THESA

Teachers of Home Economics Specialist Association

SURVIVAL KIT FOR TEACHERS TEACHING ON CALL IN THE HOME ECONOMICS CLASSROOM

- 2016 -

A Note About This Resource

Thank you for accessing this resource! This resource has been developed through THESA, with the intent to provide Teachers Teaching on Call (TTOC) with support materials for teaching Home Economics courses.

You should use these resources when there is no day plan left for you to follow, or if you need something to supplement a lesson because of unforeseen circumstances (ie. the lesson went much quicker than expected, a resource that should have been left but wasn't). You should never use these materials in place of a lesson that has been left for you.

We have also included strategies for completing a demonstration, running a lab, and best practices as a TTOC.

If you are a teacher accessing this resource, we hope that you can add this resource to your TTOC book or binder, for the same reasons aforementioned.

If you have feedback or questions about this resource, please send them to curriculum@thesa.ca

Thank you,

Rachel Labossiere
THESA Curriculum Chair
curriculum@thesa.ca

RESOURCE PACKAGE OVERVIEW

1. A note about this resource
2. Teaching on Call – Best Practices
3. Strategies for Facilitating a Lab
4. Sample Lab Evaluation Rubric
5. Lab Evaluation Sheet
6. Lab Duties Overview
7. Recipes that can be used using pantry items
8. Demonstration Tips
9. Possible activities for:
    - A Middle School Home Economics classroom
    - A Secondary Foods Classroom
    - A Secondary Textiles Classroom
    - A Fashion Merchandising Classroom

TEACHING ON CALL – BEST PRACTICES

- Arrive early. This accounts for parent traffic, and gives you time to ensure that you have all the materials that you need, and are comfortable with the lessons for the day.

- Introduce yourself to the teacher(s) in the neighbouring classrooms

- Introduce yourself to the administration and/or department head if appropriate

- Take the time to introduce yourself to the classes, and provide students the opportunity to tell you a little about themselves. Depending on the setting, this can be done during work time, or during attendance (ie. when I call your name, tell me your favourite food, what your superpower would be if you could have just one, etc).

- Leave a note about how the day went. Don't be afraid to be honest.

- Plan a lesson for the next day. You are welcome to leave pieces of this resource as a part of your planning.

Notes from discussion:

TEACHING ON CALL – DEMONSTRATION TIPS

- Mise en place – this means everything in its place. In other words, have all your necessary supplies and equipment ready to go before the demonstration starts. You could also consider having the vegetables/fruit washed and cut, ingredients premeasured. Unless the point of the lab is to teach measurement or knife skills, having the materials ready to go allows you to get into the method of the recipe right away. Watching someone measure ingredients, chop/dice/mince etc., isn't particularly exciting, nor is it always a quick part of the demo. This down time can create opportunities for students to become distracted.

- Have students read to you each of the steps. They like to be involved.

- Ask questions as you go. For example: Why is a whisk used in this recipe, instead of a spoon, or a spatula? What would happen if we used electric beaters instead? Why does it say "fold in" instead of stir? Should we wait the full baking time, or check on it sooner? Don't worry about not knowing the answers to all of your questions – the point is to get students thinking about why this particular recipe works. Chances are someone in the class will already know, and/or you can ask one student to look it up on their phone or the class computer, if no one has the answer.

- Before the class begins, think about how you will answer the question "who gets to eat that?" with respect to the product that results from your demonstration. Can you ask for two volunteers to wash the dishes from the demonstration, and reward them with the food? The first six to complete their work (and to do it well/properly) get a muffin? Etc.

- What if what you are supposed to demonstrate is beyond your capabilities? Chances are – the teacher isn't going to leave you a recipe like this to demonstrate (ie. how to break down a whole chicken). So, don't avoid a Home Ec call out just because you aren't sure. Follow the recipe closely and carefully – after all, they were written to help students learn to create this dish. You can always look up the skill online before the day starts so you have an idea of where you are headed. Jamie Oliver's Home Cooking Skills website has lots of great (short) videos highlighting various skills: http://www.jamieshomecookingskills.com/skills.php

TEACHING ON CALL – STRATEGIES FOR FACILITATING A LAB

If you are facilitating a lab, here are some things to be cognizant of:

- Check all units after every lab. Ensure that units are clean and organized. You may find it helpful to look in one of the kitchens before the day starts, to see how things are organized.

- Before the lab begins, bring out all ingredients and special equipment (anything that they need to use that isn't stored in their kitchens). There is usually a supply table space for these items.

- Review the recipe quickly at the start of the class, and provide students the opportunity to ask any questions.

- Students will prepare the food, and should clean as they go. Then they eat at their tables. Allow at least 15 minutes at the end of the class for clean up to finish and for you to complete a unit check.

- Ask students to bring you any special equipment for a check before it is put away. This gives you an opportunity to check for cleanliness.

- Are you facilitating more than one lab today? You may need to run the laundry in between classes, to have enough dish cloths and towels.

- Ensure that you run the laundry before you go. If there are only a couple of towels to be washed, just hang them over the edge of the laundry basket to dry.

- High value items such as cheese and chocolate should be pre-measured (or only the total amount needed put out on the supply table).

- Any food that is not used during the lab should be wrapped, labelled and put away.

- Students are assigned duties for each lab. A list of these positions is included in this package. A student from each group should report to you for "special duties" – a list of things that you can ask them to do for you are also included on this duties chart.

- Leave feedback for the teacher on how the lab went (a lab marking sheet and a rubric for assessment is attached for you to use).

Food Studies Lab Evaluation Rubric

Lab:_____ Date: _____

Unit Members: _____

Was anyone absent? _____

	Good	Fair	Needs Improvement
Preparation	All group members worked to prepare for the lab. Aprons were put on, hands washed, recipes out without reminders or prompting. Everyone helped to get the ingredients and equipment ready for use.	Group members were mostly ready, may have needed a reminder for washing hands, tying hair back, and getting organized for the lab (recipes, apron on, participating in getting ingredients and equipment ready).	Group members did not wash their hands and/or tie their hair back. Recipe was not filled in properly or available to use during lab. All group members did not did not participate in the getting of ingredients or equipment.
Safety and Sanitation	Students demonstrated correct use of all kitchen equipment used for the lab. Students followed the four Cs to ensure safe handling of food.	Followed the four C's but needed a reminder about safety and sanitation practices.	Did not follow the four C's, and/or use kitchen equipment safely. Needed several reminders about safety and sanitation practices.
Teamwork	Students worked effectively together as a team, were willing to complete all tasks. Worked steadily throughout the lab. Were positive and helpful to one another.	Students completed the tasks but complained, needed occasional prodding or were at times off task.	Students did not work as a team; work was divided unfairly or some members did not do their share. Group members off task. Many reminders needed to be on task, did not show a willingness to participate.
Techniques and Time Management	Lab was set up and completed on time. Students paid attention to recipe detail. Students focused on using skills taught.	Lab was completed on time with some reminders. Selective recipe reading and/or simple mistakes made. Students not focused on using skills taught.	Teacher had to step in to finish lab on time and/or lab did not finish on time. Did not read recipe, several mistakes and/or no attempt made to use skills taught.
Product	Final product turned out as expected, students put effort into plating. Product was completed on time.	Product is similar to product standards; product was completed on time.	Final product did not turnout, and/or students did not show the product for marking. Product was not completed on time.
Clean Up	Students cleaned as they went through the lab. All clean up duties were completed without reminders.	Students cleaned as they went through the lab. Needed a reminder for a cleaning task.	Students left all cleaning for the end of the lab, cleaning was incomplete and students needed several reminders about tasks to complete.

Reflection:

1. What did your group enjoy about this recipe? _____
_____
2. What was your group's biggest success during this lab? _____
_____
3. What will your group work to improve on in your next lab? _____
_____

LAB DUTIES OVERVIEW

Dish Washer

1. Place stopper in sink and fill 2/3 full of hot sudsy water. Use soap sparingly.
2. Stack soiled dishes beside sink in which they will be washed.
3. Fill second sink 2/3 full with hot water.
4. Place drain rack on tray beside the rinsing sink.
5. Wash dishes in correct order – cleanest to dirtiest (glasses, silver, china, saucepans), then rinse and place on draining rack.
6. Clean and dry sinks, taps and behind taps

Dish Dryer

1. Get dish towels and dish cloth at the beginning of the lab.
2. Dry all the dishes in the rack.
3. Put dishes away in correct place.
4. Check all cupboards and drawers to see that there are no soiled or broken pieces of equipment. Report any missing equipment to the teacher.
5. Dry drain tray and rack and put away.
6. Tidy cupboard below sink, making sure the dish soap bottle is standing upright.
7. Put towels and dish cloths in the dirty laundry basket at the end of each lab.

Unit Manager

1. Clear table.
2. Wipe off place mats using a damp cloth and place in proper drawer.
3. Wipe off table, counter and cutting boards.
4. Wipe out measuring bins
5. Clean outside of canisters and refill if necessary.
6. Wipe and refill hand and dish soap if necessary
7. Sweep unit floor; put chairs in order.
8. Wipe stovetop and fronts of cupboards.
9. Ensure both sets of measuring buckets and bowls stocked correctly and are on the counter.
10. Call teacher when the unit is ready to be checked and wait at the unit.

Special Duties

1. Report to the teacher for special duty.
2. Help any other person in the unit if the teacher thinks help is needed.
3. Replace someone in your unit who is absent. For example: become the dishwasher if your dishwasher is not present.

Ideas for Special Duties tasks:

You could ask students to clean and restock the supply table, put away supply items, clean the demonstration table, hang up aprons left on the floor, empty or reload the dishwasher, fold and put away laundry, start laundry, sweep common areas, etc.

Cinnamon Pinwheels

Dough

125 ml	w.w. flour
125 ml	a.p. flour
7 ml	baking powder
1 ml	salt
15 ml	sugar
50 ml	margarine
75 ml	milk

Topping

25 ml	margarine
5 ml	cinnamon
50 ml	brown sugar

1. Set oven to 400°F.
2. Place 8 paper liners in a muffin pan
3. Combine all dry ingredients
4. Cut in margarine
5. Add milk slowly and mix with a fork until soft dough forms
6. Gently form dough into a ball; don't worry is some flour remains
7. Roll out into rectangle on a lightly floured counter
8. Spread dough with margarine
9. Mix cinnamon and sugar, sprinkle over dough
10. Roll up from long side, cut into 8 pieces and put in pan with cut side up
11. Bake for 18 minutes

Makes 8 cinnamon pinwheels

Pancakes

125 ml flour
15 ml sugar
7 ml baking powder
1 ml salt
1 egg
25 ml oil
100 ml milk
Oil (approx 10 ml)

1. Preheat electric frying pan to 300°F
2. In a bowl, combine flour, sugar, baking powder and salt.
3. In a separate bowl, combine egg, oil and milk. Mix.
4. Add the egg mixture to the dry ingredients and stir slightly just to moisten. Some lumps will remain.
5. Add a small amount of oil (approx. 10 ml) when pan is hot.
6. Ladle approx. 50 ml of batter into pan.
7. Flip pancakes when small bubbles form and the edges appear dry.
8. Remove from pan when pancakes have browned on bottom.

Makes 4 pancakes

Sugar Cookies

125 mL butter

125 mL sugar

1 egg

375 mL flour

2 mL salt

1 mL baking soda

3 mL vanilla

1. Preheat oven to 350°F
2. Cream butter and sugar using electric beater
3. Add egg and vanilla, beat again
4. In a separate bowl combine dry ingredients
5. Add ¼ of the dry ingredients to creamed mixture and beat with mixer.
6. Gradually add remaining dry ingredients mixing with a wooden spoon
7. Roll out dough and cut into shapes
8. Place on parchment paper lined cookie sheet
9. Bake for 8 – 10 minutes

POSSIBLE ACTIVITIES FOR THE MIDDLE SCHOOL LEVEL (GRADES 6-8)

Middle School Home Economics programs are often divided into two sections. Students will rotate between a Foods exploration, and Textiles. Classes are often 40-50 minutes in length. As a TTOC, if no lesson plan is left, it is best to stick with an activity (rather than a lab), given the increased safety risks and time constraints of an explorations program.

There are two activities included here, one that is for the Foods and the other that is for Textiles.

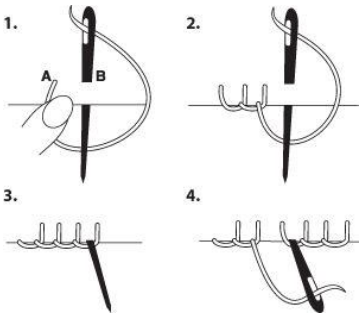
Foods:

Create a dream menu. Instructions and assessment criteria are included on the handout.

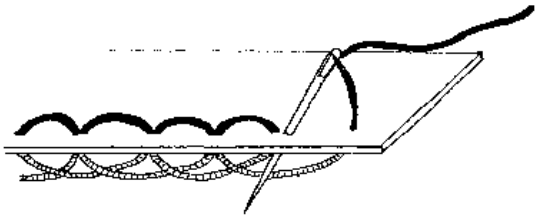
Textiles:

1) A felt phone/iPod slip case. This requires some felt material to complete the project. Students will need know how to do a blanket stitch and a backstitch. Visuals for both are included below.

The Blanket Stitch



The Backstitch



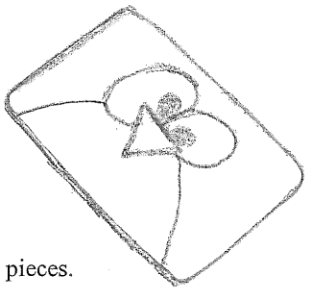
Kanwischer, Hilary. *Design-A-Softie For Papertrey Ink.* N.p., 2015. Web. 26 Feb. 2016 Sewing Wiki,. "Back Stitch". N.p., 2016. Web. 26 Feb. 2016.

2) There is also a handout for an activity that focuses around the Ikea commercial "*A World Without Textiles*." First have students brainstorm all the textiles that they can think of, or encounter. Watch the video, students can add things they didn't think of. Discuss. What did they think of the substitutes for textiles (ie. a cactus instead of a washcloth)? Pick three items from your web and design an alternate product that would achieve the same purpose/function, but doesn't use any textiles.

Watch the commercial here: https://www.youtube.com/watch?v=1U8iPCf67A0

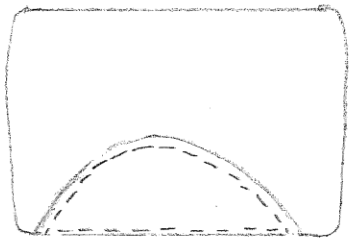
iPod/Phone Case (slide-in) Instructions

Type of project: Hand sewing

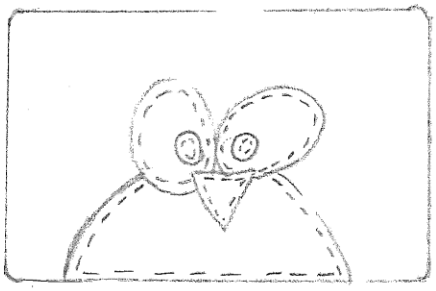


Steps:

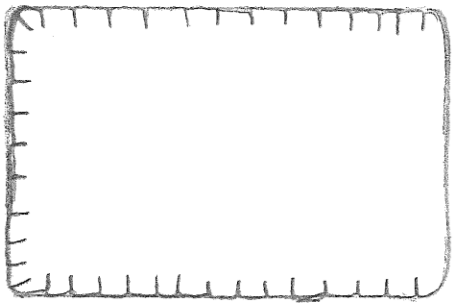
1. Cut out the pattern pieces (see attached).
OR – design your own, then cut the pattern pieces out.
2. Trace the pattern pieces onto **felt** and cut them out.
3. Using a **backstitch**, sew on the penguin body to *one* of the case pieces.



4. Using a **backstitch**, sew on the two eyes. Then, the pupils; followed by the nose.



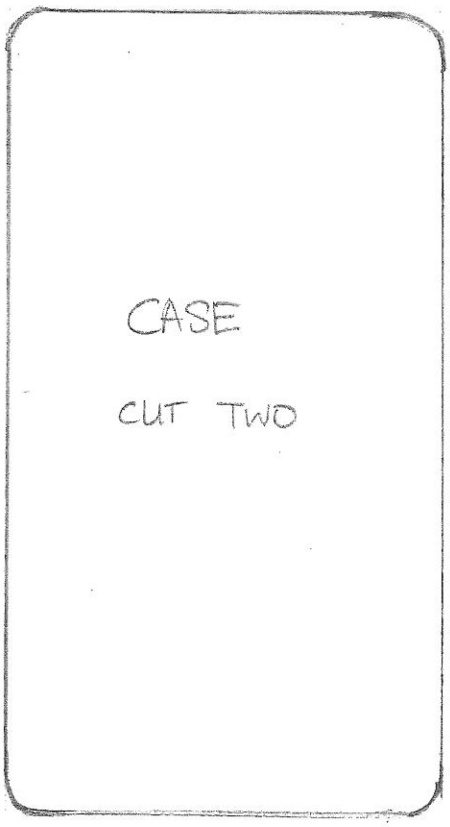
5. Use a **blanket stitch** to sew the two case pieces together.

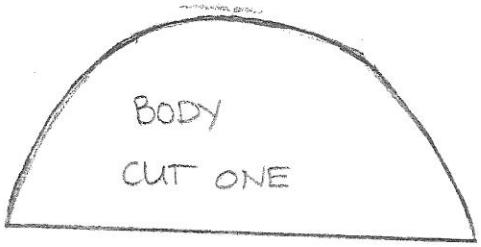


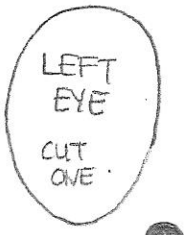
Congratulations, you are finished!

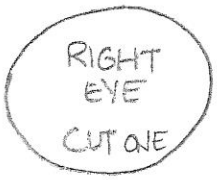
iPod/Phone Case (slide-in)

Penguin Pattern Pieces









PUPILS
CUT ONE
EACH

YOUR DREAM MENU

Before you begin, you need to ask yourself – "What makes me want to eat at a restaurant?" We all know eating nutritiously is important, but food that is good for our bodies isn't the only factor that guides our choices.

YOUR CHALLENGE:
Make a dream restaurant menu that would satisfy all the food guide requirements if someone *your age* ate at your restaurant for *all* meals and snacks in one day.

- Remember to include all the appropriate servings of food groups, water, and oil.
- Be creative! The more descriptive, the better.
- Think about including local and sustainable food items

DUE: _____ MENU NAME:_____

Marking:

/5	Use of class time
/5	All Food Guide requirements are met Fruits + Veg ____ Grains ____ Dairy + Alts ____ Meat + Alts ____
/5	Appealing Menu (Think about what makes sense to eat in a day. Is your menu descriptive? Appealing? Appetizing? Does it sound like a menu someone your age would want to eat?)
/5	WOW Factor: Creativity / Presentation / Effort /? (Restaurant theme, Images, colours, tidiness, food choices, etc.)
/20	Comments:

What do you want me to notice about your menu? _____

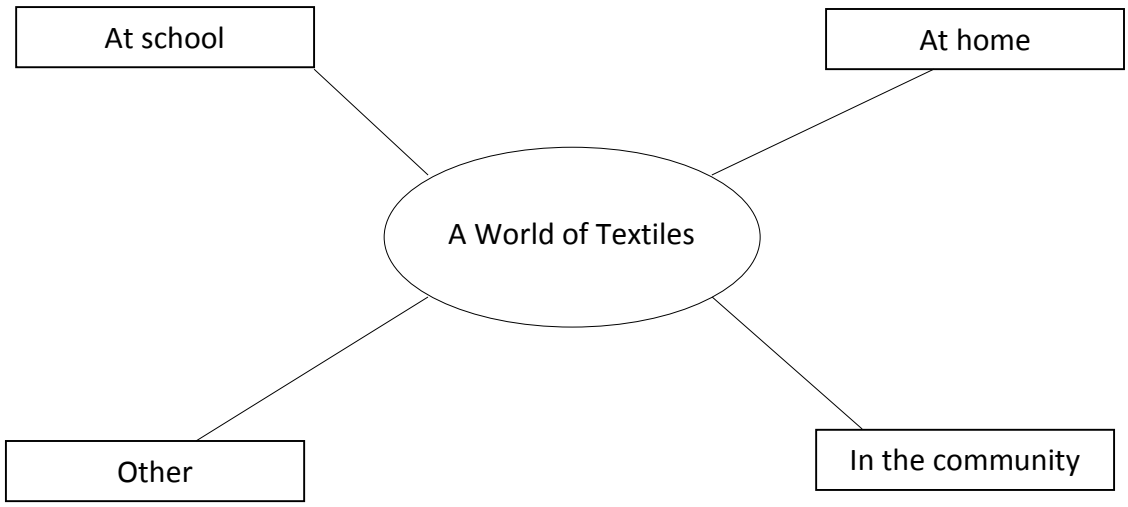
_____

_____

Name:

A World Without Textiles?

1) Brainstorm the kinds of textiles that we use in the various spaces below.



2) Next we are going to watch the Ikea commercial, "*A World Without Textiles.*" When we are done, add things from the video that you didn't think of.

3) Pick three items from your web above, and redesign the product. If there were no textiles in the world, what could you use instead? Ensure that the product still has the same purpose or function as its original design. Use the backside of this page to guide your product designs.

4) REFLECT: Do you feel that textiles are an important part of our everyday lives? YES/NO

Explain your answer. _____

_____

_____

_____

_____

Product Design (draw it out)	Product Description

POSSIBLE ACTIVITIES FOR THE SECONDARY SCHOOL LEVEL (GRADES 9-12)

TED Ed Lessons
You may already be familiar with TED Talks, but did you know that there are TED Ed Lessons? They are short video clips, with supporting materials, designed specifically for teachers. You can access the library of TED Ed Lessons here: http://ed.ted.com/lessons

There are a few that relate to topics or foods that are commonly found in Foods classes. There are thousands of them online, which could easily connect to other subjects that you teach. I like to use these on days when I have about 20 minutes to fill, or as a means to introduce a new topic. They are also helpful to show before or after a demo, to reinforce some of the discussion points.

1. *History Through the Eyes of the Potato* by Leo Bear-McGuinness
http://ed.ted.com/lessons/history-through-the-eyes-of-the-potato-leo-bear-mcguinness#watch

2. *The beneficial bacteria that make delicious food* by Erez Garty
http://ed.ted.com/lessons/why-is-bread-fluffy-vinegar-sour-and-swiss-cheese-holey-erez-garty

3. Pizza Physics (New York Style) – Colm Kelleher
http://ed.ted.com/lessons/pizza-physics-new-york-style-colm-kelleher#watch

4. *What is a calorie?* Emma Bryce
http://ed.ted.com/lessons/what-is-a-calorie-emma-bryce#review

5. *How do carbohydrates affect your health?* by Richard J Wood
http://ed.ted.com/lessons/how-do-carbohydrates-impact-your-health-richard-j-wood#watch

6. *What's the big deal with gluten?* by William D Chey
http://ed.ted.com/lessons/what-s-the-big-deal-with-gluten-william-d-chey#review

7. *How does the thyroid manage your metabolism?* by Emma Bryce
http://ed.ted.com/lessons/how-does-the-thyroid-manage-your-metabolism-emma-bryce

8. *How Does It Grow? Cranberries* http://ed.ted.com/featured/NE5rcALF

9. *How do vitamins work?* by Ginnie Trinh Nguyen
http://ed.ted.com/lessons/what-s-the-value-of-vitamins-ginnie-trinh-nguyen

10. *The science of spiciness* – by Rose Eveleth
http://ed.ted.com/lessons/the-science-of-spiciness-rose-eveleth

11. *Sugar – Hiding in Plain Sight* – by Robert Lustig
http://ed.ted.com/lessons/sugar-hiding-in-plain-sight-robert-lustig

12. *How sugar affects the brain* – by Nicole Avena
http://ed.ted.com/lessons/how-sugar-affects-the-brain-nicole-avena

13. *Should we eat bugs?* By Emma Bryce
http://ed.ted.com/lessons/should-we-eat-bugs-emma-bryce

14. *The Chemistry of Cookies* by Stephanie Warren
http://ed.ted.com/lessons/the-chemistry-of-cookies-stephanie-warren

15. *What's wrong with our food system* – by Birke Baehr
http://ed.ted.com/lessons/what-s-wrong-with-our-food-system-birke-baehr

16. *Caffeine!!*
http://ed.ted.com/featured/gTGfE82A

Further ideas for use:
Any of these videos could be prefaced with a KWL (Know-Wonder-Learn) chart. Let students know what the topic is, and ask them what they know already. What do they wonder? Share the video, and discuss. Then, record what they have learned. There is a KWL chart on the next page for you to use. Sometimes a good discussion emerges on this topic, and questions are left unanswered. When this happens, I put each group in charge of finding out one of the unanswered "wonders" – and have them fill in the question/response in the "next steps" section. It gives you something to open the next class with, if you happen to be back.

Name:

KNOW *What do I already know about this topic?*	**WONDER** *What do I wonder about this topic? What questions do I have?*	**LEARN** *What have I learned about this topic?*

Next steps:

_____

_____

_____

_____

Food Studies Name:

Factors Influencing Food Choices

There are a variety of factors that influence or guide us in choosing the food that we want to eat. Your task today is to create a mind map that highlights the variety of these choices, and reflects on the ones that most often guide your choices.

Use the information in *Food for Today,* as well as your own ideas, to fill in the information.

For each item on the list, you need to include at least three pieces of information from the text. Then, expand on the ideas to include at least three points of your own personal reflection. You are encouraged to use images/graphics (of your own drawing/design) to supplement the information.

- ☐ Peer group
- ☐ Health factors
- ☐ Environment
- ☐ Ethics
- ☐ Family
- ☐ Culture
- ☐ Personal

Due: _____

	Level 4	Level 3	Level 2	Level 1
Central Image **(/4 marks)**	Stands out, meaninfully grasps the key idea	Clear, use of picture or image that relates to the main idea.	Present, but not eye catching or memorable	Not clear, difficult to separate from other information
Ideas radiate from central image and from most to least complex **(/4 marks)**	Ideas clearly connect to central image, consistently build on one another effectively to show understanding and critical thought.	Ideas clearly connect to central image and ideas. They become increasingly complex/build on one another.	Ideas radiate out from center, some confusion as you move our to follow ideas.	Little to no indication that ideas are connected to and radiating out from center, from most to least complex.
Ideas have key images or key words. Colour or codes or links are used to illustrate connections between ideas **(/4 marks)**	Dynamic use of images, key words. Clearly connected to central image in a thoughtful way. Effective use of colour, codes, etc to clarify connections between items on mind map.	Clearly uses colours, codes or links to clarify the connections between ideas. Images and keywords clearly show an understanding of the content.	Obvious attempt is made to use colour, etc to enhance clarity, but still a bit confusion. Images and keywords are evident, but too few or imprecise.	Little to no evidence of key images. May have few keywords or vice versa. Little to no use of colour, codes, or links to illustrate connections between ideas.
Depth of coverage **(/ 8 marks)**	Shows a solid grasp of the content covered. Extensions of the key ideas show a deep understanding of that content.	Shows a solid grasp of most of the content, shows extensions to most key ideas.	Shows a basic level of coverage of key ideas, but little entension of ideas.	Insufficient coverage of content covered.
				/20 marks

POSSIBLE ACTIVITIES FOR THE SECONDARY TEXTILES OR FASHION MERCHANDISING CLASS

1) **CBC Marketplace – 'Outlets vs Retail, and Winners Prices: Sale Fail?'**
https://www.youtube.com/watch?v=f8cyvpJYZIk (23 minutes)

CBC marketplace is an investigative consumer show. In this particular episode, CBC explores the difference in the products sold at the outlet version of popular stores (Kate Spade, Coach, Banana Republic). Use the KWL to frame this as well. What do students already know, and wonder about when it comes to the products found at outlet stores versus the original retail location? Discuss prior to watching. After students watch, have them reflect in the "learn" column, and then discuss as a class. For "next steps", students can explain whether or not this new information will change the way they think about shopping at the outlets.

2) **Project Runway**
Many episodes can be found on YouTube, and most departments have a season. This competition show has 16 designers competing to win a cash prize to start their own line. View an episode (approx. 90 minute). Students can reflect on the following questions on a lined piece of paper (or discuss as a class):

1) What was the challenge for this episode? What made this particular challenge difficult or exciting?

2) Do you agree with who won? Why or why not?

3) Do you agree with who lost? Why or why not?

4) What would you have done for this particular challenge?

5) In your sketchbook, design the outfit that you have described in #4.

POSSIBLE ACTIVITY FOR THE FAMILY STUDIES CLASS:
CREATE A RELATIONSHIP RUBRIC

One topic that fits well with almost all of the units within the Family Studies class is relationships. For example, students are in the child development unit you could focus this lesson on friendships, or parent-child; in housing you could focus on a roommate; in relationships you could focus on romantic relationships. So, before you begin the lesson you will have to establish what kind of relationship makes the most sense for the unit that students are in.

Opener: Brainstorm a list of 10 qualities that are important to this type of relationship (ie. care, empathy, honesty, security, communication, respect, shared responsibility, fairness, etc). Have students (on their own) rank these – which is #1? #10? from most to least importance.

Assignment: Create a relationship rubric. Use the qualities that you brainstormed and ranked to build a rubric that explores what this relationship looks like, sounds like, feels like.

A page set up could look as follows:

	Looks like	Sounds Like	Feels like
An excellent (*friendship/romantic relationship/roommate)* relationship			
An good (*friendship/romantic relationship/roommate)* relationship			
An satisfactory (*friendship/romantic relationship/roommate)* relationship			
A poor (*friendship/romantic relationship/roommate)* relationship			

Extension:
Each student could choose three celebrity couples that fit this relationship. Evaluate their relationship based on your rubric, and provide a rationale for your assessment. You could also have students choose a couple from a sitcom or reality TV show to watch, and assess using the rubric.