Unit 302: Supervise and monitor own section

# Sample lesson plan 2

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

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 14 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Monitoring own section to deliver service standards

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| **Aims**:   * To develop the knowledge and understanding to check own section for service * To gain an understanding of how to confirm a section is prepared for service * To demonstrate the skills to supervise a section in the kitchen * To develop the skills to monitor a section during food production and service * To develop the skills for providing feedback to a team * To gain an understanding how to evaluate the monitoring process. | **Learning outcomes**  To enable learners to understand how to:   * check own section is prepared to produce food dishes * confirm own section is prepared for service * supervise activities to ensure the section produces food in line with the organisation’s standards * conduct monitoring of own section during food production and service * provide feedback to the team following food production and service * evaluate the monitoring process. |

| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources** |
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| 2 hours | Checking own section is prepared to produce dishes | Registration  Facilitate class discussion on the monitoring process and reasons for monitoring a section.  Issue **Handout 2**  Present **PowerPoint 2** on monitoring to consolidate.  Introduce small group **Activity 9** on pre-production checks. | Listen and ask questions.  Participate in class discussions.  Complete **Activity 9.**  Share ideas for checklists.  Contribute to group activities.  Read **Handouts 2, 3 and 4** | **PowerPoint presentation 2**  Activity 9  Handouts 2, 3 and 4 |
| 2 hours | Confirming a section is prepared | Introduce small group activity to identify areas to be monitored  Present **PowerPoint 2** to consolidate information.  Introduce individual **Activity 10** on confirming section is ready for service.  Facilitate group sharing ideas from **Activity 10**. | Listen and ask questions.  Participate in class discussions  Complete **Activity 10** independently.  Share ideas for confirming section is ready. | **PowerPoint presentation 2**  Activity 10. |
| 3 hours | Supervisory skills | Facilitate class discussion on supervisory skills required to manage a section.  Present **PowerPoint 2** on supervisory skills.  Introduce small group **Activity 11** – identifying supervisory skills for different scenarios.  Introduce individual **Activity 12** – matching supervisory skills.  Introduce individual **Activity 13** – positive and negative effects of supervision. | Listen and ask questions.  Participate in class discussions.  Complete **Activities 12 and 13.**  Share ideas on matching supervisory skills and positive/negative impacts.  Contribute to group **Activity 11**.  Read **Handout 5** | **PowerPoint presentation 2**  Activities 11, 12 and 13  Handout 5 |
| 3 hours | Monitoring own section | Introduce small group discussion to identify the areas to be monitored by a chef de partie and reasons why.  Present **PowerPoint 2** on monitoring to consolidate information.  Introduce practical **Activity 14** – implementing monitoring plans.  Facilitate group discussion on lessons learnt from practical activity. | Listen and ask questions.  Participate in class discussions.  Complete **Activity 14** independently.  Feedback ideas on areas to be monitored.  Contribute to group discussion.  Complete practical activity in a working kitchen. | **PowerPoint presentation 2**  Activity 14 |
| 2 hours | Providing feedback | Facilitate class discussion on feedback: - individual  - team.  Introduce small group **Activity 15** on de-briefing.  Introduce individual **Activity 16** – planning feedback.  Introduce role play element of **Activity 16**. | Listen and ask questions.  Participate in class discussions.  Complete **Activity 16** independently.  Contribute to small group **Activity 15.**  Provide feedback to peers on role play activity. | Activities 15 and 16 |
| 2 hours | Evaluating the monitoring process | Facilitate class discussion on evaluating the monitoring process.  Present **PowerPoint 2** to consolidate information.  Introduce small group **Activity 17** – evaluating the monitoring process.  Introduce individual activity to evaluate outcome from **Activity 14**.  Facilitate class discussion on lessons learnt, areas for development.  Issue **Worksheet 2** | Listen and ask questions.  Participate in class discussions.  Complete **Activity 17**.  Contribute to small group activity.  Complete **Worksheet 2** | **PowerPoint presentation 2**  Activity 17  Handout 6  Worksheet 2 |

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| **How learning is to be measured:**   * Q&A during the session * Completion of **Activities 9–17** and **Worksheet 2.** | |
| **Homework/research work:**   * Review **Worksheet 2** and class notes. * Read **Handout 2** to reinforce learning and understanding of monitoring, supervision and reviewing processes and procedures. * Reflect on monitoring, supervision and evaluation skills and how to develop them. | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments:** | |
| **Suggestions/modifications for next lessons:** | |