Unit 305: Sustainability in professional kitchens

# Sample lesson plan 5

**Course number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Course title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 2 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Describe how procuring resources can impact on the carbon footprint.

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| **Aims**:   * Describe how procuring resources can impact on the carbon footprint. | **Learning outcomes**:  To enable learners to:   * understand sustainability in the hospitality industry * understand how sustainable practices are implemented in professional kitchens. |

| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources** |
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| 5 minutes | Introduction:  Procuring resources:   * Regional * Imported * Food miles * Frequency of delivery * Stock management | Tutor-led presentation/discussion. | Learners to listen, observe, take notes and question appropriately.    Question and answer session. |  |
| 10 minutes | Give examples how sustainable practices can be procured with consideration to regionally produced goods/services. | Tutor-led presentation/discussion using **PowerPoint presentation 5.**  Give out **Handout 5.** | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 5  Handout 5 |
| 10 minutes | Give examples of how sustainable practices can be procured with consideration to imported goods/services. | Tutor-led presentation/discussion using **PowerPoint presentation 5**. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 5  Handout 5 |
| 5 minutes | Give examples of how sustainable practices can be procured with consideration to food miles. | Tutor-led presentation/discussion using **PowerPoint presentation 5**. | Learners to listen, observe, take notes and question appropriately. |  |
| 5 minutes | Give examples how sustainable practices can be procured with consideration to frequency of delivery. | Tutor-led presentation/discussion using **PowerPoint presentation 5**. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 5 |
| 10 minutes | Give examples how sustainable practices can be procured with consideration to stock management. | Tutor-led presentation/discussion using **PowerPoint presentation 5**. | Learners to listen, observe, take notes and question appropriately. Question & Answer | PowerPoint presentation 5 |
| 10 minutes | Carbon footprint. | Tutor-led presentation/discussion using **PowerPoint presentation 5**. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 5 |
|  |  | Tutor-led activity.  Introduce **Activity 5.** | Independent learning – complete Activity 5:  Use the food miles calculator to find out how far a range of fruit and vegetables travels to your country from abroad:  <https://www.foodmiles.com/>  Use the carbon footprint calculator to find out how much CO2 is used to fly a range of fruit from another country:  <https://www.carbonfootprint.com/calculator.aspx>  Extension activity  Suggest savings in food miles and CO2 for each of your examples to reduce the impact. | Activity 5 |
| 5 minutes | Recap of session content/ homework brief  Revisit aims and objectives Q&A to check learning. | Tutor-led presentation/discussion.    Discussion – identify useful resources and websites. | Learners to listen, observe, take notes and question appropriately.    Question and answer session. | PowerPoint presentation 5  Handout 5 |
| 10 minutes | Revision of lesson content. | 1. 1-minute paper: Task the learners to briefly summarise the key points from the presentation. Ask individuals to provide one point each to all the class. 2. Question and answer session: In pairs, learners to ask each other questions to consolidate their learning. Tutor to monitor and fill in any gaps. | Learners should think and write their key points down. Learners should communicate their thoughts with the rest of the class, recording their key point on the flip chart/whiteboard.  Learner Q&A session to confirm the knowledge required to carry out the performance. |  |
|  | Independent learning. | **Worksheet 5** | Complete the worksheet for the next session. | Worksheet 5 |
|  | Look forward to your next lesson/any final questions |  |  |  |

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| **How learning is to be measured:**   * Q&A * **Activity 5** * **Worksheet 5** | |
| **Homework/research work:**   * **Worksheet 5** | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments:** | |
| **Suggestions/modifications for next lessons:** | |