

## Bridging the Employment Gap Series

### Kitchen Help

#### Chart Aligning the Curriculum to the OALCF

##### Introduction

This **Kitchen Help** Curriculum was originally produced in 2008 as part of the **Bridging the Employment Gap** series of occupation-related manuals, and is aligned to the Essential Skills, as defined by Human Resources and Skills Development Canada (HRSDC). With the implementation in Ontario of the Ontario Adult Literacy Curriculum Framework (OALCF), Simcoe/Muskoka Literacy Network has now aligned all the curriculum manuals to the competencies, task groups, and complexity levels of the OALCF. While not all of the activities in this curriculum are tasks, in the truest definition, they have all been aligned for the benefit and convenience of practitioners and students who are using the curriculum.

The alignments were made using several assumptions and agreements:

- a) The curricula are used by a student-tutor pair or by a group of students with a practitioner (paid or volunteer).
- b) Competencies and task groups were selected based on the actual instructions to the practitioner **as written** for that activity. Suggested or optional steps and additional activities have not been aligned. If you include these optional steps or do the additional or suggested activities, additional competencies and/or changes to complexity levels may result.

In some cases, an instruction may be rather unclear. For example, an instruction may say to “use” one of the teaching aids or something from another resource; unless the instruction specifically states that the teaching aid would be given to or used with the student, we have assumed that it pertains to the practitioner only .

- c) If the instructions say to use an activity from another section of the curriculum or from another curriculum, then it will be aligned in that curriculum, and you will need to consult the alignment chart for that section or curriculum.
- d) Some of the activities are skill-building activities leading to a task or competency. Therefore, in some cases, a competency or task group has been selected based on the task or competency being developed.
- e) In some activities, there is a fairly substantial amount of presentation and/or demonstration by the practitioner, and the student needs to use this information in associated activities afterwards. In this case, competency A3 will be included in the chart for that activity.
- f) These curricula may be used with a tutor-student pair or in a group setting of several students and a practitioner. Throughout the curricula there are many activities where the practitioner asks simple questions of the students. Even though there may be more than one student present, the interchange needed to answer the questions is direct between the practitioner and the student answering. In this case, competency B1.1 has been selected.

If the activity instructions specify “Discuss” and it is clear that a more complex exchange of information and opinion is required, then B1.2 has been selected.

Please contact us if you have any comments or suggestions about this alignment chart.

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### Kitchen Help – Safety

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers												Use Digital Technology			Manage Learning			Engage With Others				
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents		Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	F			
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	F		
<b>Personal Safety</b>																																						
1. Rights & Responsibilities							●		●																													
2. Everyone has a part to play							●		●																													
3. The employer plays a part		●					●		●								●																					●
4. Hazards							●		●																													
5. Learn how to protect yourself				●			●	●																														
6. Personal protective equipment				●			●		●																													
7. Safe operating procedures	●				●		●	●						●																						●		
8. Emergency procedures				●			●		●					●																								●
9. Protecting yourself		●			●		●		●																													
10. Reporting injuries		●						●									●																					●
Demo – Task 1	●							●																												●		
Demo – Task 2	●													●																						●		

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Competency		Find and Use information						Communicate Ideas & Information							Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others								
Task Group	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data				D .1	D .2	D .3	E .1	E .2	E .3	T	
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3	D .1	D .2	D .3	E .1	E .2	E .3	T		
Activity	What Have I Learned and Skills Practiced				●									●																					●			
Activity	<b>Safe Food handling Practices.</b>																																					
	11. What to wear							●																														
	12. Wash! Wash! Wash! Hands				●		●		●																													●
	13. Wash! Wash! Wash! Surfaces						●							●																								
	14. Wash! Wash! Wash! Vegetables and Fruit						●							●																								
	15. Wash! Wash! Wash! Dishcloths and tea towels							●																														
	16. High-risk Foods				●				●					●																							●	
	Demo – Task 1	●																				●													●			
	Demo – Task 2				●										●																					●		
	What I Have Learned and Skills Practiced					●									●																					●		

## Kitchen Help – Loading & Unloading the Dishwasher

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others										
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	F. 1	F. 2	F. 3	T					
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3												
Activity	1. Round & Oval			●				●						●																											
	2. Plate Shapes							●																																	
	3. Sorting by Size				●			●						●																											
	4. Large and small/round and oval						●	●																																	
	5. Bowls							●																																	
	6. Glasses, cups and mugs							●																																	
	7. Knives, forks and spoons							●	●																																
	8. Labels				●																																				
	9. Load & Unload the dishwasher							●	●																															●	
	Demo – Task 1	●																																							
	Demo – Task 2	●																																							
	Demo – Task 3	●																																							
	Demo – Task 4	●													●																									●	
What I Have Learned & Skills Practiced					●									●																									●		

## Kitchen Help – Counting and Patterns

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others							
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents		Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E. 1	E. 2	E. 3	F			
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3									
Activity	1. Meaning of numbers			●																																		
	2. Counting			●																																		
	3. Before and After			●				●						●																								
	4. Find the number			●																																		
	5. Count into the baggie			●																																		
	6. Interruptions			●				●																														
	7. Role Play							●																														
	8. Muffin pan				●											●																						
	9. Baking muffins		●		●																●			●														
	10. Patterns				●			●							●																							
	11. Cookies				●										●																							
	12. further practice				●										●																							
	Demo – Task 1	●																																				
Demo – Task 2	●													●																								

## Kitchen Help – Counting and Patterns

Competency		Find and Use information						Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others							
Task Group	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others				Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data				D.1	D.2	D.3	E.1	E.2	E.3	T
Task Group #	A1.1	A1.2	A1.3	A2.1	A2.2	A2.3	A3	B1.1	B1.2	B1.3	B2.1	B2.1	B2.3	B3.1	B3.2	B3.3	B4	C1.1	C1.2	C1.3	C2.1	C2.1	C2.3	C3.1	C3.2	C3.3	C4.1	C4.2	C4.3	D.1	D.2	D.3	E.1	E.2	E.3	T		
Activity	Demo – Task 3	●			●										●																							
	What I Have Learned & Skills Practiced				●										●																				●			

## Kitchen Help – The Condiment Station: Sorting and Storing Food

Competency	Find and Use information						Communicate Ideas & Information									Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others																
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others				Write continuous text				Complete and create documents				Express oneself creatively	Manage Money			Manage Time				Use Measures				Manage Data				D .1	D .2	D .3	E .1	E .2	E .3	T					
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3																		
Activity	1. Packaged Food			●				●																																							
	2. Sorting condiments			●				●																																				●			
	3. Filling the containers				●			●						●											●																						
	4. Napkins							●																	●																						
	5. Other containers				●				●																																						
	6. Storage				●				●																																						
	7. Put it away				●																																										
	8. Field trip									●																																			●		
	Demo –Task 1	●			●																																										
	Demo –Task 2	●			●																																										
	Demo –Task 3	●			●																																										
	Demo –Task 4	●																																													
	What I Have Learned & Skills Practiced					●																																									

## Kitchen Help – Setting Temperatures: Burners and Ovens

Competency	Find and Use information							Communicate Ideas & Information							Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others								
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents		Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	T			
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3									
Activity	1. Stove experience and safety	●							●																													
	2. Burner identification				●		●	●							●																							
	3. Setting stovetop dials				●		●	●							●																		●					
	4. Different temperatures for different foods	●				●		●	●						●									●														
	5. Cooking		●		●			●																														
	6. Temperature experience				●				●																													
	7. Temperature – Celsius								●																													
	8. Temperature— Fahrenheit								●																													
	9. Comparing the scales	●				●									●																							
	10. Setting oven temperature-digital	●				●			●																										●			
	11. Setting oven temperature-dial					●			●						●										●													
	12. Pre-heat				●				●						●																					●		
	13. Broil, bake, roast				●				●						●																							



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Competency		Find and Use information						Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others									
Task Group #	Task Group	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data				D .1	D .2	D .3	E .1	E .2	E .3	T		
		A1. 1	A1. 2	A1 .3	A2 .1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3										
Activity	14. Using a meat thermometer					●		●	●																															
	Demo – Task 1	●																																						
	Demo – Task 2	●																																						
	Demo – Task 3	●			●										●																									
	What I Have Learned & Skills Practiced					●									●																									

## Kitchen Help – Measuring Ingredients

Competency	Find and Use information							Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others								
	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents		Express oneself creatively	Manage Money			Manage Time			Use Measures			Manage Data			D .1	D .2	D .3	E .1	E .2	E .3	T				
Task Group #	A1. 1	A1. 2	A1. 3	A2. 1	A2. 2	A2. 3	A 3	B1. 1	B1. 2	B1. 3	B2. 1	B2. 1	B2. 3	B3. 1	B3. 2	B3. 3	B4	C1. 1	C1. 2	C1. 3	C2. 1	C2. 1	C2. 3	C3. 1	C3. 2	C3. 3	C4. 1	C4. 2	C4. 3										
Activity	1. Why measure?			●				●																															
	2. What is a measuring cup?	●						●																●															
	3. Full to empty	●			●									●										●															
	4. How to measure dry ingredients				●		●	●																●															
	5. Measuring a half-cup, etc.				●			●																●															
	6. How to measure liquids				●			●							●									●			●												
	7. Metric measurements				●																			●															
	8. Different styles of measuring cups								●																	●													
	9. Teaspoons and tablespoons				●			●	●															●															
	10. Bowl size	●				●			●						●										●														
	11. Heavy and light								●															●															
	12. Weight							●	●															●															
	13. Check your guess								●															●			●												
	14. Units of weight				●				●															●															

## Kitchen Help – Measuring Ingredients

Competency		Find and Use information						Communicate Ideas & Information								Understand & Use Numbers									Use Digital Technology			Manage Learning			Engage With Others								
Task Group	Read Continuous Text			Interpret Documents			Extract information from films, broadcasts and presentations	Interact with others			Write continuous text			Complete and create documents			Express oneself creativity	Manage Money			Manage Time			Use Measures			Manage Data			D.1	D.2	D.3	E.1	E.2	E.3	T			
				A1.1	A1.2													A1.3	A2.1	A2.2	A2.3	A	B1.1	B1.2	B1.3	B2.1	B2.1	B2.3	B3.1								B3.2	B3.3	B4
Activity	15. Markings on a scale					●		●																															
	16. Putting on weight; taking off weight						●	●																															
	17 Making cookies	●			●																																		●
	Demo – Task 1	●			●																																		
	Demo – Task 2	●			●				●																														
	Demo – Task 3	●																																					
	Demo – Task 4	●			●				●																														
	Demo – Task 5	●							●						●																								
	Demo – Task 6					●									●																								●
	What I Have Learned & Skills Practiced					●									●																								●



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