

Design & Technology Preliminary Course

Cafe 21

**Logo production, PPE and
Personal Hygiene Requirement**

By: Celine Ly.



Identification and Exploration of the need

In groups, identify authentic needs in the school environment and determine the highest priority item for your task. Select an appropriate strategy that addresses OH&S needs and develop promoting material for the selected school initiative.

Authentic needs in the school environment

The first stage in commencing a design project is to identify exactly what it is that needs to be done. Read the design brief and highlight the key words in the brief, seeking clarification if you do not understand their meaning.

Key words:

Groups, identify authentic needs, school environment, determine, priority item, appropriate strategy, OH&S needs, develop promotional material, school initiative.

Restate in own words:

In your own group, you will need to identify authentic needs dealing with the school environment then determine the priority item for the assigned task. Have an appropriate strategy also including OH&S to develop a promotional material for the school initiative.

Authentic needs at school:

Safety signs /OH&S

For coffee machines

Electricity

Oven

Blender

Grill press

Microwave

Cleaning and sanitising equipment

Deep fryer

Prices/Finances

Clothing & Footwear

Personal Protective Equipment > PPE

Menu & prices for item

Entry & Entry sign

Promotion signs

Brochure/Posters

Share point/BUZZ

Assess the suitability of these needs as potential projects based on the design brief, creating a shortlist of ideas to consider for further development.

OH&S Signs

Electronic & printed promotion

Justify the choices you have made, based on the design brief criteria.

The choices we have made will be further developed because it will further improve the promotion and safety of the cafe. This will lead to much more improved services to help Cafe 21.

Interview with client

Interview with client:

Class interviewed a client on the 12th of March 2010.

Client interviewed was Rayan Kouchaji, a year 12 hospitality student.

We asked what the cafe needs to improve on and response we had was:

- Posters
- Promotions
- What they sold
- Photos of finished products
- Recipes
- Cafe 21 guide
- Electronic promotion

The colour which was chose was an earthy colour for the Cafe, which represents comfort.

A few research has been done for this Cafe, and logo will be produced along with what they need to let people know about them.

Roles and responsibilities has been shared among designers in order to create a perfect promotion for Cafe 21.



Project Management

You are to document your design activities via a design portfolio. Your portfolio will contain the main sections:

- Identification and exploration of the need
- Project management
- Project development and realisation
- Project evaluation

All work is project based and therefore is relevant to a portfolio component.

About the work

Name of the Cafe

→ **Café 21**

making money

The Hospitality course delivered at BGHS requires that students learn to prepare and serve foods and beverages to real customers in a real, commercial setting.

Currently the school has some commercial equipment (coffee machine, coffee grinder, dishwasher, slicer, grill press) as well as a variety of small equipment to assist the students' skill development.

At present the café is opening twice a week to sell coffee to staff but it is in serious need of organisation, safety signage and promotion.

For this project, Design and Technology students will create safety signage and promotional materials for the café.

So, what does this entail?

- Safety signage for dishwasher, slicer, coffee machine, grinder, grill press, cleaning equipment
- Safety signage for safe work practises (hygiene and safety)
- Operating procedures for start of shift and end of shift
- Logo (for on all promotional material) menus, menu board, promotional sign
- Monogrammed aprons, teatowels
- SharePoint site
- Electronic ordering system (via email/ SharePoint/ VET Mobile)
- Promotional article for the BUZZ and the Torch

How do you go about completing these tasks?

work together, share ideas & resources.

As there are many tasks to be completed, a collaborative approach will be taken to ensure success. The teacher is the project manager.

Details on project management and about the things we have to do by breaking up into groups.

Continue about the work

You will work with the whole team (class) to complete all the tasks, but within the team you will have tasks allocated to smaller groups.

The whole team must agree on some items initially, before starting smaller team tasks. These items include the logo (as it appears on almost everything) and the allocation of team members and tasks.

Each student will document their project progress in a portfolio and will use the framework provided by the marking guidelines as the guide.

The group has to break up in order to do their task

Who? What? How? When?

- Each small group will need to complete activities relating to both safety and promotion.
(interview, survey)
original first hand *(looking at someone else's research)*
internet
- Each small group must use primary and secondary research methods.
prefer one of client.
- Each small group must seek a client evaluation.
- Each small group must collaborate with other groups to ensure the team's success.

First Copy: Planning. 19/03/10

Café 21- an authentic need

Roles and responsibilities of designers

Group No	Member	Tasks to complete
1	Emma <i>Photographer</i>	Logo production
	Joanne	Brochure and menu Website/ SharePoint page
	Celine	Safety: PPE and personal hygiene requirements
	Duyen	<i>Cleaning & sanitising requirements.</i> <i>BLENDER</i>
2	Amal	Menu board for outside 21 and common room and external signage
	Dua	Safety: Blender Cleaning and sanitising requirements
3	Dianna	Commercial production
	Noura	Operations manual (the how to/ what to do guide)
	Wendy	Safety: Oven/ stovetop
	Ronda	Microwave Dishwasher
4	Zahra	Promotional PowerPoint for the café
	Noor	Article for BUZZ and Torch Safety: Coffee machine Grinder
5	Gracious	Inside signage
	Maca	QA posters (finished products)
	Amina	Monogramming
	Vykol	Safety: Deep fryer Slicer Grill press Article BUZZ

Promotional materials are to be of the highest standard. All works must show design development from thumbnail sketches, initial design ideas and screen shots of design processes.

Collaboration and communication between teams is essential and needs to be documented in the portfolio.

Websites to get you started

<http://www.workcover.nsw.gov.au/healthsafety/Pages/default.aspx>

<http://www.smartmove.nsw.gov.au/default.aspx?id=2>

Final Groups

<u>Group 1</u>	<ul style="list-style-type: none">• Emma• Duyen• Joanne• Celine	<ul style="list-style-type: none">• Logo production• Brochure and menu (add school crest somewhere)• Website/ SharePoint page• Safety: PPE & personal hygiene, cleaning and sanitising, blender
<u>Group 2</u>	<ul style="list-style-type: none">• Amal• Duah• Surjeda	<ul style="list-style-type: none">• Menu board for outside 21 and common room and external signage
<u>Group 3</u>	<ul style="list-style-type: none">• Dianna• Noura• Wendy• Ronda	<ul style="list-style-type: none">• Commercial production• Operations manual (how to/what to do guide)• Safety: oven/stovetop, microwave, dishwasher
<u>Group 4</u>	<ul style="list-style-type: none">• Noor• Gracious• Maca• Amina• Vykole	<ul style="list-style-type: none">• Inside signage• QA posters (finished products)• Monogramming• Safety: deep fryer, slicer, grill press

Time frame for completion

Term 1:

Week 10:

- All identification and exploration of the need complete
- Project management plans complete and up to date
- Logo designs decided at production commenced—ensuring that evidence of progress is gathered
- Design development begun exploring existing ideas/ evaluation and final selection

Term 2:

Week 1:

- Development of ideas—all documentation complete and final selection
- Recipe items to group
- Finance plan complete

Week 2:

- Production of ideas commenced, ongoing evaluation
- Safety documentation to groups

Week 3:

- Production of ideas continues, ongoing evaluation

Week 4:

- All items complete, folio documentation being finalised
- Client evaluations
- Testing of solutions

Timeline

Task	Week 1	Week 2	Week 3	Week 4	Week 5
Celine - Logo experimentation	Yellow				
Duyen - Inspiration and use of Sharepoint	Yellow				
Joanne - Inspiration designs of brochures	Yellow				
Emma - Inspiration designs of menus	Yellow				
Celine - Decide program for official logo and start		Orange			
Duyen - Design of layout		Orange			
Joanne - Designs and final design of brochure		Orange			
Emma - Designs and final design of menu		Orange			
Celine - Logo completed			Purple		
Duyen - Experimentation of webpage			Purple		
Joanne - Experimentation of programs			Purple		
Emma - Experimentation of programs			Purple		
Celine - Evaluation of the programs and logo(s)				Pink	
Duyen - Finalise webpage				Pink	
Joanne - Finalise brochure				Pink	
Emma - Finalise menu				Pink	
Celine					Grey
Duyen - Evaluation of webpage					Grey
Joanne - Evaluation of brochure					Grey
Emma - Evaluation of menu					Grey



Experimentation & Testing

Existing of creativity
(Existing ideas)

Testing and drawing up logo as a class, choosing which logo best suit this Cafe.

Aim:

To design a perfect logo for Cafe 21, draw up various designs and have an evaluation to choose which logo design best suits the Cafe and also designing posters for safety (PPE & personal hygiene requirements).

Method:

Will be using various editing programs to test out the design to find the perfect colour for the logo while editing and fixing up some parts within the logo design.

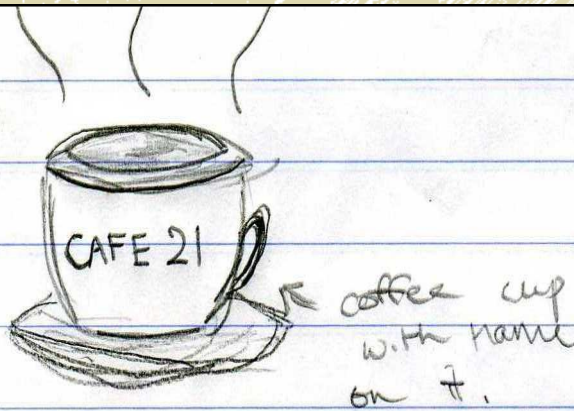
Research on the safety requirements.

Equipments:

Will be using computer, Adobe Photoshop, sketch, paint and drawing it out.

My own designs

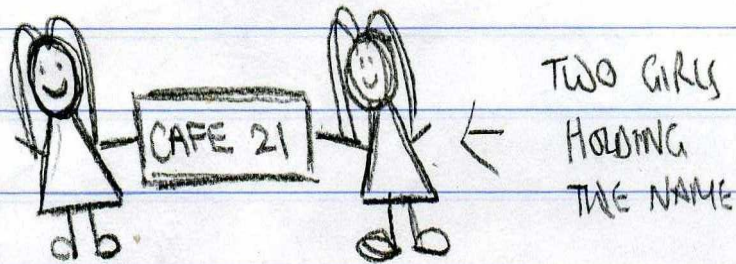
P : It has a cup to represent coffee for "Cafe" and the name of the cafe is written across the cup.
M : It is too original and it looks nothing that would stand out
I : It would be a great design if it looked a bit more fixed.



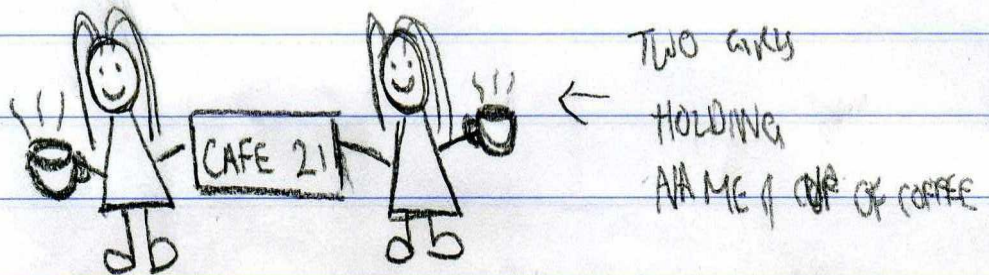
P : The sign looks great but the with the cafe name clearing written across the board.
M : The board looks too plain and does not look attractive.
I : It would be a lot more attractive if it was decorated a lot more.



P : There is two girls holding the sign which represent the workers in Cafe 21. They are both holding the sign which says "Cafe 21" to represent the cafe.
M : The two girls should be drew up properly instead of stick people.
I : Blank faces or photos for the two girls would look better.



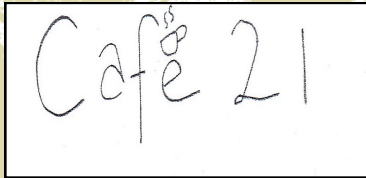
P : The two girls are holding cups which represent the stuff they serve in the Cafe 21.
M : Look just like the design above.
I : Photos would look better instead of the two girls and the board looks too plain.



Class ideas



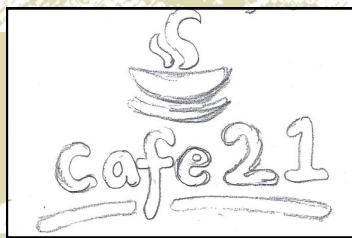
P : It is clear to see, and the font of the name “Cafe 21” is attractive along with half a coffee cup.
M : It may seem too difficult and busy with the classy font “Cafe 21”.
I : Though altogether the design of this logo is pretty effective and would make the customers much more interested with cafe due to a classy logo.



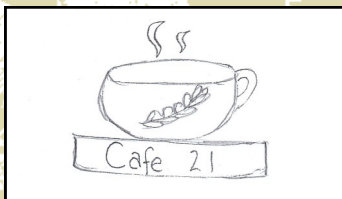
P : This logo is simple to view, straight forward about the name of the cafe.
M : It is too simple and the coffee cup is in the middle of nowhere on top of the “e”.
I : Overall this is a very simple design, simple could turn into something interesting ...



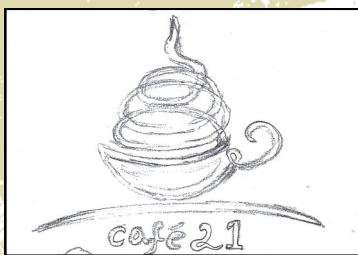
P : It is clear that the cafe would be “Cafe 21” with an outstanding “21” bold and coloured in the middle with a coffee cup between the “2” and the “1”.
M : It’s messy and it looks too plain for it to be produced into a logo.
I : This may become better if the design was presented straight and not as messy as it is.



P : Simple yet with a sense of detail drawn within the logo, the coffee cup on top of “cafe 21” stands out and makes a whole lot sense with the logo.
M : The name of the cafe is not as presented as well, bubble writing does not suit the logo and it is too rough, also the cup on top of “cafe 21” looks like a bowl instead of a cup.
I : The logo may be more attractive if the cup looked more like a cup instead of a bowl.



P : Clearly states the cafe is “Cafe 21” also this logo has been incorporated with the coffee cup as an outline around the whole logo.
M : This logo looks immoral with the cup not presented straight also the cup looks unevenly shaped.
I : This logo could be a better option if it wasn’t crooked as well as if the name of the cafe was presented in a more outstanding yet neat way.



P : This logo would look attractive for a classy restaurant though it won’t look so much attractive for a logo of a cafe.
M : The smoke above the cup looks like manure, so it does not look as attractive for a logo design.
I : The smokes coming from the cup doesn't have to be so much and it should look less busy.



P : This logo design would look very well composed if it was drawn with smokes coming out the cup as well as a plate that had something different on it than “Since 2010”.
M : It is not drawn up properly so therefore it is much more harder to imagine that proper picture of this logo.
I : It could be more even to make this cup more attractive with something that wouldn’t be as plain.

Logo that was chosen by the class.



Designed by: Duah

Experimentating

Tux Paint

23rd April 2010, 10:52am

Using the program **Tux Paint** to draw up the logo which did not turn out so well, the mouse was used to draw with. It would have been easier if I used a tablet to draw out the logo.



23rd April 2010, 11:04am.

This is the logo, I wanted to test out the colour to see which colour would cooperate within the logo. Therefore the made the whole background the same colour instead of colouring within each word of the logo. I have used **Tux Paint** to do this.



11:06am



Continue experimentation..

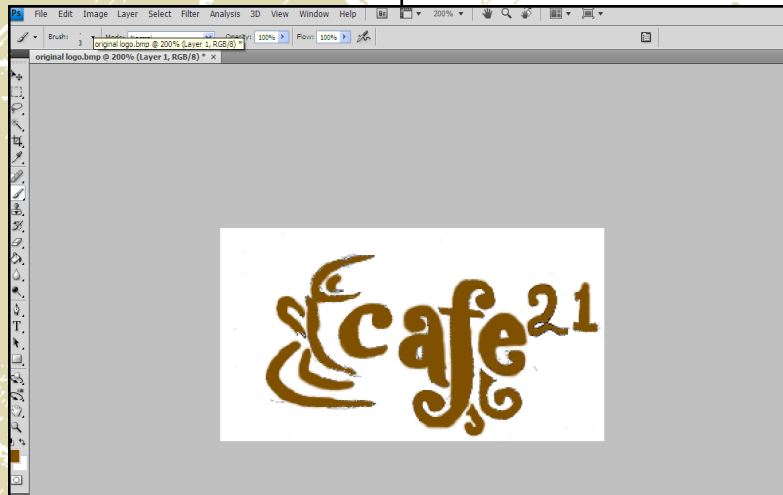
23rd April 2010, 11:21am.

I have used **Tux Paint** to experiment the colour within the logo with a tool from the software.



30th April 2010, 10:36 am.

Using **Adobe Photoshop CS4** to colour inside the logo Finding a colour which suits the logo.



Continuing experimentation..

30th April 2010, 11:07am.

Using **Adobe Photoshop CS4**, I was experimenting the colour within the logo and the colour was [#503e1f](#) to make it look like a dark chocolate brown.



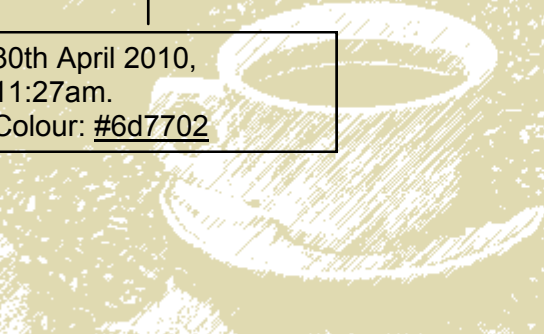
30th April 2010, 11:19am

I have used **Adobe Photoshop CS4** to experiment and find a matching colour within the logo to make it stand out. The colour I have used is a light tan colour which is [#be7901](#).



30th April 2010,
11:27am.

Colour: [#6d7702](#)



Finalising

5th May 2010, 12:52pm

Used **Adobe Photoshop CS4** to create the final colouring within the logo to make the final production BUT this did not turn out to well for the finalising of the logo. Colour used was #be7901.

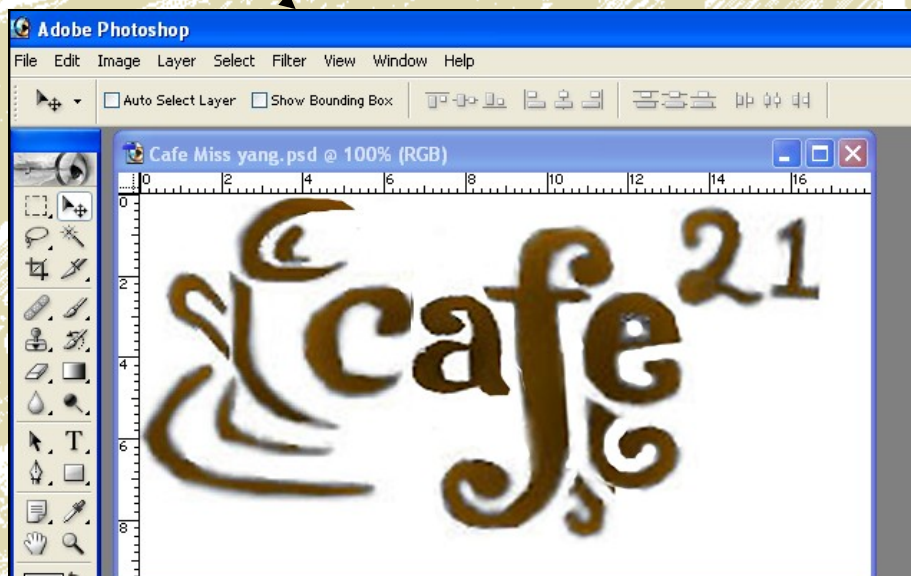
P : The colour looks great and the half a cup looks smooth and really attractive along with the letter "C" for the beginning of "Cafe 21".

M : It is not straight and it looks really irregular without perfect editing with cropping and moving some of the letters.

I : It would look really well if I edited it more and fix up the letters "a, f, e" and the number "21" to make it be set out straight.



I showed the previous logo to the class and it was agreed that it has to be done so this logo has been changed and fixed with the help of **Miss Yang**. She has roughly fixed up some bits showing me what to do so I have further on fixed up the logo to make an actual straight finalisation of the logo.



Final logo!



This is the logo after editing and it has been finalised by myself and my group members. This would be the logo used on various of "Cafe 21" brochures and menus.

Conclusion:

Followed on from the beginning of the experiment on page 13, I have clearly stated what has been done throughout the experiment to get to a conclusion for the logo. Cafe 21 has finally come to an end with a logo for their store which has been shown above.

Research safety requirements:

PPE & Personal Hygiene

PPE also known as Personal Protective Equipment.

PPE refers to protective clothing, helmets, goggles, or other garment designed to protect the wearer's body from injury by blunt impacts, electrical hazards, heat, chemicals, and infection, for job-related occupational safety and health purposes, and in sports, martial arts, combat, etc. Personal armour is combat-specialized protective gear.

Protective clothing

Protective clothing in the kitchen for the staffs working in Cafe 21 would be: hair nets, black leather shoes, hand muffs, clear gloves, uniforms and aprons.



Reason for the gears:

Hair nets: So their hair does not drop into food or drinks.

Black leather shoes: If a hard object of sharp object dropped on their foot, it would not harm them.

Hand muffs: To protect your hand from heat and so you won't get burnt.

Disposable gloves: To make the food because hand is not as hygienic.

Uniform: Show the superior of the staffs working.

Apron: Prevent from dirtying uniform.

Personal Hygiene Requirement

Hygiene refers to the set of practices associated with the preservation of health and healthy living

Hygiene is an old concept related to medicine, as well as to personal and professional care practices related to most aspects of living, although it is most often wrongly associated with cleanliness.

PERSONAL APPEARANCE, CLEANLINESS AND HABITS ARE IMPORTANT IN PREVENTING FOODBORNE ILLNESS

You should shower or bathe and wash your hair before coming to work.

Hair should be restrained.

Clean clothing should be worn.

Aprons should be changed as they get dirty.

- Aprons should be removed before leaving the work area.

Jewellery should not be worn when handling food.

- Jewellery can be both a safety hazard and a carrier of bacteria.
- The only acceptable jewellery is a plain wedding band.

Eating, drinking, chewing gum, smoking or chewing tobacco are not allowed while preparing or serving food.

- Saliva contains microorganisms that can cause food borne illness.
- Some local regulatory agencies allow unbreakable beverage containers with a lid and straw.
- If you must taste food, follow the correct procedure.

Ladle food into a separate dish.

PERSONAL ILLNESS MAY MEAN THAT YOU CANNOT WORK.

If you have a diagnosed food-borne illness, you cannot work.

- If your doctor has diagnosed you with a food-borne illness, let your manager know immediately.

If you have certain symptoms, you cannot work

- Diarrhoea
- Vomiting
- Fever

PROPER HAND WASHING IS KEY TO A GOOD PERSONAL HYGIENE PROGRAM.

Hand washing should occur often and always after:

- Using the restroom.
- Taking out garbage or picking garbage up off the floor.
- Before and after handling raw foods.
- Between handling dirty and clean dishes.
- After using any cleaning chemical.
- After smoking, eating or drinking.
- After sneezing, coughing or blowing your nose.
- After any other situation that may result in contaminated hands.

Proper hand washing requires 6 steps:

1. Wet hands with hot running water (at or above 110°F).
2. Apply soap – enough to work up a good lather. (Any type of liquid hand soap is effective).
3. Wash hands (front and back) and wrists for a minimum of 20 seconds.
4. Clean under fingernails, using a nailbrush or by scrubbing your nails in the palm of your hand.
5. Rinse hands thoroughly under hot running water.
6. Dry hands on a single-use paper towel – and then turn off the water.

FOOD HANDLERS HAVE AN IMPORTANT ROLE IN PREVENTING FOODBORNE ILLNESS.

People are sources of microorganisms that cause food borne illness

Food handlers are often responsible for several tasks that can increase the risk of food borne illness

- Food handlers may handle both raw and cooked foods.
- Food handlers may be responsible for food preparation, cleaning or garbage removal.
- Food handlers may not take the time to wash their hands after taking a break.

Food handlers can cause food borne illness by:

- Touching anything that will contaminate their hands and not washing afterwards.
- Having an infected sore or wound that is not covered or bandaged.
- Handling food while having nausea, vomiting or diarrhoea.
- Handling food when diagnosed with a food borne illness.
- Handling ready-to-eat food with bare hands.

PPE Poster

PPE



Personal Protective Equipment

Hair nets: So their hair does not drop into food or drinks.

Black leather shoes: If a hard object or sharp object dropped on their foot, it would not harm them.

Hand muffs: To protect your hand from heat and so you won't get burnt.

Disposable gloves: To make the food because hand is not as hygienic.

Uniform: Show the superior side of the staffs working.

Apron: Prevent from dirtying uniform.



Personal Hygiene Requirement Poster

Personal Hygiene Requirements

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Aprons should be changed as they get dirty.

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Jewellery should not be worn when handling food.

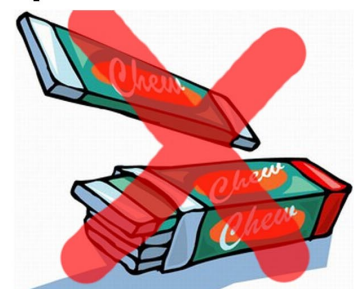
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Ladle food into a separate dish.

Taste the food with a clean spoon.





Design Relisation

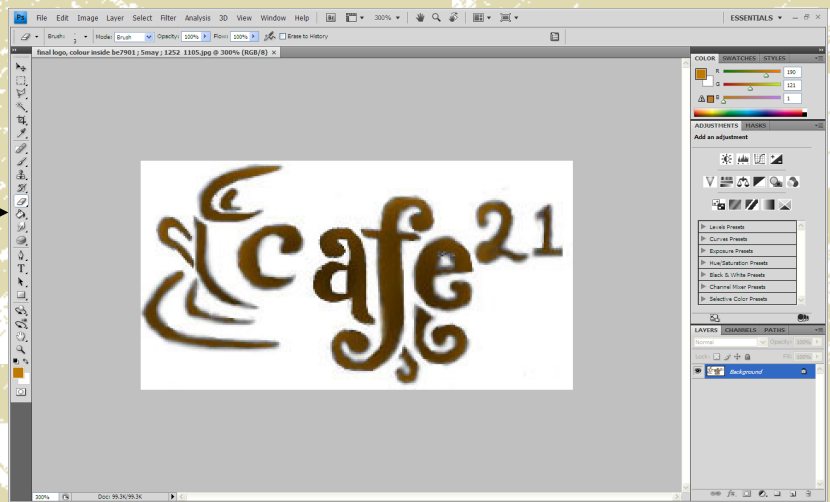
Analysing problems occurred.

Problems encountered

There were various problems I have encountered while doing this project.

First the logo editing was much harder than I thought it would be, I had to analyse the logo to make it perfect with no curvy letters and letters which are smaller or look bigger. I have solved many problems on the way while working with Adobe Photoshop CS4. The colours I have experimented brought me to an ending of finalising the colour for the logo.

This logo was a problem because it was not straight after the letter "C". This made the 21 seem not as straight layout as it should be.



Another problem I had encountered was time management, I didn't realise how fast time had gone past while doing my work. Class time was never enough because it was time consuming using Adobe Photoshop while having to make everything well produced. Getting sick was a major problem I had to go through because when I was sick I was not in the mood for anything.

The time frame was not well organised for me.

Time frame for completion

When I was sick, this was a solution.



The portfolio was another problem I had because I did not know what to write and what to add to make a successful portfolio.

I guess that even though there was a time frame guideline, I did not follow it which in the end made work a lot harder to complete and a lot more stressful. The time frame never went to frame.

I have analysed the problem I had encountered and would be more aware of time on my next project, I will not leave work till last minute and I will start progressing and recording what I do in my book or start portfolio earlier.

Changes I had made..

There were changes I made while working on this project, many on those was the time management and time schedule I had. Time kept running out so I had to do things in a rush, I had to pass many obstacles while doing my project and assigned task I was set to do.

There was a change I made which had to be evaluated by the class, the problem for that was my logo, the one I thought would be suitable for the cafe but it ended up to look distorted so the changes I made was to fix it over Photoshop.

Another change I made was the portfolio, I did not know it would be so time consuming so I started a bit late which stuffed up my entire schedule.

Poster I created..

PPE



Personal Protective Equipment

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Solution

Throughout my problems I had encountered, I found various solutions to fix my problems, with the help of other class mates and teachers; I solved the problem as soon as possible to further on improve my work.

Students in the class has gave me feedback and in order to improve, which helped me. They were honest about their ideas which made everything easier. The feedback did not have to be positive, therefore their help with their criticism are helpful.

Project reflecting the design brief

This project we were given has helped me thought more into a design of something and has made me thought more about the school with their needs rather than my wants. I have found high priority for my job given along with setting out appropriate strategies to help me throughout my portfolio and work.

I have also investigated with the OH&S (Occupation Health & Safety) to find out the needs that would be needed while working in the cafe, promoting material for the cafe was the logo which was designed by a student in the class. After choosing the logo, I had to edit it, this made it challenging but it worked out.



Evaluation

My evaluation

Throughout the project, it has been challenging and it was an independent work for my group. This was in some ways easier to do work and sometimes their opinions were needed so that was not hard to communicate or get their ideas through to me. Working on my work was time consuming and I needed to keep track of everything I did.

Time:

There would have been enough time to produce my work if I had organised my time properly. To keep up with my work, I had to keep track of time.

Colour:

The colour of the logo was appropriate because there was a class vote and the verdict was to use earthy colours.

Overall, I have enjoyed my time working with Adobe Photoshop and working with my group.

Group evaluation

My group did a lot of multimedia work because they were more advance with the area of technology and editing with multimedia softwares. My group worked cooperatively and they were well organised.

At the end of the project my group has produced a brochure, menu and the website page for Cafe 21.

Although there was some problems with saving work and getting photos and prices, everything was done and produced to a standard.