

# Appendix G



SNL1998 CHAPTER C-12.1

**CHILD, YOUTH AND FAMILY SERVICES ACT  
[Part VIII to be Proclaimed]**

Amended:

1999 c22 s7; 2000 c7; 2001 c42 s5

**CHAPTER C-12.1****AN ACT RESPECTING CHILD, YOUTH AND  
FAMILY SERVICES***(Assented to December 15, 1998)***Excerpt:****Duty to Report**

15. (1) Where a person has information that a child is or may be in need of protective intervention, the person shall immediately report the matter to a director, social worker or a peace officer.
- (2) Where a person makes a report under subsection (1), the person shall report all the information in his or her possession.
- (3) Where a report is made to a peace officer under subsection (1), the peace officer shall, as soon as possible after receiving the report, inform a director or social worker.
- (4) This section applies, notwithstanding the provisions of another Act, to a person referred to in subsection (5) who, in the course of his or her professional duties, has reasonable grounds to suspect that a child is or may be in need of protective intervention.
- (5) Subsection (4) applies to every person who performs professional or official duties with respect to a child, including,
- (a) a health care professional;
  - (b) a teacher, school principal, social worker, family counsellor, member of the clergy or religious leader, operator or employee of a child care service and a youth and recreation worker;
  - (c) a peace officer; and
  - (d) a solicitor.
- (6) This section applies notwithstanding that the information is confidential or privileged, and an action does not lie against the informant unless the making of the report is done maliciously or without reasonable cause.
- (7) A person shall not interfere with or harass a person who gives information under this section.
- (8) A person who contravenes this section is guilty of an offence and is liable on summary conviction to a fine not exceeding \$10,000 or to imprisonment for a term not exceeding 6 months, or to both a fine and imprisonment.
- (9) Notwithstanding section 7 of the *Provincial Offences Act*, an information or complaint under this section may be laid or made within 3 years from the day when the matter of the information or complaint arose.

The Home Economics/Family Studies Education Foundation document identifies critical information for the planning, implementation and resourcing of courses housed in this discipline. Scheduling, class size, student safety and resources such as physical space, finances, personnel and material learning resources are factors that contribute to a successful learning experience for both student and teacher. Further details are on pp29-30, 32-38 of the foundation document.

Preparing your class for laboratory work:

- o Limit the working groups to 5 students per group. Each member of the group should be engaged for the duration of the laboratory experience.
- o The groups should remain constant throughout the course. This helps establish stability and routine in the laboratory experience.
- o Establish an expectation of conduct during laboratories.
- o Address safety issues as they pertain to personal conduct, interaction with other class members and operation/use of potentially dangerous tools and equipment.
- o Identify proper dress for the lab both for safety and sanitation purposes.
- o Provide students with an opportunity to familiarize themselves with the kitchen layout and organization of items stored within the kitchen unit prior to any food laboratories taking place.
- o On a lab by lab basis, introduce or review proper usage of any key pieces of equipment or utensils.
- o Provide students with their own copy of the recipe prior to lab day. This provides opportunity for the student to become familiar with it. The student is responsible for bringing it to the lab.
- o Communicate to the students the lab evaluation criteria and the percentage of the course assigned to the laboratory component. If a student misses a lab, a procedure should be in place in accordance with your school's policy. It would not be financially feasible to repeat a lab for one or two students who have not completed a lab.

Getting the food laboratory ready

- o Decide whether it would be more convenient for each kitchen unit to have staple food items contained within the unit or to have all groups retrieve staple foods from a central location.
- o Share duties such as storing unused food, laundering cloths, maintaining refrigerators and stoves etc. with the class.
- o Decide whether all groups will make the same food item or not.
- o On lab day, the teacher is in a facilitator role as sufficient preparation would have been done in the days leading up to the lab.
- o Use index cards to record the names of students in each group, their presence or absence, the date of the lab and the food item made. Comments can also be recorded on the cards to aid in completing the evaluation at a later date. Index cards are small enough to place in the pocket of a lab coat while the teacher moves about.
- o Plan labs for a period in the schedule when you have sufficient time to prepare the room.

Cost Saving Tips

- o Use meal extenders where possible. For example, hamburger meat used in conjunction with pasta.
- o Buying the least expensive form or grade of a food. For example, using canned mandarin oranges or canned pineapple in a fruit based recipe.
- o Instead of fresh milk, use powdered milk for baking.
- o Buy in bulk where possible.
- o Avoid wastage

## Lab Evaluation

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Lab Topic: \_\_\_\_\_

Criteria	Comments	Points Awarded
1. Appropriate Dress - hair restraint - apron - non-slip shoes		
2. Has and is familiar with the recipe. - can demonstrate the terminology - understands the directions and can execute them according to the recipe		
3. Is competent in measuring: - liquid ingredients - dry ingredients		
4. Contributes to the completion of the food product by performing duties within the group.		
5. Exercises proper safety procedures. - food safety - safety of self and others		
6. Exercises proper sanitation practices - washes hands when necessary - uses hot soapy water to clean dishes and soil surfaces - uses drying cloths only for drying dishes - stores dishes that are thoroughly dried		
7. Completion of the food product as per the recipe.		
		<b>Total:</b>

A **minimum** of eight lab experiences must be completed in each of Nutrition 2102 and 3202. Of these eight, five must be food preparation lab experiences. If a teacher chooses to do eight meal preparation labs then the lab requirement of eight labs would have been met along with the minimum of five having to be food preparation labs.

If a teacher decides to do the minimum of five food preparation labs, the remaining three labs to meet the lab requirement for the course, may consist of food demonstrations, food taste testing, food experiments, etc.

It is recommended that no more than 30% of the course mark be awarded for the laboratory component.

## FOOD LAB: MARKET ORDER FORM

**Names:** Lead: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assistant: \_\_\_\_\_ Kitchen: \_\_\_\_\_  
 Assistant: \_\_\_\_\_  
 Assistant: \_\_\_\_\_  
 Clean-up: \_\_\_\_\_

**Name of Recipe:** \_\_\_\_\_

INGREDIENTS (Food)	DIRECTIONS (Step-by-Step)

**MARKET ORDER (list BELOW ONLY items that you need me to pick up and in the exact amount that you need)**

PRODUCE (fruits and vegetables)		DAIRY (milk, eggs, cheese)	
CANNED/BOXED GOODS		BAKERY ITEMS	
MISCELLANEOUS			

