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.
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| **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 tofair 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 toSoil 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 toGM 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 briefRevisit 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**
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| **Homework/research work:*** **Worksheet 6**
* **Activity 6**
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| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected
* As expected,
* Worse than expected
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| **Lesson evaluation/comments:** |
| **Suggestions/modifications for next lessons:** |