**Youth Explore Trades Skills Baker**

# Visit a Bakery

## Description

Students will visit a local bakery, a restaurant’s pastry department, and/or instructional institution where they can observe bakers and/or pastry chefs in action and learn about professional and commercial baking facilities and equipment.

Students will prepare questions in advance to ask the bakers about the job requirements. Questions may include topics such as hours of work, necessary skills, education, personal characteristics, daily tasks, etc.

After the field trip, students will describe the job of a baker as well as the equipment used.

## Lesson Objectives

Students will be able to:

* identify the attitudes, characteristics, and skills necessary to be a successful baker
* understand what it is like to work in a bakery, and
* learn how baking equipment is used in the facility.

## Safety Considerations

The teacher should consider travel risks depending on the location of the bakery for the field trip.

## Assumptions

Students will prepare questions in advance to ask the baker during the field trip.

## Terminology

**Apprentice**: An apprentice is a person who is learning a trade from a skilled employer; in this context, a baking apprentice is working and training on-the-job from a skilled baker and/or pastry chef.

**Baker**: A baker is a person who works professionally to make cakes, breads, and other baked goods.

**Pastry chef**: A pastry chef is a person who specializes in making desserts, cakes, and pastries.

## Estimated Time

2–4 hours



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## Recommended Number of Students

1–24 students. It’s suggested to divide the group in two for a class that has more than 16 students.

## Facilities

A local commercial bakery or restaurant that is willing to host a group of students. It is the responsibility of the teacher to arrange this field trip. There is an option to arrange a virtual field trip through Skype or Google Hangouts. This is up to the teacher and depends on access to a local bakery.

**Transportation**: the teacher arranging the field trip will organize transportation. This could be by public transportation, school bus, walking, or private vehicle.

A camera and notebook will be helpful to document the trip.

## Resources

**25 Bakeries Around the World You Must See**  https://[www.buzzfeed.com/candacelowry/bakeries-around-the-world-you-should-visit-before-](http://www.buzzfeed.com/candacelowry/bakeries-around-the-world-you-should-visit-before-) you-die?utm\_term=.ao8m7OOdn#.cnwNaMMRl

### A Visit to a Bake Shop

<http://www.thekitchn.com/template-makergrower-tour-maker-or-grower-tour_2-171874>

### Visit Poilane Bakery in Paris

<http://www.marthastewart.com/997298/visit-poilane-bakery-paris>

### Learn About Baking Bread in NYC

<http://www.marthastewart.com/916461/baking-bread-sullivan-street-bakery>

### Visit a Parisian Bakery

https://[www.youtube.com/watch?v=n-uAIs-iPeg](http://www.youtube.com/watch?v=n-uAIs-iPeg)

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**Baker Visit a Bakery**

# Demonstrating Skills And Knowledge

## Procedure

1. Review the videos and articles and examine the photograph in *25 Bakeries Around the World You Must See* and *A Visit to a Bake Shop*. Discuss the videos, photos, and articles and then brainstorm a list of possible questions students might have about the baking profession.
2. Have students write down questions to ask a baker. This can be done individually, in small groups, or as a whole class.
3. The teacher will arrange a field trip to a bakery. Perhaps it is a local bakery, a restaurant with a pastry department, or a school with a commercial baking kitchen. Another possibility is arranging a virtual tour via Skype, Google Hangouts, etc.
4. During the field trip/tour, students ask questions and take photos and notes.
5. After the field trip/tour, students will write/create/produce a summary of what the baking career involves. This could be a poster, slideshow, job description, short film, etc. Suggestions for the report are to include at least ten facts that describe the professional baking career and list and describe the use of five pieces of equipment the baker uses on a daily basis.
6. When complete, students will post this piece of work to their portfolios along with a reflection on the highlights and challenges of a baking career. **Option**: Students can present their reports to the class.

## 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:

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| --- | --- | --- | --- | --- |
|  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| Participates in the field trip, came prepared with questions, and demonstrates a curious and engaged attitude. |  |  |  |  |
| Describes the baking profession through a poster, job description, article, slideshow, etc. |  |  |  |  |
| Writes a reflective blog post that demonstrates his/her understanding of the baking profession what he/ she might find enjoyable and/  or challenging about the job of a baker. |  |  |  |  |

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