

Sunflower Bakery

Job Exploration Counseling

Sunflower Bakery will offer our teen baking classes and work exposure for students with disabilities, ages 16 through 21, with a variety of learning differences. These classes are a wonderful, real-time opportunity to experience baking in a professional kitchen, learn basic baking skills, safe food handling, kitchen safety, and have a taste of job expectations. All classes will be held at our location in Rockville at 5951 Halpine Road.

Each session of four, 2.5-hour classes will meet on four weekdays in the summer, or on four consecutive Monday and Tuesday afternoons during the school year. After the applications are received, students will attend an overview session, tour the facilities, discuss course content and set goals relative to that content. The class will be taught by a professional pastry chef instructor with assistance from a baker's assistant, a disability professional and teen peer volunteers. At the end of each session, student families complete a questionnaire to provide feedback regarding the teens' experiences.

Safety is of utmost concern in a kitchen with industrial equipment and sharp tools. Potential risk factors include uncontrolled seizures, difficulties with balance, control of anger or frustration, sensitivity to sensory irritants, and/or inability to remain standing throughout the 2½-hour class. If a student requires 1:1 assistance, their personal support person may attend the class. Applicant needs will be considered individually, on a case-by-case basis, to determine accommodations. Generally, teens are expected to participate as one of 5 students with a professional Chef Instructor and two assistants.

Learning Objectives to be addressed in Job Exploration Counseling:

- 1.1 The student understands career exploration in the food industry and its importance.
- 1.2 The students explored their strengths and abilities.
- 1.3 The students discovered what type of work they are interested in and what employment options are in those fields.
- 1.4 The students understand what kind of education and training is needed to reach job goals.
- 1.5 The students have resources and tips to help guide them in next steps.

Day 1:

- Includes introductions of chef, students, staff, volunteers and orientation in training kitchen.
- An overview of bakery jobs and settings in which professional bakers work helps with conceptualization of working in the food industry for a career.
- Students are instructed in proper hand-washing, importance of keeping hands sanitary, and other basic safety and sanitation guidelines.
- Rules and expectations of working in a professional kitchen are reviewed.
- Students participate in baking Snickerdoodles & preparing Sugar cookies.
- They are guided through reading a recipe, measuring ingredients, using the creaming technique, working with industrial tools, introduction to using a convection oven, and cleaning of work stations.
- Students engage in discussion of working in a professional bakery, addressing what is different from baking at home.
- This includes identifying utensils, ingredients, and equipment they do not have at home.
- Safety procedures, allergy issues, and non-dairy baking are all discussed.

- The importance of keeping each workspace clean and organized in a professional kitchen, as well as appropriate responses to the Chef, “Yes Chef, No Chef,” are introduced.(1.2, 1.3)

Day 2:

- Students and chef review how to ask for help when working.
- Each student is given the opportunity to practice asking a chef for help.
- Such self-initiated communication is continuously encouraged in every class.
- Students and chef will review food safety and sanitation practices in the kitchen, reinforcing washing and keeping hands sanitary.
- This is incorporated into practice each day of class.
- A discussion regarding ingredients that require refrigeration and those that do not is next.
- Each student prepares 1 recipe of pie dough, after hearing an explanation by the chef about the reverse creaming method.
- Chef describes options for pie fillings.
- An introduction to Chess Pies and their varieties occurs, before students make a lemon chess pie.
- There is a discussion regarding working as part of a team and working independently.
- End-of-day “closing assignments” are introduced.
- A staff-led interactive experience regarding self-advocacy will occur.
- There is an explanation and directions are given for completing homework assigned with a worksheet relating to self-advocacy in the workplace.
- It is to be reviewed and discussed at the next class.
- Closing tasks are assigned each day moving forward and completed by students.
- These tasks are related to cleaning and sanitation duties of working in a professional bakery.
- There is a dishwashing demonstration.
- Sunflower’s baker’s assistant demonstrates how to strategize and wash dishes in a health-department-required 3-compartment sink, with wash, rinse, sanitize process. (1.2,1.3)

Day 3

- Students and chef review appropriate and necessary communication practices in the kitchen and practice responding to “sharp/knife behind.”
- Chef explains the Muffin Method and students complete Vanilla Cupcake batter recipe using that method, with assistance from a chef and peer volunteers.
- Students also make Butter Cream frosting recipe and Chef explains storage of Butter Cream at room temperature.
- Chef specifies wearing gloves for “ready-to-eat” foods, and demonstrates how to fill piping bags with frosting, then students practice piping.
- Students participate in a staff-led review of homework relating to self-advocacy on the job.
- There will be role play.
- Once self-advocacy lesson is complete, a review is initiated of what else goes on in the professional kitchen besides baking products.
- Staff leads a discussion related to problem-solving in a professional kitchen and how self-advocacy can be a proactive way to avoid some problems.
- Students participate in discussion of further topics relating to communicating in a professional bakery kitchen, including:
 - What to do when frustrated by a task;
 - how to appropriately ask for help;

- the importance of letting the Bakery know if a student has to miss a day and how that could be important on a job.
- An interactive activity addressing job goals and interests ensues.
- Next is a discussion of how the STEP experience has so far had an impact relative to those goals, as well as what education and training are needed to meet those goals.
- As a large group activity, each student will pipe frosting on, and decorate 1 cupcake of each flavor, step-by-step, following chef's lead/simultaneously.
- Additional unfrosted cupcakes and frosting go home for students to practice. Students are also introduced to Royal icing and uses when decorating Sugar Cookies. (1.2, 1.3, 1.4, 1.5)

Day 4:

- Students prepare the following pastries: Chocolate Chip Cookie Cakes, Raspberry Crumb Bars and Coconut Macaroons.
- These tasks reinforce skills learned in earlier sessions and give students experience in timing of baking process and completing recipes with various steps required.
- Cooling, cutting and packaging of these and other varied bakery items are also addressed and practiced.
- Students participate in a staff-led interactive experience regarding other jobs that might utilize transferable skills learned in the Bakery and have a final safety and sanitation review.
- Staff introduces and elaborates on a hand-out to take home of resources and tips for next steps.
- Students also meet one-at-the-time with a staff member to go over their Pre-ETS Progress report and sign the document.
- Questions and feedback up to this point will be solicited from students during that meeting, as well. (1.2,1.3, 1.4,1.5)

Method for determining if objectives are met:

- From the first day of the Session, students will be observed and there will be daily assessments by staff regarding incorporation of objectives in the curriculum and student progress.
- Through verbal and hands-on interaction with students, strengths and abilities will be identified and monitored.
- Through ½-hour structured, interactive discussions among, and with students, built into each daily class schedule, student expression of interests, understanding of employment options, education and training necessary for reaching job goals and reception and understanding of