Unit 301: Developing opportunities for progression in the culinary industry

# Sample lesson plan 2

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

 **Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 8 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

 **Lesson topic:** Attributes of a chef de partie

|  |  |
| --- | --- |
| **Aims**: * To develop an awareness of the qualities required to be a chef de partie
* To develop an understanding of the technical knowledge required to be a chef de partie
* To gain an understanding of the leadership styles
* To develop an understanding of the role of a chef de partie as a kitchen supervisor.
 | **Learning outcomes:**To enable learners to understand:* qualities required of a chef de partie
* technical knowledge required of a chef de partie
* leadership styles
* the role of the chef de partie in kitchen supervision.
 |

| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources**  |
| --- | --- | --- | --- | --- |
| 90 mins | Qualities required of a chef de partie | Introduction to the term attributes and those required of a chef de partie.Facilitate class discussion on the meaning of attributes.Introduction to small group activity to identify the qualities required of a chef de partie.Present **PowerPoint 2** to confirm attributesIssue **Handout 1**Issue **Activity 4** and check completion | Listen and ask questions.Particpate in class discussion contributing to the meaning of attributes.Contribute to small group activity by identifying qualities required of a chef de partie, justifying why they are required.Read **Handout 1**Complete **Activity 4** individually to apply knowledge and to show understanding. | PowerPoint presentation 2Handout 1Activity 4 |
| 90 mins | Technical knowledge required of a chef de partie | * Facilitating class discussion on the meaning of
* Technical knowledge
* Introduction to small group activity to identify the technical knowledge required of a chef de partie
* Present power point slides to confirm technical knowledge required
* Issue activity 4, check completion
* Issue work sheet 2, check completion
* Int
 | Listen and ask questionsParticipate in class discussion contributing to the meaning of technical knowledge.Contribute to small group activity by identifying technical knowledge required of a chef de partie, justifying why they are required.Complete activity 4 individually to application knowledge and to show understanding. | PowerPoint presentation 2Activity 4Worksheet 2 |
| 75 mins | Leadership styles:* autocratic/authoritarian
* democratic/participative
* laissez-faire/delegative.
 | Present **PowerPoint 2** to introduce leadership styles.Introduce small group activity to identify the characteristics of each leadership style.Confirm the qualities of each leadership style.Issue **Handout 2** | Listen and answer questions.Contribute to small group activity by suggesting characteristics for each leadership style.Read **Handout 2** to check the characteristics. | PowerPoint presentation 2Handout 2 |
| 75 mins | Leadership styles application | Present **PowerPoint 2** on use of leadership styles.Introduce small group **Activity 5** to match leadership styles to roles in different situations.Confirm the appropriate leadership styles.Facilitate class discussion on:* reasons for different leadership styles
* suitability for different situations
* leadership behaviours

Issue **Handouts 3 and 4**Issue **Worksheet 3** | Listen and ask questions.Contribute to small group activity justifying selected leadership style for each situation.Participate in class discussion contributing ideas on reasons for using different leadership styles, suitability and behaviours.Read **Handout 3**Read **Handout 4**Complete **Worksheet 3** independently. | PowerPoint presentation 2Activity 5Handouts 3 and 4Worksheet 3 |
| 90 mins | Role of the chef de partie in kitchen supervision | Facilitate class discussion to establish the areas to be supervised in a professional kitchen.Introduce small group activity to establish the role of a chef de partie in kitchen supervisionPresent **PowerPoint 2** to confirm responsesIssue **Handout 5** | Listen and ask questions.Participate in class discussion contributing ideas on areas to be supervised by a chef de partie.Contribute to small group activity suggesting ideas on the role of a chef de partie in kitchen supervision.Read **Handout 5** | PowerPoint presentation 2Handout 5  |
| 60 mins | Consolidation and assessment of learning on attributes of a chef de partie | Revisit **Worksheets 2 and 3**Issue **Worksheet 4**Facilitate class discussion to check individual learner responses on all worksheets. | Listen and ask questions.Complete **Worksheet 4** individually.Check responses and levels of learning through class discussion for all worksheets.  | PowerPoint presentation 2Worksheets 2, 3 and 4 |

|  |
| --- |
| **How learning is to be measured:*** Q&A during the session.
* Completion of activities and **Worksheets 2, 3 and 4.**
 |
| **Homework/research work:*** Review **Worksheets 2, 3 and 4** and class notes
* Read **Handouts 2, 3, 4 and 5** to reinforce learning and understanding of attributes required of a chef de partie.
 |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected
* As expected
* Worse than expected
 |
| **Lesson evaluation/comments:** |
| **Suggestions/modifications for next lessons:** |