Research a Day in the Life of a Baker

Description
In this activity, students will research the daily life and working conditions of a professional baker. They will determine the specific traits and abilities that bakers possess and examine how their own qualities match up with these.

This activity can be paired with the Visit a Bakery Activity Plan.

Lesson Objectives
Students will be able to:

• identify personal traits and abilities that contribute to success in a baking career
• determine how well their own personal traits and abilities align with the demands of a baking career, and
• assess what they need to work on to ensure success in the baking industry.

Assumptions
The student is interested in learning what it’s like to be a professional baker or pastry chef.

Terminology

Baker: A professional who focuses on volume production of a variety of baked goods including yeasted products, cookies, quick breads, cakes, pies, pastries, and savoury products.

Pastry chef: A professional who focuses on production of fine pastry, chocolate work, sugar work, and elaborate cakes. Pastry chefs are more likely to work in restaurants, hotels, or specialty pastry shops.

Estimated Time
70–140 minutes (plus optional research and/or homework time)

Recommended Number of Students
This activity is to be done individually (for some parts) and in groups of 2–4 (for other parts).

Facilities
Internet-accessible computer, projector, and screen
Resources

Bakery Work
https://www.youtube.com/watch?v=iUuKstAWof4

The King Arthur Flour Bakery: Artisans at Work
https://youtu.be/wlpp5Xmslb8

Industry Training Authority (ITA) BC Baker profile
http://www.itabc.ca/program/baker

Red Seal Program – Baker
http://www.red-seal.ca/trades/b.1k.2r-eng.html
Demonstrating Skills And Knowledge

Procedure
1. Provide students with a copy of the Career Research and Reflection Chart (either a hard-copy or an electronic version). Remind the students to record their information on this chart as they’re doing their research.

2. Watch the videos as a class or have students work on their own computers.

3. Invite students to research and write a short biography of a well-known baker or pastry chef. Examples include: Nancy Silverton, owner of La Brea Bakery in California; Florian Bellanger, executive Pastry Chef at Fourchon, Paris; Lionel Poilâne, famous French baker; and Alan Dumonceaux, captain of the Canadian Baking Team. This can be done individually or in groups. Students can submit written reports or report orally to the class or in small groups.

4. Ask students to read the blogs of various bakers. A suggested search term is “a day in the life of a baker.” Ask students to explore what hours and lifestyles are typical for today’s bakers.

5. If time or opportunity permits, invite a local baker (possibly a retired baker) to talk to the class, or a baking/pastry instructor from a post-secondary institution.

6. Ask students to explore a Baker apprenticeship using the links to ITABC and the Red Seal Program.

7. Have students reflect in their portfolios on how closely they feel their personal traits and abilities overlap with the identified traits and abilities of the bakers/pastry chefs that they watched and read about. Students might also enjoy sharing in small groups.

8. Ask students to hand in the chart with their research results.
Culminating Activity

Description
In this activity, students will explore and identify the traits of a successful baker by reflecting on professional baking traits and creating a personal representation of what this means to the student him/herself. This personal representation can be in the form of a map, photograph, collage, painting, video, drawing, diagram, etc. Students can first brainstorm characteristics as a class or in small groups, and time may be given for additional research/reflection. The representation will be posted to the student’s portfolio/blog as a final reflective piece. This activity was introduced in Create and Maintain a Journal or Portfolio.

Lesson Outcomes
Students will be able to determine if baking suits them as a profession.

Assumptions
- Student has a portfolio, journal, or blog.
- The student has completed other Activity Plans in the Baker module including A Day in the Life of a Baker, Visit a Bakery, and other Activity Plans that provide an opportunity to experience baker tasks.

Estimated Time
45–90 minutes

Evaluation Guidelines
Consider co-creating the assessment criteria with your students at the beginning of the activity/project. You may want to include the following:

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Extending</th>
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<tbody>
<tr>
<td>Conducts research into the traits and expectations of being a baker and pastry chef.</td>
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<tr>
<td>Reflects and compares their own traits with those needed for the baking and pastry profession.</td>
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<td>Completes the research chart.</td>
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## Career Research and Reflection Chart

Answer the following questions and be honest with your self-evaluation.

Name of Job: Baker/Pastry Chef

<table>
<thead>
<tr>
<th>Describe the Resources</th>
<th>Positives</th>
<th>Negatives</th>
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<tbody>
<tr>
<td>Videos</td>
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<td>Blogs</td>
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<td>Bakery Visit</td>
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<td>Government or Post-Secondary Website</td>
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### Describe the Job

Describe the environment (Where is this job done, what does the area where the work is done look like?)
<table>
<thead>
<tr>
<th>Describe the Job</th>
<th>Positives</th>
<th>Negatives</th>
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<tbody>
<tr>
<td>List some tasks that an employee of this trade might tackle</td>
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<td>How many people will be at the place of work?</td>
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<tr>
<td>What are some of the products that are made?</td>
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<tr>
<td>What hours will I work?</td>
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<td>What kind of salary/hourly wage can I expect?</td>
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<tr>
<td>Other observations about the job</td>
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<tr>
<td>Training</td>
<td>Positives</td>
<td>Negatives</td>
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<tr>
<td>How do I learn how to do the job?</td>
<td>In-house</td>
<td>In-school</td>
</tr>
<tr>
<td>What are some of the drawbacks of this industry?</td>
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