Unit 305: Sustainability in professional kitchens

# Sample lesson plan 6

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

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 1 hour **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Explain the term food sustainable initiatives

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| **Aims**:   * Explain the term food sustainable initiatives. | **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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| 10 minutes | Introduction to initiatives:   * Seasonal food commodities * Sustainably produced food * Food accreditation schemes * Fair trade * Soil Association * GM Free * Organic * Direct from farmer/source. | Tutor-led presentation/discussion.  Show YouTube video: *Organic cooking with sustainable food*  [www.youtube.com/watch?v=sygGNW5v-bM](http://www.youtube.com/watch?v=sygGNW5v-bM) | Learners to listen, observe, take notes and question appropriately. | YouTube video link: *Organic cooking with sustainable food*  [www.youtube.com/watch?v=sygGNW5v-bM](http://www.youtube.com/watch?v=sygGNW5v-bM) |
| 10 minutes | Discuss the initiatives in place with consideration to sustainably produced food. | Tutor-led presentation/discussion using PowerPoint presentation 6. | Learners to listen, observe, take notes and question appropriately.  Question and answer session. | PowerPoint presentation 6 |
| 5 minutes | Discuss the initiatives in place with consideration to  fair trade. | Tutor-led presentation/discussion using PowerPoint presentation 6. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 6 |
| 5 minutes | Discuss the initiatives in place with consideration to  Soil Association. | Tutor-led presentation/discussion using PowerPoint presentation 6. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 6 |
| 5 minutes | Discuss the initiatives in place with consideration to  GM free. | Tutor-led presentation/discussion using PowerPoint presentation 6.  Discuss advantages and disadvantages of GM-free. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 6 |
|  |  | Extension activity:  Explain how food sustainable initiatives in the kitchen can be demonstrated to the customer. | Extension activity:  Explain how food sustainable initiatives in the kitchen can be demonstrated to the customer. |  |
| 5 minutes | Discuss the initiatives in place with consideration to organic. | Tutor-led presentation/discussion using PowerPoint presentation 6. | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 6 |
| 5 minutes | Discuss the initiatives in place with consideration to direct from farmer/source. | Tutor-led presentation/discussion using PowerPoint presentation 6. | Learners to listen, observe, take notes and question appropriately. Question & Answer | PowerPoint presentation 6 |
| 5 minutes | Explore how sustainable practices can be applied. | Tutor-led presentation/discussion. | Learners to listen, observe, take notes and question appropriately.  Question and answer session. |  |
| 10 minutes | Recap of session content/ homework brief  Revisit aims and objectives Q&A to check learning.  Identify food sustainable initiatives in your country. | Tutor-led presentation/discussion.    Discussion – identify useful resources and websites. | Learners to listen, observe, take notes and question appropriately.  Question and answer session. |  |

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| 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. | Whiteboard |
|  | Independent learning. | **Worksheet 6** | Complete the worksheet for the next session. | Worksheet 6 |
|  | Stretch task. | **Activity 6** | Listen and ask questions as required.  Learners to take notes if required. | Activity 6 |
|  | Look forward to your next lesson/any final questions. |  |  |  |

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| **How learning is to be measured:**   * Q&A * **Activity 6** * **Worksheet 6** | |
| **Homework/research work:**   * **Worksheet 6** * **Activity 6** | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected, * Worse than expected |
| **Lesson evaluation/comments:** | |
| **Suggestions/modifications for next lessons:** | |