



Task prepared for the project “Using Technology to Facilitate Connections between Literacy and the Broader Community” (2014)

This task set was vetted by this project and was not reviewed by the QUILL team.

### OALCF Task Cover Sheet

**Task Title:** Explore the Cooking Trade

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ___ Apprenticeship <input checked="" type="checkbox"/> Secondary School ___ Post Secondary ___ Independence ___	
<b>Task Description:</b> Learners will read about the trade and then try out some cooking skills.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information C: Understand and Use Numbers	<b>Task Group(s):</b> A1: Read continuous text A2: Interpret documents B3: Complete and create documents C2: Manage time C3: Use measures
<b>Level Indicators:</b> A1.2: Reads texts to locate and connect ideas and information A2.2: Interpret simple documents to locate and connect information B3.3a: Decide what, where and how to enter information in somewhat complex documents C2.1: Measure time and make simple comparisons and calculations C3.1: Measure and make simple comparisons and calculations	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Question sheet</li><li>• Handout “On the Job with a Cook”</li><li>• Handout “Do you have the essential skills to be a cook?”</li><li>• Pencil or pen</li></ul>	



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The Canadian government provides information for persons interested in entering the skilled trades. Here is an opportunity to learn about being a cook.

**Learner Information and Tasks:**

**Task 1:** Look at the entire handout “On the Job with a Cook”. List the essential skills used by a cook.

**Tasks 2-5:** Look at the handout “Do you have the essential skills to be a cook?” Try the questions. Keep in mind that these are questions that a **journeyperson** (who has had over 3 years of training on the job and in a classroom) should be able to answer.



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## Using Essential Skills: On the Job with a Cook

Are you starting an apprenticeship as a cook or are you thinking about a career in this trade? Pursuing a career as a cook requires strong essential skills such as reading continuous text, interpreting documents, using measures and critical thinking.

Use this booklet to:

- learn how cooks use essential skills;
- follow the daily routine of a cook; and
- find out how your essential skills compare to those of a journey person cook.

### How cooks use essential skills

**Cooks** use essential skills to perform a variety of job-related tasks, for example:

- **interact with others** to clarify orders or tell servers how to serve specialty dishes;
- **problem solving** to substitute ingredients when necessary; and
- **managing time** to make sure food is ready to serve to customers at the right time and in the right sequence.

**Cooks** prepare and cook a wide variety of foods. They work in restaurants, hotels, hospitals and other establishments where food is served.

### A day in the life of a cook: Lara’s story

#### Reading the schedule

Lara is an experienced cook in a busy restaurant. In addition to preparing meals, she supervises the other cooks in the “line.” The line is the name given to the different stages of meal preparation, from cooking the meat to arranging the food on the plate. When Lara arrives for her shift, she checks the weekly schedule to see who she will be working with that evening (**interpret documents**). She decides which cooks to place where along the line according to their experience so that the line moves as quickly and efficiently as possible (**thinking skills – decision making**).

#### Calling out orders

In the kitchen, Lara is usually the caller. As the caller, Lara reads the orders as they come in from the dining room and calls them out to the cooks (**interpret documents, interact with others**). The cooks repeat the order back to her before they start preparing it. The meals are prepared by priority and cooking time. If the orders get out of sequence, Lara reads the time at the bottom of each order to find out which one was placed first (**interpret documents, manage time**).



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**Cooking ribs**

Lara must also make sure that food that takes a long time to cook is ready when the customers order it (**manage time**). Ribs are a very popular order in the restaurant where she works. Since ribs take 2½ hours to cook, Lara uses a clock or timer on the stove to time the cooking (**manage time**). She also makes sure that the ribs are done by testing their firmness. A full rack is 12 ribs, so if a customer orders a half rack, Lara will cut off 6 ribs (**use measures**).

**Dealing with problems**

Lara also deals with any special requests or problems with orders. For example, if a customer has a food allergy, Lara is responsible for making sure everyone in the kitchen knows about it. She tells the other cooks about the allergy and covers the customer’s meal with another plate so everyone in the kitchen knows to be careful around that order (**thinking skills – problem solving, interact with others**).

**Checking temperatures**

An important part of Lara’s job is to check the internal temperatures of the prepared food to make sure it is cooked thoroughly. The restaurant where Lara works asks her to fill in a temperature log at certain times of the day to make sure the kitchen meets health standards. Before checking the temperature of the chicken, Lara calibrates the meat thermometer to make sure it is working properly. She does this by placing it in a bowl of ice water and making sure the reading is 0°C. Then she checks the temperature of the chicken and records the results on the log (**use measures, interpret documents**). If the chicken is not at the right temperature, she takes corrective action, usually by leaving the chicken to cook longer.

Checking temperatures		
COOKED PRODUCT (Internal product readings)		Actual readings
Product	Standard	Lunch (11:30 AM)
Rotisserie chicken	190°F/88°C	
Ribs	175°F/79°C	Cooking: ----- Final Grill:



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<b>Grilled beef burger</b>	175°F/79°C	79°C
<b>Grilled kids’ burger</b>	175°F/79°C	76°C
<b>Grilled chicken breast</b>	175°F/79°C	Cooking: 75°C ----- Final Grill: 79°C
<b>Chicken wings</b>	165°F/74°C	Blanching: ----- Final Cook:
<b>Chicken strips</b>	175°F/79°C	70°C
<b>Pot Pie</b>	175°F/79°C	
<b>Perogies</b>	165°F/74°C	
<b>Vegetables</b>	175°F/79°C	
<b>Rice</b>	175°F/79°C	
<b>Baked Potatoes</b>	190°F/88°C	
<b>Mashed Potatoes</b>	165°F/74°C	
<b>Corn</b>	175°F/79°C	

### Making gravy

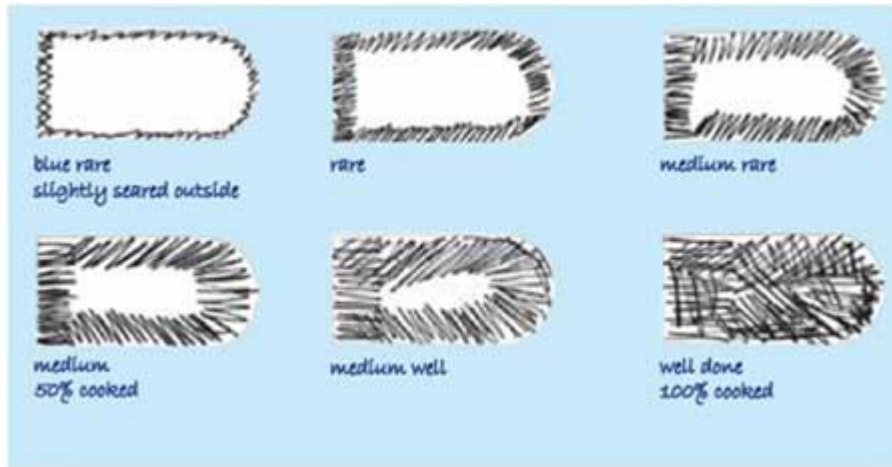
One hour before the restaurant closes, Lara notices that the kitchen is running out of gravy. Instead of making up a whole new batch, which would go to waste if it doesn’t get used, Lara decides to make half a batch. Normally, the recipe calls for 8 ounces of gravy powder and 16 ounces of water. Instead, Lara halves the recipe by using 4 ounces of gravy powder and 8 ounces of water (**use measures**).

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## Training Others

Cooks in restaurants like the one where Lara works are often trained on the job. As an experienced cook, Lara is responsible for passing on some of her knowledge to apprentice cooks. Sometimes she draws diagrams to show them how to cook or prepare something. For example, she draws a diagram to show the different ways people like their steak cooked (**complete and create documents**).



Sometimes new recipes are sent in an e-mail from the head office of the company that owns the restaurant. Lara reads an email that includes a recipe for grilled chicken Caesar salad and learns how to prepare it (**read continuous text, use digital technology**). She then shows the other cooks how to prepare it (**interact with others**).

Adapted from Using Essential Skills: On the Job with a Cook

[http://www.edsc.gc.ca/eng/jobs/les/tools/awareness/cook\\_story.shtml](http://www.edsc.gc.ca/eng/jobs/les/tools/awareness/cook_story.shtml)



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## Do you have the essential skills to be a cook?

Complete the following questions to see how your skills compare to those of a journey person cook.

### 2. Weekly schedule

Look at the weekly schedule. On Tuesday, Lara starts her shift at 4:30 p.m. List the names of the other line cooks she will be working with.

Weekly schedule					
Weekly Schedule Filters: Job					
Employee Name	Mon	Tue	Wed	Thu	Fri
Line SC					
<b>Aguilar, Carlos</b>	Line SC 08:30 AM- 05:00 PM	Line SC 08:30 AM- 05:00 PM	Line SC 08:30 AM- 04:30 PM	Line SC 08:30 AM- 05:00 PM	Line SC 08:30 AM- 05:00 PM
<b>Cordeiro, Alex</b>					
<b>Dahl, Suzanne</b>	Line SC 10:45 AM- 03:00 PM	Line SC 10:45 AM- 03:00 PM	Line SC 10:45 AM- 03:00 PM	Line SC 10:45 AM- 03:00 PM	Line SC 10:45 AM- 03:00 PM
<b>Esmail, Ahmid</b>	Line SC 3:30 PM- 10:30 PM	Line SC 3:30 PM- 10:30 PM	Line SC 3:30 PM- 10:30 PM	Line SC 3:30 PM- 10:30 PM	Line SC 3:30 PM- 10:30 PM
<b>(m) Fitzpatrick, Christy</b>			Line SC 5:00 PM-	Line SC 5:00 PM-	Line SC 5:00 PM-



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			09:30 PM	09:30 PM	09:30 PM
<b>Hayashi, Satoshi</b>	Line SC 09:00 AM- 02:00 PM	Line SC 09:00 AM- 02:00 PM	Line SC 09:00 AM- 02:00 PM	Line SC 09:00 AM- 02:00 PM	
<b>Ho, Thanh</b>					
<b>Laroche, Diana</b>		Line SC 04:30 PM- 10:30 PM	Line SC 04:30 PM- 10:30 PM	Line SC 04:30 PM- 10:30 PM	Line SC 04:30 PM- 10:30 PM
<b>Ou, Lina</b>	Line SC 04:30 PM- 10:30 PM	Line SC 04:30 PM- 10:30 PM			Line SC 10:30 AM- 3:00 PM Line SC 05:30 PM- 9:00 PM
<b>Rossi, Teresa</b>	Line SC 04:30 PM- 10:30 PM			Line SC 04:30 PM- 09:00 PM	Line SC 04:30 PM- 09:30 PM

### 3. Kitchen orders

Orders are prepared in the sequence that they are received. When orders get out of sequence, the cook reads the time at the bottom of each order to find out which one was placed first.

The kitchen orders for table 3 (Tbl 3/1) and table 10 (Tbl 10/1) are out of sequence. Which order should be prepared first?



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#### 4. Grilled chicken Caesar salad recipe

It is 45 minutes before closing and the kitchen has run out of grilled chicken Caesar salad, which is one of the most popular side dishes in the restaurant. The cook doesn't want to make up a whole batch, since a lot of it will go to waste. She decides to use a quarter of the recipe.

Look at the grilled chicken Caesar salad recipe. How much romaine lettuce should she use?

##### Grilled Chicken Caesar Salad

- 2 heads romaine lettuce
- 1 pound button mushrooms, sliced
- 1 cup garlic croutons
- 4 cloves garlic, chopped
- 2 grey onions, sliced
- ½ - 1 cup Caesar dressing
- ½ cup freshly grated parmesan cheese
- 1 teaspoon cracked peppercorns
- 8 chicken breasts, boned and skinned
- 1 teaspoon salt
- 2 teaspoons crushed rosemary

1. Tear romaine into bite-size pieces, toss with mushrooms, croutons, garlic, onion and Caesar dressing. Place on chilled salad plates. Spoon 1 teaspoon parmesan cheese over each serving and top with cracked black pepper.



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- Season chicken breasts with salt, pepper and rosemary. Grill about 5 minutes per side. Slice and serve over salad. Garnish with remaining cheese.

Makes 8 full servings and 4 side dishes.

## 5. Temperature log

A cook checks the temperature of the rotisserie chicken at 11:30 a.m. and sees that it is 80°C. The cook then continues cooking the chicken until it reaches 88°C, ten minutes later.

Enter this information on the temperature log below.

Temperature log					
COOKED PRODUCT (Internal product readings)		Actual readings	Internal temperature must be checked twice on food items that are blanched/cooked, and then grilled/fried.		
Product	Standard	Lunch (11:30 AM)	Dinner (5:30 PM)	Corrective action taken	Resolved
Rotisserie chicken	190°F/88°C				
Ribs	175°F/79°C	Cooking:			
		Final grill:			
Grilled beef burger	175°F/79°C	79°C			
Grilled kids' burger	175°F/79°C	76°C		Continue cooking	11:38



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<b>Grilled chicken breast</b>	175°F/79°C	Cooking: 75°C			
		Final grill: 79°C			
<b>Chicken wings</b>	165°F/74°C	Blanching:			
		Final cook:			
<b>Chicken strips</b>	175°F/79°C	70°C		Continue cooking	11:45

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**Answer Key**

**Task 1:** reading continuous text using measures critical thinking  
 interpreting documents interact with others problem solving  
 managing time decision making complete and create documents  
 use digital technology

**Task 2:** Weekly schedule (*interpret documents*)  
 Lara will be working with Carlos, Ahmid, Diana and Lina.

**Task 3:** Kitchen orders (*interpret documents, manage time*)  
 The order for table 10 was placed at 3:06 p.m., so it should be prepared first.

**Task 4:** Grilled chicken Caesar salad recipe (*use measures*)  
 $2 : \frac{1}{4}$   
 $2 \times \frac{1}{4} = \frac{1}{2}$   
 The cook will use half a head of romaine lettuce.

**Task 5:** Temperature log (*complete and create documents, manage time*)

Temperature log					
COOKED PRODUCT (Internal product readings)		Actual readings	Internal temperature must be checked twice on food items that are blanched/cooked, and then grilled/fried.		
Product	Standard	Lunch (11:30 AM)	Dinner (5:30 PM)	Corrective action taken	Resolved
Rotisserie chicken	190°F/88°C	80°C		Continue cooking	11:40
Ribs	175°F/79°C	Cooking:			
		Final grill:			



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<b>Grilled beef burger</b>	175°F/79°C	79°C			
<b>Grilled kids' burger</b>	175°F/79°C	76°C		Continue cooking	11:38
<b>Grilled chicken breast</b>	175°F/79°C	Cooking: 75°C			
		Final grill: 79°C			
<b>Chicken wings</b>	165°F/74°C	Blanching:			
		Final cook:			
<b>Chicken strips</b>	175°F/79°C	70°C		Continue cooking	11:45



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> <li>scans text to locate information</li> </ul>			
	<ul style="list-style-type: none"> <li>locates multiple pieces of information in simple texts</li> </ul>			
	<ul style="list-style-type: none"> <li>makes low-level inferences</li> </ul>			
	<ul style="list-style-type: none"> <li>makes connections between sentences and between paragraphs in a single text</li> </ul>			
	<ul style="list-style-type: none"> <li>reads more complex texts to locate a single piece of information</li> </ul>			
	<ul style="list-style-type: none"> <li>follows the main events of descriptive, narrative and informational texts</li> </ul>			
	<ul style="list-style-type: none"> <li>obtains information from detailed reading</li> </ul>			
A2.2	<ul style="list-style-type: none"> <li>performs limited searches using one or two search criteria</li> </ul>			
	<ul style="list-style-type: none"> <li>extracts information from tables and forms</li> </ul>			
	<ul style="list-style-type: none"> <li>locates information in simple graphs and maps</li> </ul>			
	<ul style="list-style-type: none"> <li>uses layout to locate information</li> </ul>			
	<ul style="list-style-type: none"> <li>makes connections between parts of documents</li> </ul>			
	<ul style="list-style-type: none"> <li>makes low-level inferences</li> </ul>			
B3.3a	<ul style="list-style-type: none"> <li>uses layout to determine where to make entries</li> </ul>			

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	<ul style="list-style-type: none"> <li>begins to make some inferences to decide what information is needed, where and how to enter the information</li> </ul>			
	<ul style="list-style-type: none"> <li>makes entries using a limited range of vocabulary</li> </ul>			
C2.1	<ul style="list-style-type: none"> <li>follows apparent steps to reach solutions</li> </ul>			
	<ul style="list-style-type: none"> <li>adds, subtracts, multiplies and divides whole numbers and decimals</li> </ul>			
	<ul style="list-style-type: none"> <li>recognizes values in number and word format</li> </ul>			
	<ul style="list-style-type: none"> <li>understands chronological order</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies and performs required operation</li> </ul>			
	<ul style="list-style-type: none"> <li>represents dates and times using standard conventions</li> </ul>			
	<ul style="list-style-type: none"> <li>chooses appropriate units of measurement (e.g. hours, minutes, seconds)</li> </ul>			
	<ul style="list-style-type: none"> <li>interprets and represents time using whole numbers, decimals (e.g. .25, .5) and simple common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> hour)</li> </ul>			
C3.1	<ul style="list-style-type: none"> <li>adds and subtracts whole number measurements</li> </ul>			
	<ul style="list-style-type: none"> <li>recognizes values in number and word format</li> </ul>			
	<ul style="list-style-type: none"> <li>chooses appropriate units (e.g. metres, inches) and non-standard units (e.g. paces, cupfuls, scoops)</li> </ul>			
	<ul style="list-style-type: none"> <li>identifies and performs required operation</li> </ul>			
	<ul style="list-style-type: none"> <li>interprets and represents measures using whole numbers, decimals and simple, common fractions (e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li> </ul>			
	<ul style="list-style-type: none"> <li>follows apparent steps to reach solutions</li> </ul>			



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**This task:** was successfully completed \_\_\_ needs to be tried again \_\_\_

**Learner Comments**

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\_\_\_\_\_

**Instructor (print)**

\_\_\_\_\_

**Learner Signature**