employers and other persons?</li> <li>3. What are the general duties of supervisors?</li> <li>4. What are the duties of owners?</li> </ol>	<p><i>Refusing work you feel is unsafe is decided by you. It is not the comfort level of other workers or supervisors.</i></p> <p><i>If you feel unsafe you feel unsafe. Ask for more training.</i></p>
<p><i>Prepare cookies using large mixer.</i></p> <p><i>Prepare cookies in small batches using small table top mixer.</i></p> <p><i>Prepare cookies using hand and bowl method.</i></p>	<p><i>Scaling recipes.</i></p> <p><i>Reducing recipe size.</i></p>	<p><i>Making cookies when machines are not safe to use.</i></p> <p><i>Use other equipment.</i></p> <p><i>Use other methods.</i></p> <p><i>Do it the old fashion way. Bowl and hand method.</i></p>

**Assessment & Recording Strategies:**

<i>Assessment Methods:</i>	<i>Recording Tool:</i>
<i>Accommodations:</i>	