



LBS Apprenticeship Curriculum 2015 - Updated 2023 as part of CLO's Skills for Success initiative

Task Title: Watch a short video about a food trade to gather information

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started (m/d/yyyy): _____

Date Completed (m/d/yyyy): _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship
Secondary School Post Secondary Independence

Task Description: The learner will watch a short video about a food trade and record reasons why they would want to become an apprentice.

Competency: A: Find and Use Information

Task Groups: A3: Extract information from films, broadcasts, and presentations

Level Indicators: n/a

Embedded Skills for Success:

Adaptability
Collaboration
Communication
Creativity and Innovation

Digital
Numeracy
Problem Solving
Reading
Writing

Performance Descriptors: See chart on last page

Learner Information and Work Sheet

Individuals interested in the food trades use the internet and videos to learn more about the work involved in the culinary trades.

Go to the website <https://www.youtube.com/watch?v=CEW6FT8RIMA> and watch the "About Trades – Chef Apprentice" video. Then complete the tasks below.

Task 1: How did the culinary apprentice come to the job at Ristorante Julia?

Answer:

Task 2: What does a "garde manger" serve?

Answer:

Task 3: After schooling, how many hours of actual experience does a culinary apprentice need to be eligible to write the Red Seal exam?

Answer:

Task 4: List 3 reasons why you might want to become a culinary apprentice.

Answer:

Answers

Task 1: How did the culinary apprentice come to the job at Ristorante Julia?

Answer: apprenticesearch.com

Task 2: What does a “garde manger” serve?

Answer: salads, cold foods, and desserts

Task 3: After schooling, how many hours of actual experience does a culinary apprentice need to be eligible to write the Red Seal exam?

Answer: 6,000 hours

Task 4: List 3 reasons why you might want to become a culinary apprentice.

Possible answers:

- Learn hands-on
- Can build on previous experience or programs (e.g., co-op)
- Learn many different skills
- Learn from others at work
- Good future

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A3	<ul style="list-style-type: none"><i>The tasks in this task group are not rated for complexity therefore do not have any performance descriptors</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print)

Learner (print)