

## Unit 301: Developing opportunities for progression in the culinary industry

### Sample lesson plan 2

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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	<p>Introduction to the term attributes and those required of a chef de partie.</p> <p>Facilitate class discussion on the meaning of attributes.</p> <p>Introduction to small group activity to identify the qualities required of a chef de partie.</p> <p>Present <b>PowerPoint 2</b> to confirm attributes</p> <p>Issue <b>Handout 1</b></p> <p>Issue <b>Activity 4</b> and check completion</p>	<p>Listen and ask questions.</p> <p>Participate in class discussion contributing to the meaning of attributes.</p> <p>Contribute to small group activity by identifying qualities required of a chef de partie, justifying why they are required.</p> <p>Read <b>Handout 1</b></p> <p>Complete <b>Activity 4</b> individually to apply knowledge and to show understanding.</p>	<p><b>PowerPoint presentation 2</b></p> <p><b>Handout 1</b></p> <p><b>Activity 4</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
90 mins	Technical knowledge required of a chef de partie	<ul style="list-style-type: none"> <li>Facilitating class discussion on the meaning of                             <ul style="list-style-type: none"> <li>Technical knowledge</li> </ul> </li> <li>Introduction to small group activity to identify the technical knowledge required of a chef de partie</li> <li>Present power point slides to confirm technical knowledge required</li> <li>Issue activity 4, check completion</li> <li>Issue work sheet 2, check completion</li> </ul>	<p>Listen and ask questions</p> <p>Participate in class discussion contributing to the meaning of technical knowledge.</p> <p>Contribute to small group activity by identifying technical knowledge required of a chef de partie, justifying why they are required.</p> <p>Complete activity 4 individually to application knowledge and to show understanding.</p>	<p><b>PowerPoint presentation 2</b></p> <p><b>Activity 4</b></p> <p><b>Worksheet 2</b></p>
75 mins	<p>Leadership styles:</p> <ul style="list-style-type: none"> <li>autocratic/authoritarian</li> <li>democratic/participative</li> <li>laissez-faire/delegative.</li> </ul>	<p>Present <b>PowerPoint 2</b> to introduce leadership styles.</p> <p>Introduce small group activity to identify the characteristics of each leadership style.</p> <p>Confirm the qualities of each leadership style.</p> <p>Issue <b>Handout 2</b></p>	<p>Listen and answer questions.</p> <p>Contribute to small group activity by suggesting characteristics for each leadership style.</p> <p>Read <b>Handout 2</b> to check the characteristics.</p>	<p><b>PowerPoint presentation 2</b></p> <p><b>Handout 2</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
75 mins	Leadership styles application •	Present <b>PowerPoint 2</b> on use of leadership styles.  Introduce small group <b>Activity 5</b> to match leadership styles to roles in different situations.  Confirm the appropriate leadership styles.  Facilitate class discussion on: <ul style="list-style-type: none"> <li>• reasons for different leadership styles</li> <li>• suitability for different situations</li> <li>• leadership behaviours</li> </ul> Issue <b>Handouts 3 and 4</b>  Issue <b>Worksheet 3</b>	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 <b>Handout 3</b>  Read <b>Handout 4</b>  Complete <b>Worksheet 3</b> independently.	<b>PowerPoint presentation 2</b>  <b>Activity 5</b>  <b>Handouts 3 and 4</b>  <b>Worksheet 3</b>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
90 mins	Role of the chef de partie in kitchen supervision	<p>Facilitate class discussion to establish the areas to be supervised in a professional kitchen.</p> <p>Introduce small group activity to establish the role of a chef de partie in kitchen supervision</p> <p>Present <b>PowerPoint 2</b> to confirm responses</p> <p>Issue <b>Handout 5</b></p>	<p>Listen and ask questions.</p> <p>Participate in class discussion contributing ideas on areas to be supervised by a chef de partie.</p> <p>Contribute to small group activity suggesting ideas on the role of a chef de partie in kitchen supervision.</p> <p>Read <b>Handout 5</b></p>	<p><b>PowerPoint presentation 2</b></p> <p><b>Handout 5</b></p>
60 mins	Consolidation and assessment of learning on attributes of a chef de partie	<p>Revisit <b>Worksheets 2 and 3</b></p> <p>Issue <b>Worksheet 4</b></p> <p>Facilitate class discussion to check individual learner responses on all worksheets.</p>	<p>Listen and ask questions.</p> <p>Complete <b>Worksheet 4</b> individually.</p> <p>Check responses and levels of learning through class discussion for all worksheets.</p>	<p><b>PowerPoint presentation 2</b></p> <p><b>Worksheets 2, 3 and 4</b></p>

<p><b>How learning is to be measured:</b></p> <ul style="list-style-type: none"> <li>• Q&amp;A during the session.</li> <li>• Completion of activities and <b>Worksheets 2, 3 and 4.</b></li> </ul>	
<p><b>Homework/research work:</b></p> <ul style="list-style-type: none"> <li>• Review <b>Worksheets 2, 3 and 4</b> and class notes</li> <li>• Read <b>Handouts 2, 3, 4 and 5</b> to reinforce learning and understanding of attributes required of a chef de partie.</li> </ul>	
<p><b>Lesson evaluation</b> (delete as appropriate)</p>	<ul style="list-style-type: none"> <li>• Was the lesson better than expected</li> <li>• As expected</li> <li>• Worse than expected</li> </ul>
<p><b>Lesson evaluation/comments:</b></p>	
<p><b>Suggestions/modifications for next lessons:</b></p>	