

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

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
10 minutes	<p>Introduction to initiatives:</p> <ul style="list-style-type: none"> Seasonal food commodities Sustainably produced food Food accreditation schemes Fair trade Soil Association GM Free Organic Direct from farmer/source. 	<p>Tutor-led presentation/discussion.</p> <p>Show YouTube video: <i>Organic cooking with sustainable food</i> www.youtube.com/watch?v=sygGNW5v-bM</p>	Learners to listen, observe, take notes and question appropriately.	<p>YouTube video link: <i>Organic cooking with sustainable food</i> www.youtube.com/watch?v=sygGNW5v-bM</p>
10 minutes	Discuss the initiatives in place with consideration to sustainably produced food.	Tutor-led presentation/discussion using PowerPoint presentation 6 .	<p>Learners to listen, observe, take notes and question appropriately.</p> <p>Question and answer session.</p>	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

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
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

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
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.	
10 minutes	Revision of lesson content.	<ol style="list-style-type: none"> 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. Question and answer session: In pairs, learners to ask each other questions to consolidate their learning. Tutor to monitor and fill in any gaps. 	<p>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.</p> <p>Learner Q&A session to confirm the knowledge required to carry out the performance.</p>	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.			

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: