Unit 309: Produce and present advanced desserts and dough products using standardised recipes

# Sample lesson plan 6

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

 **Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 7 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:**

|  |  |
| --- | --- |
| **Aims**: By the end of the lesson the learner will know:* The purpose of this unit is to provide learners with the skills of how to produce and present advanced desserts and dough products using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.
* Learners will develop an understanding and skills to prepare, cook and finish classical and contemporary methods of to create desserts course dishes for a meal experience suitable for restaurant and volume catering.
 | **Learning outcomes**: To enable learners to:* prepare, cook and finish advanced hot dessert dishes.
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| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources**  |
| --- | --- | --- | --- | --- |
| 5 minutes | Registration and welcome | Take register. |  |  |
| 10 minutes | Recap previous session. | Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of hot dessert dishes. | Group discussion/reflection: Reflection of the previous session focusing on what went well and what could be improved in the production, cooking and finishing of hot dessert dishes.Learner discussion and Q&A. | Whiteboard |
| 5 minutes | Aims and objectives. | Discuss the aims and objectives for the lesson. Outline the focus of the lesson to include: * cook a range of advanced hot dessert courses dishes using different methods of cookery
* apply quality checks during the cooking of advanced hot dessert course dishes
* use equipment safely during the cooking of advanced hot dessert course dishes
* finish a range of advanced hot dessert course dishes using appropriate finishing methods

Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit. | Learner discussion and Q&A. | Whiteboard |
| 40 minutes | Introductory task 1: Be able to prepare, cook and finish advanced hot and cold dessert dishes. | Provide learners with recipes decided by the centre and considering a wide range of different preparation, cooking and finishing methods, showing full coverage of the assessment criteria. Learners are to weigh the ingredients required for:* hot desserts using the shallow frying method of cookery
* hot desserts using the deep-frying method of cookery
* hot desserts using the baking method of cookery.
 | Learners are to weigh the ingredients required for:* hot desserts using the shallow frying method of cookery
* hot desserts using the deep-frying method of cookery
* hot desserts using the baking method of cookery.
 | WhiteboardRecipesIngredientsLarge and small equipment  |
| 5 hours, 45 minutes | Main body of lesson:Be able to prepare advanced hot and cold dessert dishes | Activity: Tutors should apply the explain, demonstrate, imitate and practice (EDIP) teaching methodology Following the explanation and demonstration task learners to prepare and cook and finish the dishes. Encourage the learners to develop their skills through observation and individual feedback.  | Learners to prepare and cook and finish the dishes. Learner discussion and Q&A. | Whiteboard Recipes Ingredients Large and small equipment |
| 15 | Summary of session.  | Group question and answer session: Individual learner’s oral questions specific to the topic. | Learner discussion and Q&A. |  |
| **How learning is to be measured:*** Oral questions and answers
* End of unit assessment (City and Guilds set).

**Opportunities for embedding core skills:*** The use of research skills using IT
* Basic speaking and listening
* Basic writing skills to include spelling.
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| **Homework/research work:** |
| **Lesson evaluation**  | * Was the lesson better than expected
* As expected
* Worse than expected
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| **Lesson evaluation/comments** |
| **Suggestions/modifications for next lessons** |