

Unit 301: Developing opportunities for progression in the culinary industry

Sample lesson plan 2

Course number: _____ Course title: _____

Tutor's name: _____ Date: _____ Time: _____ Lesson length: 8 hours Room: _____

Lesson topic: Attributes of a chef de partie

Aims:

- To develop an awareness of the qualities required to be a chef de partie
- To develop an understanding of the technical knowledge required to be a chef de partie
- To gain an understanding of the leadership styles
- To develop an understanding of the role of a chef de partie as a kitchen supervisor.

Learning outcomes:

To enable learners to understand:

- qualities required of a chef de partie
- technical knowledge required of a chef de partie
- leadership styles
- the role of the chef de partie in kitchen supervision.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
90 mins	Qualities required of a chef de partie	<p>Introduction to the term attributes and those required of a chef de partie.</p> <p>Facilitate class discussion on the meaning of attributes.</p> <p>Introduction to small group activity to identify the qualities required of a chef de partie.</p> <p>Present PowerPoint 2 to confirm attributes</p> <p>Issue Handout 1</p> <p>Issue Activity 4 and check completion</p>	<p>Listen and ask questions.</p> <p>Participate in class discussion contributing to the meaning of attributes.</p> <p>Contribute to small group activity by identifying qualities required of a chef de partie, justifying why they are required.</p> <p>Read Handout 1</p> <p>Complete Activity 4 individually to apply knowledge and to show understanding.</p>	<p>PowerPoint presentation 2</p> <p>Handout 1</p> <p>Activity 4</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
90 mins	Technical knowledge required of a chef de partie	<ul style="list-style-type: none"> Facilitating class discussion on the meaning of <ul style="list-style-type: none"> Technical knowledge Introduction to small group activity to identify the technical knowledge required of a chef de partie Present power point slides to confirm technical knowledge required Issue activity 4, check completion Issue work sheet 2, check completion 	<p>Listen and ask questions</p> <p>Participate in class discussion contributing to the meaning of technical knowledge.</p> <p>Contribute to small group activity by identifying technical knowledge required of a chef de partie, justifying why they are required.</p> <p>Complete activity 4 individually to application knowledge and to show understanding.</p>	PowerPoint presentation 2 Activity 4 Worksheet 2
75 mins	Leadership styles: <ul style="list-style-type: none"> autocratic/authoritarian democratic/participative laissez-faire/delegative. 	<p>Present PowerPoint 2 to introduce leadership styles.</p> <p>Introduce small group activity to identify the characteristics of each leadership style.</p> <p>Confirm the qualities of each leadership style.</p> <p>Issue Handout 2</p>	<p>Listen and answer questions.</p> <p>Contribute to small group activity by suggesting characteristics for each leadership style.</p> <p>Read Handout 2 to check the characteristics.</p>	PowerPoint presentation 2 Handout 2

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
75 mins	<p>Leadership styles application</p> <ul style="list-style-type: none"> 	<p>Present PowerPoint 2 on use of leadership styles.</p> <p>Introduce small group Activity 5 to match leadership styles to roles in different situations.</p> <p>Confirm the appropriate leadership styles.</p> <p>Facilitate class discussion on:</p> <ul style="list-style-type: none"> reasons for different leadership styles suitability for different situations leadership behaviours <p>Issue Handouts 3 and 4</p> <p>Issue Worksheet 3</p>	<p>Listen and ask questions.</p> <p>Contribute to small group activity justifying selected leadership style for each situation.</p> <p>Participate in class discussion contributing ideas on reasons for using different leadership styles, suitability and behaviours.</p> <p>Read Handout 3</p> <p>Read Handout 4</p> <p>Complete Worksheet 3 independently.</p>	<p>PowerPoint presentation 2</p> <p>Activity 5</p> <p>Handouts 3 and 4</p> <p>Worksheet 3</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
90 mins	Role of the chef de partie in kitchen supervision	<p>Facilitate class discussion to establish the areas to be supervised in a professional kitchen.</p> <p>Introduce small group activity to establish the role of a chef de partie in kitchen supervision</p> <p>Present PowerPoint 2 to confirm responses</p> <p>Issue Handout 5</p>	<p>Listen and ask questions.</p> <p>Participate in class discussion contributing ideas on areas to be supervised by a chef de partie.</p> <p>Contribute to small group activity suggesting ideas on the role of a chef de partie in kitchen supervision.</p> <p>Read Handout 5</p>	<p>PowerPoint presentation 2</p> <p>Handout 5</p>
60 mins	Consolidation and assessment of learning on attributes of a chef de partie	<p>Revisit Worksheets 2 and 3</p> <p>Issue Worksheet 4</p> <p>Facilitate class discussion to check individual learner responses on all worksheets.</p>	<p>Listen and ask questions.</p> <p>Complete Worksheet 4 individually.</p> <p>Check responses and levels of learning through class discussion for all worksheets.</p>	<p>PowerPoint presentation 2</p> <p>Worksheets 2, 3 and 4</p>

How learning is to be measured:

- Q&A during the session.
- Completion of activities and **Worksheets 2, 3 and 4.**

Homework/research work:

- Review **Worksheets 2, 3 and 4** and class notes
- Read **Handouts 2, 3, 4 and 5** to reinforce learning and understanding of attributes required of a chef de partie.

Lesson evaluation

(delete as appropriate)

- Was the lesson better than expected
- As expected
- Worse than expected

Lesson evaluation/comments:**Suggestions/modifications for next lessons:**