

Unit 307: Produce and present advanced starters using standardised recipes

Sample lesson plan 1

Course number: _____ Course title: _____

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

Lesson topic: Quality of ingredients Lesson length: 5 hours Room: _____

Aims:

- 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:

- prepare, cook and serve hot soups & 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	<p>Discuss the aims and objectives for the lesson:</p> <p>To cover the assessment criteria 1.1 for the preparation, cooking and serving of hot soups and advanced starters</p>	Learner discussion and Q&A.	Whiteboard
30 minutes	Introduction task 1	<p>Deliver</p> <p>PowerPoint presentation 1</p>	Learner discussion and Q&A	PowerPoint presentation 1
50 minutes	Main body of lesson	<p>Outline the focus of the lesson to include:</p> <ul style="list-style-type: none"> production of standard recipes for a range of hot soups and advanced hot starters using a variety of ingredients to cover 	<p>Learner discussion and Q&A.</p> <p>Researching dishes and producing standard recipes.</p> <p>From previously researched dishes using fish and shellfish to produce a food order, workplan and</p>	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"> • Menu examples which contain meat could include such menu items as below. • Lamb and coriander samosa with yoghurt and cucumber raita • Mini pork and chorizo scotch egg with balsamic dressed leaves and tomato chutney • Menus for stocks should include, fish, shellfish, chicken, veal, and a suitable stock to be clarified and made into savoury jelly for settings of terrines, pies and glazing . • Fresh stock • Meat • 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 	equipment list for next week's practical session.	

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	<p>Put the learners into pairs. Task learners in groups of two to complete activity Worksheet 1. Set a time limit of 30 minutes. Discuss/fill gaps as a class.</p> <p>Activity</p> <p>Complete task 1 and save all work</p>	<p>Complete Worksheet 1.</p> <p>Learner discussion and Q&A.</p>	Worksheet 1
180 minutes	Practical task	<p>Introduce practical activities:</p> <p>From previously researched dishes and food orders for this session, collect, weigh and store ingredients and collect equipment required for session in line with the standardised recipe and criteria to be covered.</p> <p>Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify</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"> • Ingredients – 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
		<p>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>	<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>	

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
How learning is to be measured: <ul style="list-style-type: none">• Worksheet 1• 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.• Finalise dish specification for next week’s practical• Produce a work plan with a list of required equipment’s for next week’s session.				
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:				