R E P O R T R E S U M E S

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SUPERVISED FOOD SERVICE WORKERS, A SUGGESTED TRAINING PROGRAM.

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DESCRIPTORS- *TEACHING GUIDES, *OCCUPATIONAL HOME ECONOMICS, ADULT VOCATIONAL EDUCATION, *FOODS INSTRUCTION, PROGRAM DEVELOPMENT, *FOOD SERVICE OCCUPATIONS, MDTA PROGRAMS,

RESOURCE MATERIAL FOR THE DEVELOPMENT OF TRAINING PROGRAMS FOR SUPERVISED FOOD SERVICE WORKERS WILL NEED TO BE ADAPTED TO THE NEEDS OF THE STUDENTS AND THE COMMUNITY. THE SUPERVISED FOOD SERVICE WORKER PREPARES AND SERVES FOOD, UNDER THE DIRECTION OF THE FOOD SERVICE SUPERVISOR, IN INSTITUTIONS SUCH AS HOSPITALS, NURSING HOMES, HOMES FOR THE AGED, AND CHILD CARE CENTERS. SOME PURPOSES OF THE PROGRAM ARE TO PREPARE THE TRAINEE TO (1) ASSIST THE HEAD COOK IN INSTITUTIONS, (2) LEARN TO PREPARE CORRECTLY ALL TYPES OF FOOD FOR INSTITUTIONS, (3) FOLLOW GOOD MANAGEMENT PRACTICES IN ALL PHASES OF FOOD WORK, (4) LEARN SPECIFIC INSTITUTIONAL FOOD SKILLS IN PREPARATION AND SERVING TO CLIENTS, AND (5) LEARN SANITARY PRACTICES IN CLEANING UP AFTER FOOD PREPARATION. THE TRAINEE SHOULD BE ABLE TO READ, WRITE, AND FOLLOW DIRECTIONS AND BE IN GOOD PHYSICAL AND MENTAL HEALTH. THE TEACHER SHOULD BE A COLLEGE GRADUATE IN INSTITUTIONAL MANAGEMENT, WITH SUCCESSFUL EXPERIENCE BOTH IN TEACHING ADULTS AND IN INSTITUTIONAL FOOD SERVICE. THE COURSE IS SUGGESTED FOR 240 HOURS WITH FIVE BASIC UNITS. REFERENCES AND SUGGESTIONS FOR PLANNING AND EVALUATING THE EXPERIENCES ARE INCLUDED. CRITERIA ARE GIVEN FOR JUDGING TRAINEE READINESS FOR EMPLOYMENT. THIS DOCUMENT IS AVAILABLE AS GPO NUMBER FS 5.287--87004 FOR 20 CENTS FROM SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (MS)

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A SUGGESTED TRAINING PROGRAM

NATIONAL CENTER FOR ADVANCED STUDY
AND RESEARCH IN AGRICULTURAL EDUCATION
The Ohio State University
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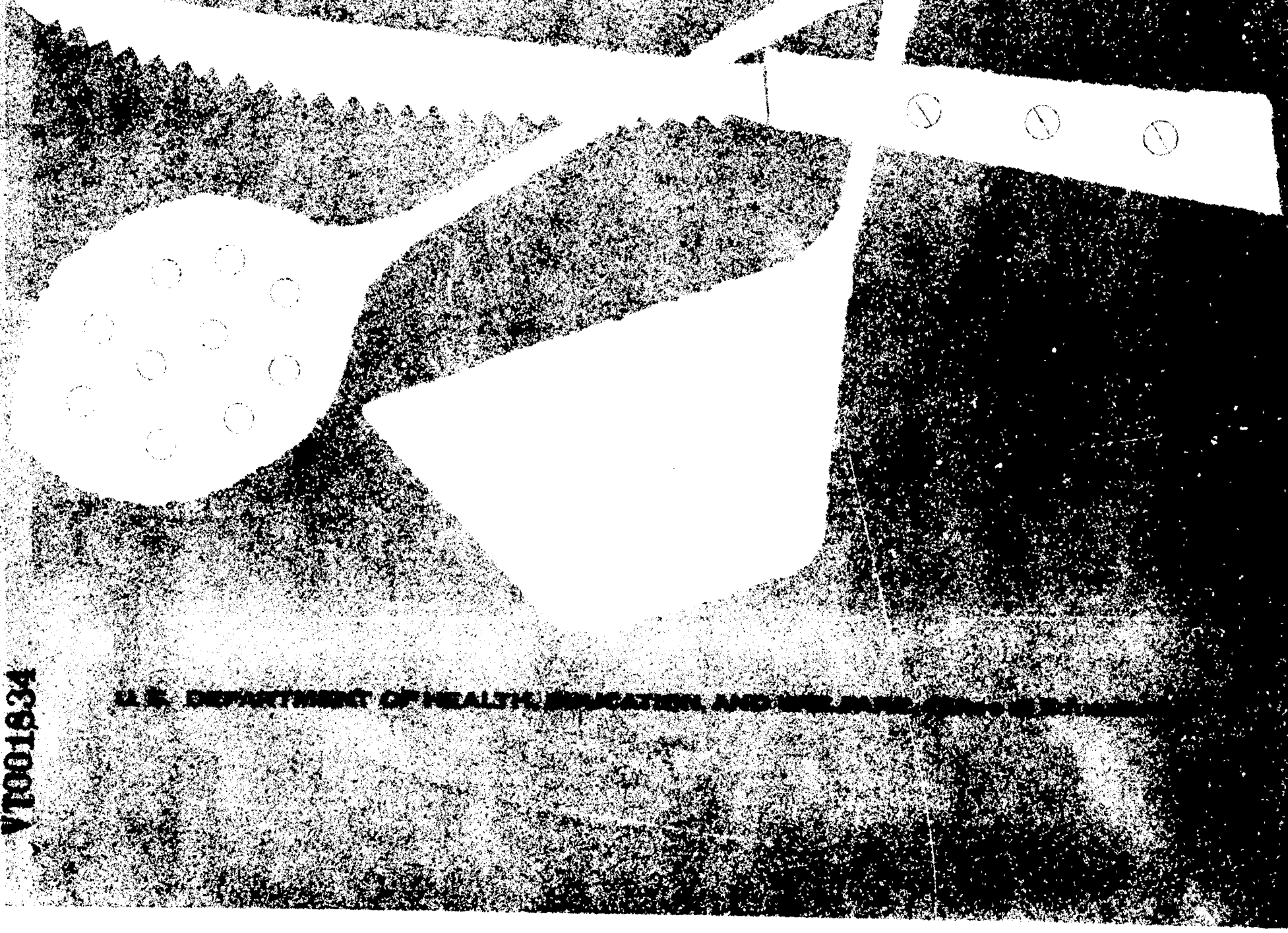
Supervised Food Service Worker



U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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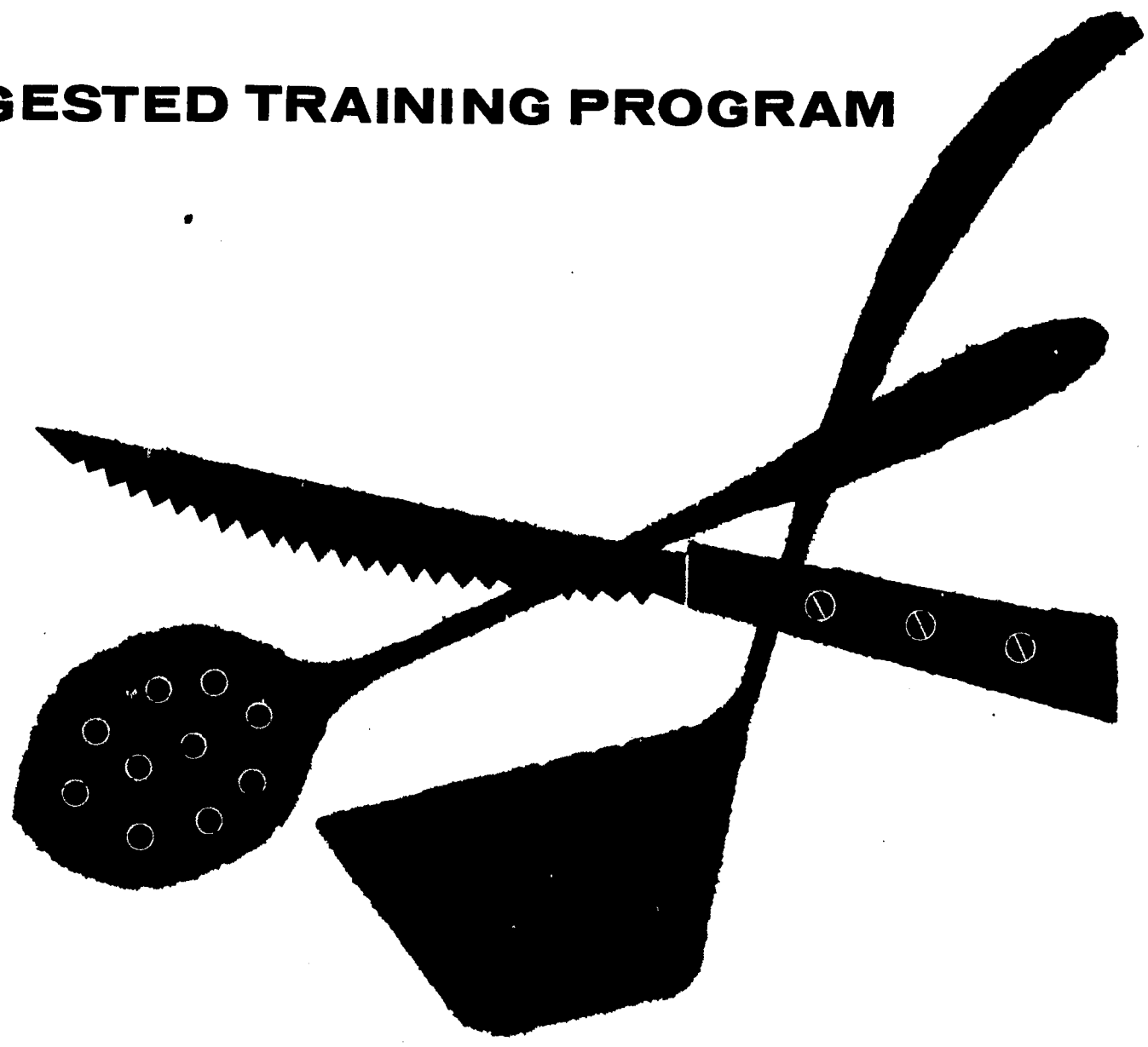
Supervised Food Service Worker

A SUGGESTED TRAINING PROGRAM



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FOREWORD

THE MAJOR ROLE of home economics training in vocational education has been to assist youth and adults to prepare for the responsibilities and activities of homemaking and the achievement of family well-being. Although this role will continue to be a responsibility of home economics education, many socioeconomic changes affecting women and families require that home economists now assume, to a greater extent than in the past, the responsibility of providing training for wage earning. An increasing number of women find it necessary to spend part of their lives in some wage-earning occupation. In addition, many employed homemakers and community agencies find it necessary to secure assistance in the care of family members or in the provision of other services that contribute to more satisfactory family life.

A series of work conferences held in 1963, under the direction of the Professional Services Section of the Manpower Development and Training Program, U.S. Office of Education, brought together national leaders in adult education in home economics, who, in cooperation with workers in other branches of vocational education and several national organizations and agencies, selected nine service occupations for which to prepare suggested training materials. These occupations, based on home economics knowledge and skills, provide a service to families within a community setting or within the home. Suggested resource materials from which to develop a training program that meets the needs of a particular group of trainees have been prepared for each of the nine occupations. The job analyses and job descriptions used in the suggested training programs were prepared for inclusion in the revised edition of the Dictionary of Occupational Titles, issued by the U.S. Department of Labor.

This guide for the Supervised Food Service Worker provides resource material from which a local training program can be developed. It is recognized that the experience and education of trainees will vary, as will the needs of the local health and welfare agencies that will employ and supervise the trained Supervised Food Service Worker. A suggested schedule for training is included, but each training program should be adapted to each group of trainees. This publication will be useful for the development of training programs that will enable women to acquire competencies having a valid wage value and needed in serving families.

Walter M. Arnold
Assistant Commissioner for
Vocational and Technical Education

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TRAINING PROGRAM FOR THE SUPERVISED FOOD SERVICE WORKER

Developing Course Plans

The following suggestions are for training persons who are to be employed by health or welfare institutions for supervised work in the preparation and serving of food. Supervised work implies supervision on the job by someone with formal training in quantity food production. In this training guide the title Supervised Food Service Worker is used.

Teachers must adjust and adapt the suggestions in this guide to the needs of the particular group they are teaching because the duties expected of the Supervised Food Service Worker may differ from community to community, and the trainees will vary in education, experience, and ability. In addition to having first-hand information concerning job requirements, the individual teacher must secure as much information as possible about the trainees from testing service of the Employment Office or the guidance staff of the school. The specific objectives, teaching methods, and time allotted to each aspect of the training can then be adjusted to the local situation and to the trainees.

Job Functions

The Supervised Food Service Worker prepares and serves foods, under the direction of the Food Service Supervisor, in institutions such as hospitals, nursing homes, homes for the aged, children's institutional homes, and child day-care centers.

Program Objectives

To prepare trainees:

1. To assist the head cook in preparing and cooking food in institutions, or serve as the only cook in small institutions;
2. To learn the correct methods of preparing and cooking all types of food served in hospitals or welfare institutions;
3. To follow time- and energy-saving methods in assembling and arranging utensils and supplies needed for each job;
4. To learn how to plan the sequence and interrelation of the work to be done each day;
5. To learn how to fill the containers, get the food to diet kitchens, and serve food on trays for patients;
6. To learn how to set up a hot food table and serve food;
7. To follow sanitary and time-saving procedures
   a. preparing dishes and cooking utensils for washing
   b. cleaning stoves, work tables, and sinks.

It is suggested that the teacher review carefully the "Criteria for Judging Trainee Readiness for Employment" prior to developing the plans for teaching this course. The criteria will be useful throughout the course in setting up specific objectives, providing learning experiences, and making periodic evaluations.

Teacher Qualifications

A qualified teacher is a person with a baccalaureate degree in Institutional Management who has had successful experience in teaching adults. She should also have had experience in institutional food service, including supervision and training of personnel.

Background of Trainee

A trainee should be a person with manual dexterity and the ability to read, speak, write, and follow oral and written directions. She should be in sound physical and mental health and be willing to have a physical examination.

Length of Course and Course Units

A course of 240 hours is suggested for training. The following suggested time in hours for each of the five units can be used as a guide for planning a course to meet trainee and community needs.

Course Unit	Title	Hours
I	Orientation to the Nature of the Work and Desirable Personal Qualities for Job Success	5
II	Safe Food Handling, Essential Health Practices, and Sanitation	10
III	Care and Use of Equipment and Safety Requirements	10
IV	Basic Skills in Management of Work and in Preparation and Service of Food	210
V	Adequate Storage of Food	5
	Total	240

COURSE UNIT I

ORIENTATION TO THE NATURE OF THE WORK AND DESIRABLE PERSONAL QUALITIES FOR JOB SUCCESS

Suggested Training Time 5 Hours

Objectives

To orient trainees to the nature of the work of a Supervised Food Service Worker in hospitals, nursing homes, homes for the aged, children's institutional homes, and child day-care centers. This course unit will also help trainees to cultivate personal qualities needed for job success.

Course Unit Outline

A. Work of the Supervised Food Service Worker
   1. Importance and purpose of the job
   2. Employment opportunities
      a. Hospitals and nursing homes
      b. Homes for the aged
      c. Children's homes and child day-care centers
   3. Kinds of work and work situations
      a. Types of work involved in preparing and serving food
      b. Typical work areas—food preparation, receiving and storage, and serving counters
      c. Assistance is given by the trained food supervisor in making a work schedule, interpreting large quantity recipes, setting standards for acceptable food standards, and selecting and using appropriate equipment
   4. Employment policies
      a. Hours of work
      b. Compensation
      c. Sick leave; procedures for reporting absence
      d. Social Security and laws affecting employment

B. Desirable personal qualities to cultivate
   1. Reasons for importance of such personal qualities as honesty, dependability, promptness, and courtesy, cooperative attitude toward coworkers and people to be served, willingness to follow directions, good grooming, good health, and acceptable behavior on job
   2. Some ways to improve or develop desirable personal qualities
      a. Dramatization of situations which illustrate use of desirable personal qualities
      b. Discussions of ways to work on personal improvement

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U. S. Department of Health, Education, and Welfare, Office of Education. *Food Service Industry; Training Programs and Facilities*, Bulletin 298. Washington, D. C.: U. S. Government Printing Office. 1961.

West, Bessie Brooks, and Wood, LeVella. *Food Service in Institutions* (Fourth Edition). New York: John Wiley & Sons. 1963.

Miscellaneous

City and State Health Codes

COURSE UNIT II

SAFE FOOD HANDLING, ESSENTIAL HEALTH PRACTICES, AND SANITATION

Suggested Training Time 10 Hours

Objectives

To help trainees develop the skills and knowledge they will need to handle food safely, to develop essential health practices, and to use sanitary housekeeping methods.

Course Unit Outline

A. Safe handling of food
   1. State and local food service regulations
      a. State and local ordinances
      b. Importance of physical examinations, testing, and other ordinances for food service workers
   2. Hygiene and health
      a. Essential institutional facilities, equipment, and supplies
         (1) For the care of food—refrigerators and storerooms
         (2) For the use of employees—hand soap, hot water, toilet facilities
      b. Essential hygienic and health practices
         (1) Personal cleanliness, good grooming
         (2) Care of hair (wearing a hair net)
         (3) Habits which avoid spreading colds
         (4) Sanitary practices related to tasting food, dishwashing, food storage, and care of work area
   3. Importance of and reasons for strict sanitary control in handling food
      a. Prevention of spoilage and contamination
         (1) Temperatures for safe refrigeration
         (2) Temperatures for keeping foods hot
         (3) Techniques for handling food
      b. Food-borne diseases
         (1) Types—ptomaine poisoning
         (2) Methods of prevention

B. Sanitation and housekeeping practices
   1. Definition of terms commonly used in housekeeping
      a. Procedures—scrub, rinse, scald, dry, dust
      b. Materials—detergents, soap, scouring materials, brooms, brushes, mops, pails, sponges, disinfectants
   2. Follow cleaning schedule and procedures developed by Food Service Supervisor for care of
      a. Storeroom
      b. Kitchen—walls, floors, working surfaces
      c. Equipment—refrigerators, ranges, ovens, garbage cans

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Motion Pictures and Filmstrips

An Outbreak of Salmonella. MP-So-13 min. U. S. Department of Health, Education, and Welfare, Public Health Service, Communicable Disease Center, Washington, D. C.

Disease and Personal Hygiene (TFS-15Q1). MP-So-BW-17 min. U. S. Army Headquarters Film Library.

Gallery Sanitation (TFS-1502). MP-So-BW-21 min. U. S. Army Headquarters Film Library.

COURSE UNIT III

CARE AND USE OF EQUIPMENT AND SAFETY REQUIREMENTS

Suggested Training Time 10 Hours

Objectives

To help trainees develop understanding and ability in the selection and use of appropriate equipment for specific tasks, and to work safely in an institution kitchen.

Course Unit Outline

A. Selection and use of equipment
   1. Select piece of equipment most appropriate to use for the job
      a. Steam equipment—steam jacket kettle for cooking potatoes
      b. Power equipment—potato peeler, mixer for mashing potatoes and mixing cakes
      c. Miscellaneous equipment
         (1) Cutlery—correct knife for job as slicing knife - slicing cold meats; utility knife - cutting large vegetables; french knife - chopping vegetables and cutting sandwiches
         (2) Measuring equipment
   2. Demonstrate use and care of major pieces of equipment used in institution kitchens—trainees practice
   3. Understand precautions in operating equipment for
      a. Protection of worker
      b. Protection of equipment
   4. Needed adjustment or repair of equipment
   5. Storage of equipment

B. Safety—accident prevention
   1. Common accidents in food service area—burns, falls, cuts, strains, splinters
   2. Causes of accidents
      a. Personal—carelessness, hurrying
      b. Mechanical—malfunction or incorrect use of equipment
   3. Safety precautions
      a. Alert to hazards—broken glass, damp floor, highly polished floor
      b. Avoid plugging in electric equipment when hands are wet
      c. Check electric cords and connections
   4. Procedures in case of injuries
   5. Safety regulations required by local ordinances

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American Dietetic Association. *Care of Food Service Equipment* (Second Printing). Minneapolis, Minn.: Burgess Publishing Co. 1944.

American Hospital Association. *Hospital Safety Manual.* Chicago: The Association. 1954.

Bement, Louis D. *Cutlery–Its Professional Uses.* Deerfield, Mass.: Associated Cutlery Industry of America. 1950.

Clawson, Augusta H. *Equipment Maintenance Manual.* New York: Ahrens Publishing Co. 1952.

COURSE UNIT IV

BASIC SKILLS IN MANAGEMENT OF WORK AND IN PREPARATION AND SERVICE OF FOOD

Suggested Training Time

210 Hours

Objectives

To help trainee develop skills in large-quantity food preparation—management of work; correct procedures in preparing food in large quantities; acceptable standards for furnished products; and suitable ways to serve food in hospitals or institutional homes for older people or children.

Course Unit Outline

A. Conditions for good work

1. Some methods of simplifying work through arrangement of work space and equipment
   (Planning the arrangement of equipment is not the responsibility of the supervised food service worker, but an understanding of the reasons for good arrangement is important and helps the worker see ways to make adaptations to meet individual needs, particularly height of work surfaces.)
   a. Provide a fixed location for storage of all equipment and materials at point of first use
   b. Furnish sufficient work surface, of convenient height for the worker, adequate light, and circulation of air
   c. Place supplies in semicircle in front of and near worker
   d. Place all materials for best sequence of work before beginning a task
   e. Where hand equipment is used, choose pieces with handles which permit most of the hand to contact the handles
2. Some methods of simplifying hand work
   a. Use both hands whenever possible
   b. Use continuous curved motions in preference to straightline motions
   c. Arrange for work to be done in a natural rhythmic sequence
      (1) Demonstrations of the influence of different arrangements of equipment on time required for a task. Follow demonstration with trainee practice in performing simple tasks.
      (2) Demonstrate and direct trainees in practicing correct hand motions in doing a food-preparation task

B. Basic information for food preparation

1. Purposes and correct uses of recipes
   a. Weights and/or measures used in large-quantity cookery
   b. Interpreting and following directions in recipes
   c. Methods of making correct measurements
   d. Relation of accurate measurements

and correct procedure to quality of product

2. Temperatures in food preparation
   a. Terms used to indicate temperature—low, medium, high, simmer, boil, rolling boil
   b. Ways to determine and control temperature
   c. Importance of correct temperature in securing standard products
3. Methods of combining ingredients
   a. Demonstrate and practice common methods for combining ingredients such as stirring, mixing, sifting, folding, beating, mincing
   b. Suitable equipment for each method
   c. Appropriate use of each method

C. Food preparation

1. Beverages—coffee, cocoa, hot or iced tea
   a. Methods of preparation
   b. Equipment required
   c. Standards for product
   d. Methods of serving at proper temperature
2. Soups
   a. Meat stock and vegetable stock base
   b. Cream soups
   c. Clear soups
   d. For each of the above types of soups: methods of preparation, standards for product, methods of serving at proper temperature
3. Protein foods—milk, eggs, cheese, meat, poultry, fish
   a. Principles of cookery of protein foods
   b. Correct temperature, moist or dry heat
   c. Recipes for different protein foods suitable to serve at each meal in the day
   d. Types of meat extenders for reducing cost
   e. Methods, other than frying, for preparing fish
4. Vegetables
   a. Demonstrations of methods of preparing fresh vegetables for cooking or salads
   b. Methods of cooking starchy vegetables
   c. Methods of cooking leafy or green vegetables
   d. Health reasons for proper cooking of vegetables
   e. Time guide for vegetable cookery
   f. Standards for different types of cooked vegetables
5. Baked foods
   a. Breads—yeast and quick breads
      (1) Standard recipes for different types of breads
      (2) Equipment used
      (3) Methods of preparation
      (4) Standards for finished products
   b. Cakes, cookies, and pastry
      (1) Standard recipes
      (2) Equipment used
      (3) Methods of preparation
      (4) Standards for products
6. Salads
   a. Tossed or cooked vegetable salads
   b. Fruit salads
   c. Meat and fish salads
      (1) Preparation of ingredients to insure acceptable product
      (2) Methods of making salads
      (3) Types of salad dressings
      (4) For each of the types of salads and dressings: methods of making; possible variations; standards for product
7. Desserts
   a. Custards—baked and soft
   b. Puddings—rice, tapioca, cornstarch, bread
   c. Gelatin desserts
   d. For each of the above types of desserts: standard recipes; methods of preparation; standards for product
8. Sandwiches
   a. Types of fillings
   b. Standards for finished product
   c. Work procedures for quantity production

D. Food service in hospital or institutional home

1. Method of keeping food at correct temperature to serve
2. Safe length of time for keeping food at correct temperature for serving

3. Methods of taking food from the kitchen to diet kitchens on different floors
4. Tray setups for each meal of the day
5. Arranging food on hot table to serve in a cafeteria
6. Portions suitable to group to be served

E. Organization of work

1. Plan work within space and time
2. Assemble equipment
3. Follow sequence of steps within basic tasks
4. Keep work space orderly
5. Follow time schedule

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Motion Pictures and Filmstrips

Motion Economy Applied to the Kitchen. MP-So-BW-5min. Lafayette, Indiana: Purdue University Extension Division.

COURSE UNIT V

ADEQUATE STORAGE OF FOOD

Suggested Training Time 5 Hours

Objectives

To help trainees develop an understanding of adequate facilities for storage of food, and to acquire the ability to use and care for these facilities.

Course Unit Outline

A. Effects of storage on
   1. Nutritive value of food
   2. Quality of product
   3. Spoilage of food

B. Facilities for food storage
   1. Refrigerators
      a. Types of refrigerators—walk-in or upright
      b. Types of foods kept by refrigeration
      c. Preparation of food for refrigeration
      d. Placement of various foods in refrigerator, rotation of food
      e. Temperature requirement
      f. Length of time for keeping foods by refrigeration
      g. Cleaning refrigerator—schedule, method
   2. Freezers
      a. Types of food which can be kept by freezer
      b. Selection of containers
      c. Placement of food in freezer according to institution plan
      d. Temperature requirement
      e. Record of food placed in and removed from freezer
      f. Avoidance of refreezing foods
   3. Storeroom
      a. Types of foods stored in storeroom—perishables, staples, canned goods
      b. Desirable facilities
      c. Temperature and ventilation control
      d. Desirable location—proximity to kitchen, delivery entrance
      e. Length of time for keeping foods in storeroom
      f. Arrangement of food
      g. Cleaning—schedule and method
      h. Record of foods placed in and removed from storeroom

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Hobbs, Betty C. *Food Poisoning and Food Hygiene.* New York: St. Martin's Press. 1955.

Motion Pictures and Filmstrips

Food Storage (TF8-1503). MP-So-BW-13min. U. S. Army Headquarters Film Library.

TEACHING THE COURSE

Planning the Learning Experiences

The objectives of a training program are achieved by learning experiences designed to help the trainees develop those behaviors and abilities designated in the objectives. Each experience should serve a definite function and should not be introduced because it is traditional or "modern" or because it is satisfying to the teacher.

A good teacher constantly reminds herself that "covering" the topics outlined for a course does not automatically result in learning. She knows that effective learning experiences should be planned by visualizing what the trainee must be able to do on the job. The job analysis will be an important guide, because the class experiences must be realistic and based on work situations for which the training is being given. Each trainee needs opportunity to apply her understandings and abilities to the different kinds of problems she may face.

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. Creativity is a key in providing meaningful experiences for a particular group. The successful teacher will see new ways to synthesize, adapt, and revise experiences to fit the unique characteristics of the group and fulfill the requirements of the job.

These are some planned experiences to be considered:

A. Experiences that will add to and enrich the background of trainees

1. Bringing employers to class to give information on nature of the job
2. Using persons from special fields such as mental health, geriatrics, nutrition or dietetics, child development, medicine, public health, and housing to extend basic knowledge and answer questions
3. Providing reading material appropriate to age and reading ability
4. Using movies, filmstrips, charts, tape recordings, or other audiovisual materials to present specific information (it will be necessary for teachers to preview films, filmstrips, and tapes for appropriateness of and familiarization with the content)

B. Experiences which help develop insight and desirable attitudes

1. Playing out roles of people who might be involved in a work situation
2. Visiting with prospective employers who are to benefit from services to be given by trainees
3. Comparing methods of doing a task by making simple time and motion studies
4. Reacting to situations illustrated in movies, cartoons, or short dramas
5. Making planned trips to representative places of employment

C. Experiences in analyzing work situations and solving problems

1. Considering a specific employment problem or work situation. The situation presented must be realistic. (If actual cases are studied, anonymity should be maintained.) The teacher should ask questions which lead trainees to recognize the problem, to decide what additional information might be needed, and to suggest and evaluate solutions.
2. Developing step-by-step work schedules for some aspects of the job
3. Working out typical problems in a laboratory situation

D. Experiences to develop specific skills and abilities

1. Watching demonstration of a technique, with follow-up practice in class, laboratory, in own home, or in a situation provided by cooperating employer(s)
2. Observing and participating in specific activities in places similar to those where trainee will be employed
3. Experimenting with different arrangement or placement of equipment and supplies, or different techniques for completing a job
4. Acting out situations such as interviewing a prospective employer, repeating directions given, or getting help from a supervisor

E. Some teaching methods which help trainees draw conclusions and summarize important ideas

1. Circle discussion—each member tells of something she observed on a field trip or in a film that would be useful to an employee
2. Buzz group—a small group of trainees applies a principle to new situations
3. Summarizing panel—2 to 5 members of the class review important ideas presented in a class session
4. Summary sheets—brief summaries of major ideas, important facts, or steps in a work process, prepared by the teacher for distribution to trainees at the end of a lesson

Evaluating Achievement

Major functions of evaluation in a program designed to prepare individuals for wage-earning:

1. Assessing basic abilities of persons desiring to enroll in the training program as a basis for selection
2. Determining needs and backgrounds of trainees as one basis of setting up specific goals for the course
3. Measuring the extent to which trainees achieve the goals

Evaluation made for these purposes also will give the teacher a basis for developing learning experiences, modifying course plans, and selecting appropriate references and teaching materials. The needs, backgrounds, and abilities of potential trainees can be assessed by teachers in informal interviews with each person. Personal data sheets and more formal measurement of reading ability and aptitudes for the job may be supplied by vocational counselors or employment service offices.

An integral part of planning a course is selecting some means for checking the progress of each trainee. The desired understandings, attitudes, and abilities are described in the objectives. Course plans must include:

1. Ways of observing each trainee's progress toward achieving objectives
2. Methods of recording observations so progress may be assessed

A teacher can obtain some clues to progress from the trainee's participation in class and from individual conferences. An "anecdotal record," which is a factual report of what the trainee says or does, needs to be written at frequent intervals. Evaluation of the anecdotes should not be attempted until a number of observations has been recorded and at a time when the teacher's feelings and emotions are least likely to influence her judgment.

A rating scale may be used to indicate the level or quality of trainee accomplishment. Three levels are commonly used such as "very good," "acceptable," "not acceptable." (An experienced teacher may use one with 5 to 7 levels, but those used by trainees should be less complex.) The accomplishments being evaluated should be stated specifically and the meaning of the different levels on the scale should be indicated clearly so that all persons using the scale have a common under-

standing of the meaning of each rating. A check-off type of list can be used by both teacher and trainee to record completion of learning activity or achievement of some measurable skill. Rating scales, sometimes called "score cards," may also be developed to rate a completed task.

Evidence of trainee accomplishments should be compiled throughout the training course. Since observations are more valid if made in realistic situations, much of the evaluation will usually take place in laboratory and practice sessions.

Planning the Lesson

The best guide or lesson plan is, of course, one that has been prepared by the individual teacher, based on personal experience and manner of teaching. Although teachers differ in their ways of organizing and coordinating important parts of their presentations, they agree that the purpose of a lesson is effective and meaningful classroom instruction.

Written plans may be very brief, but the good teacher will know before the class starts:

1. The goals or objectives of the lesson—the kind of learning desired
2. The outline and suggested time schedule for the lesson, including
   a. An interest approach—a way to introduce the lesson, to capture the interest of the trainees and to direct their attention to the lesson's goals or objectives
   b. Activities which will involve the trainees in discovering new facts and principles, solving realistic problems, or practicing skills
   c. A way to summarize the lesson—to help trainees arrive at some valid conclusions and /or to evaluate the extent to which lesson goals have been achieved
   d. Assignments of additional study or practice
3. The subject matter content—the facts and principles or main ideas to be brought out in the lesson
4. The teaching materials and references to be used

Teaching Facilities

The training center must provide equipment such as that used in small hospitals or large school lunchrooms. It must make possible large-quantity food preparation. There should be sufficient work stations and supplies to permit trainees repetitive experiences, both in food preparation and in serving food at a hot food counter or putting it in containers to be sent to diet kitchens. The arrangement of equipment should make possible the teaching of good work procedures.

Opportunities should be provided to observe institutional food-preparation facilities in actual use in order that the trainee may study acceptable procedures and techniques.

Criteria for Judging Trainee Readiness for Employment

The criteria which serve as guides in determining whether the trainee is ready for employment as a Supervised Food Service Worker will be more intangible than in some other occupations. However, some understanding of human frailties and needs, some insight into how to maintain effective working relationships with people, and an ability to follow supervision are of such importance that every attempt should be made to evaluate trainee progress.

The use of various evaluative devices is necessary for the teacher and the trainee to accumulate objective information about the growth of the trainee. The following competencies should be developed or strengthened during the training program:

A. Personal qualities

1. Courtesy, friendliness, and tact in dealing with supervisors, coworkers, and people being served
2. Acceptable appearance—good grooming, cleanliness, and neatness in dress
3. Good personal habits—dependability, promptness, cleanliness, and honesty
4. Understanding of own role and that of others

B. Activities showing knowledge, understanding, and skills

1. Works effectively under supervision—understands and conforms to institution's requirements; understands and carries out instructions or directions given by supervisors
2. Demonstrates knowledge of basic food preparation techniques
3. Demonstrates ability to prepare and serve nutritious meals
4. Demonstrates understanding of safety in work areas—basic precautions, procedures in case of accidents
5. Demonstrates care and use of equipment—refrigerators, stoves, storage spaces, serving areas, utensils
6. Demonstrates acceptable methods or techniques for care and storage of food—refrigeration, room storage
7. Demonstrates understanding of methods and materials for keeping work and storage spaces clean and sanitary
8. Understands importance of personal hygiene and sanitation in handling foods—preparation, cooking, storing, and serving

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This is one of a series of nine training guides for Home and Community Service Occupations.

A. Community-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Child Day-Care Center Worker
2. Management Aide in Low-Rent Public Housing Projects
3. The Visiting Homemaker
4. Hotel and Motel Housekeeping Aide
5. The Supervised Food Service Worker

B. Home-Focused Occupations Which Use Home Economics Knowledge and Skills

1. Clothing Maintenance Specialist
2. Companion to an Elderly Person
3. Family Dinner Service Specialist
4. The Homemaker's Assistant