

Unit 307: Produce and present advanced starters using standardised recipes

Sample lesson plan 4

Course number: _____ Course title: _____

Tutor's name: _____ Date: _____ Time: _____

Lesson topic: Cooking, quality checks and finishing Lesson length: 5 hours Room: _____

Aims:

By the end of the lesson the learner will:

- The aim of this unit is to provide learners with the skills of how to produce and present advanced starters using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.
- Learners will develop the skills to produce both hot and cold soups, advanced hot and cold starter courses and accompanying sauces that feature on traditional and contemporary menus.

Learning outcomes:

To enable learners to:

- be able to prepare, cook and serve hot soups and advanced hot starters.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5 minutes	Registration and welcome.	Take register.		
5 minutes	Aims and objectives.	Discuss the aims and objectives for the lesson: To cover the assessment criteria 1.1 for the preparation, cooking and serving of hot soups and advanced starters	Learner discussion and Q&A.	Whiteboard
30 minutes	Introduction task 1.	Deliver PowerPoint presentation 4	Learner discussion and Q&A. Researching dishes and producing standard recipes. From previously researched dishes using convenience stock and vegetables to produce a food order, workplan and equipment list for next week's practical session.	PowerPoint presentation 4
50 minutes	Main body of lesson	Outline the focus of the lesson to include: <ul style="list-style-type: none">Produce standard recipes for a range of hot soups and advanced hot starters using a variety of ingredients to cover	Learner discussion and Q&A.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>the following items from the range</p> <ul style="list-style-type: none"> • Fresh or convenience stock • Pulses, grains and seaweed <p>Menu examples which contain fresh stock, pulses, grains and seaweed could include such items as:</p> <ul style="list-style-type: none"> • Crisp polenta with Mediterranean vegetables • Gnocchi romaine • Bulgar wheat salad • Sea vegetable and noodle salad • Puree of red lentil soup • Scotch broth <ul style="list-style-type: none"> • Adapt standard recipes, increase yield amounts for more covers and adjust ingredients to ensure quality if maintained • Check Quality of ingredients used and develop a quality checklist to support this activity • Use a range of preparation methods • Use a range of kitchen equipment 		

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<ul style="list-style-type: none"> • Apply quality checks throughout the cooking process • Apply a range of finishing methods when serving dishes. <p>Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.</p>		
30 minutes	Task 2	Task learners in groups of two for activity Worksheet 4 . Set a time limit of 30 minutes. Discuss/fill gaps as a class.	<p>Complete Worksheet 4.</p> <p>Learner discussion and Q&A</p>	Worksheet 4.
180 minutes	Practical task	<p>Introduce practical activities.</p> <p>Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners including good and poor practice.</p> <p>Group question and answer session: Ask individual learners oral questions specific to the topic.</p>	<p>Learners to complete a 3-hour practical session using developed standardised recipe covering the identified criteria for all the following:</p> <ul style="list-style-type: none"> • Collect food order list of ingredients covering everything required • Quality – check quality of all ingredients 	Practical kitchen

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
			<ul style="list-style-type: none"> • Equipment – Collect all required equipment for the dishes to be produced • Preparation methods – which preparation methods are used for this task • Cooking methods – using the range of cookery methods to produce the dishes • Finishing – how is the dish finished, served and added to the starter where appropriate. <p>Learner review and evaluation.</p>	
How learning is to be measured: <ul style="list-style-type: none"> • Workshop 4 • Learner self-evaluation of developed dishes produced • Dishes completed within the time frame to a required standard • Tutor involvement in the evaluation and has the assessment criteria been completed for this task. 				
Homework/research work: <ul style="list-style-type: none"> • Write up today's dish and complete a critical evaluation, add changes to the standard recipes if required. • Students to finalise dish specification for next week's practical • Produce a work plan with a list of required equipment's for next week's session. 				

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
Lesson evaluation		<ul style="list-style-type: none">• Was the lesson better than expected• As expected• Worse than expected		
Lesson evaluation/comments:				
Suggestions/modifications for next lessons:				