

## Unit 308: Produce and present advanced main course dishes using standardised recipes

### Sample lesson plan 2

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

Tutor's name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Lesson length: 2 hours Room: \_\_\_\_\_

Lesson topic:

**Aims:**

- The purpose of this unit is to provide learners with the skills in how to produce and present advanced main course dishes using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs
- Learners will also use classical and contemporary methods of preparation to create the main course to a meal experience or lunch option for the guest suitable for restaurant and volume catering.

**Learning outcomes:**

To enable learners to understand:

- advanced meat, poultry and offal main course dishes
- advanced fish, shellfish & crustacean main course dishes
- advanced vegetarian main course dishes
- hot sauces for advanced dishes
- advanced side dishes.

| Timing (mins) | Work to be covered       | Teaching activity/assessment   | Learner activity  | Resources   |
|---------------|--------------------------|--|---|---|
| 5 minutes     | Registration and welcome | Take register.   |   |   |
| 15 minutes    | Recap previous session   | <p>Task learners to list on a whiteboard the quality and quality check associated with the production of advanced main course dishes.</p> <p>Learners to complete worksheets as a revision tool:</p> <ul style="list-style-type: none"> <li>• <b>Worksheet 1:</b> Quality and Quantity Checks</li> <li>• <b>Worksheet 2:</b> Ingredients Quality Checks</li> </ul> <p>This should be completed independently and handed in to the tutor when completed. Set a time limit of 20 minutes per paper.</p> <p>Discuss any follow up points or questions the learners may have from previous lesson.</p> | <p>Learners to list on a whiteboard the quality and quality check associated with the production of advanced main course dishes.</p> <p>Learners to complete worksheets as a revision tool:</p> <ul style="list-style-type: none"> <li>• <b>Worksheet 1:</b> Quality and Quantity Checks</li> <li>• <b>Worksheet 2:</b> Ingredients Quality Checks</li> </ul> | <p>Whiteboard</p> <p><b>Worksheet 1</b></p> <p><b>Worksheet 2</b></p> |
| 5 minutes     | Aims and objectives      | Discuss the aims and objectives for the lesson.  | Learner discussion and Q&A.   | Whiteboard  |
| 10 minutes    | Introductory task 1:     | Outline the focus of the lesson to include:  | Learner discussion and Q&A.   | Whiteboard  |

| Timing (mins) | Work to be covered  | Teaching activity/assessment  | Learner activity   | Resources  |
|---------------|---|---|--|------------|
|               | Monitor the safe use of equipment used when making advanced main course dishes                                    | <ul style="list-style-type: none"> <li>Small and large equipment for advanced main course dishes.</li> </ul> <p>Encourage Q&amp;A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.</p>  |  |            |
| 15 minutes    | <p>Introductory task 2:</p> <p>Monitor the safe use of equipment used when making advanced main course dishes</p> | <p>Activity: Think-pair-share: Ask learners to in small groups to write down what current, modern technology/large equipment is used in the main kitchen. It is important that the learners are encouraged to think as wide as possible and do not come up with standard pieces of large equipment but items such as combination ovens which have many purposes and functions. Learners should then discuss their idea with a partner before sharing it with the group. Ask the pairs to display on a white board their reason to the class and explain their rationale for doing so</p> <p>Encourage Q&amp;A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit</p> | <p>Activity: Think-pair-share: Ask learners to in small groups to write down what current, modern technology/large equipment is used in the main kitchen. It is important that the learners are encouraged to think as wide as possible and do not come up with standard pieces of large equipment but items such as combination ovens which have many purposes and functions. Learners should then discuss their idea with a partner before sharing it with the group. Ask the pairs to display on a white board their reason to the class and explain their rationale for doing so</p> <p>Select individual groups to present their thoughts to the rest of the group.</p> | Whiteboard |

| Timing (mins) | Work to be covered  | Teaching activity/assessment  | Learner activity   | Resources  |
|---------------|---|---|--|--|
|               |   |   | Encourage Q&A session after each presentation.   |  |
| 30 minutes    | <p>Main body of lesson:</p> <p>Monitor the safe use of equipment used when making advanced main course dishes</p> | <p>Deliver <b>PowerPoint presentation 3</b>: Large equipment for advanced main course dishes.</p> <p>Group discussion: Discuss the importance and reasons for the safe use, cleaning and storage of equipment. Individuals to discuss with peers and then as a group.</p> <p>Activity: Learners as small groups to think about the pieces of large equipment they discussed in the introductory task to research using the internet one of those pieces of equipment to produce a summary and safe usage guide.</p> <p><b>Activity 4</b>: Equipment summary guide. Set a time limit of 30 minutes. Discuss/fill gaps as a class.</p> <p>Select individual groups to present their thoughts to the rest of the group. Encourage Q&amp;A session after each presentation.</p> | <p>Learners as small groups to think about the pieces of large equipment they discussed in the introductory task and research using the internet one of those pieces of equipment to produce a summary and safe usage guide.</p> <p>Individual groups to present their thoughts to the rest of the group.</p> <p>Learner discussion and Q&amp;A.</p> | <p>IT</p> <p>Whiteboard</p> <p><b>PowerPoint presentation 3</b></p> <p><b>Activity 4</b></p> |

| Timing (mins) | Work to be covered   | Teaching activity/assessment   | Learner activity   | Resources   |
|---------------|--|--|--|---|
| 30 Minutes    | <p><b>Main Body of lesson:</b></p> <p>Monitor the safe use of equipment used when making advanced main course dishes</p> | <p>Deliver <b>PowerPoint Presentation 4:</b> Small Equipment for advanced main course dishes</p> <p>Task learners as pairs to think about one main course fish dish they could produce for a VIP meal and get them to identify the small equipment need to produce the dish.</p> <p><b>Activity 5:</b> VIP main course fish dish equipment list. Set a time limit of 20 minutes. Discuss/fill gaps as a class.</p> <p>Encourage Q&amp;A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.</p> | <p><b>Activity:</b> Learners as individuals, Task learners as individuals to think about the advanced main course dishes they used for the previous activity and get them to identify the quality checks they would undertake for the ingredients used within the dishes.</p> <p>Individual groups to present their thoughts to the rest of the group.</p> | <p>IT</p> <p>Whiteboard</p> <p><b>PowerPoint Presentation 4:</b> Small Equipment for advanced main course dishes</p> <p><b>Activity 5</b></p> |
| 10 minutes    | Summary of session   | <p><b>Activity 3:</b> 1-minute paper: Learners to summarise the key points about the use of large and small equipment covered in the lesson. Encourage peer-to-peer reflection and feedback on the exercise. Direct the discussion, and identify any points not picked up by the learners.</p>   | <p><b>Activity 3:</b> 1-minute paper: Learners to summarise the key points about the use of large and small equipment covered in the lesson.</p> <p>Learner discussion and Q&amp;A.</p>  | <b>Activity 3</b>   |

| Timing (mins) | Work to be covered | Teaching activity/assessment  | Learner activity | Resources |
|---------------|--------------------|---|------------------|-----------|
|               |                    | <p>Group question and answer session:<br/>Ask individual learners oral questions specific to the topic.</p> <p><b>Set independent learning:</b></p> <p>Using the internet, learners are to research a Michelin starred restaurant and analysis the main course menu and explain why they believe the dishes on the menu have been chosen; i.e. indicative points should include restaurant/chef style, seasonality, number of items on the menu, etc.</p> |                  |           |

| Timing (mins)  | Work to be covered | Teaching activity/assessment  | Learner activity | Resources          |
|--|--------------------|---|------------------|--------------------|
|  |                    | Learners to complete <b>Worksheet 3</b> : Large and small equipment. This should be completed independently and handed in to the tutor at the next session. |                  | <b>Worksheet 3</b> |
| <b>How learning is to be measured:</b> <ul style="list-style-type: none"><li>• Oral questions and answers</li><li>• End of unit assessment (City and Guilds set).</li></ul>  |                    |   |                  |                    |
| <b>Homework/research work:</b> <ul style="list-style-type: none"><li>• Provide <b>Worksheet 3</b>: Large and small equipment, to be completed independently and handed in the tutor at the next session.</li></ul> |                    |   |                  |                    |
| <b>Lesson evaluation</b>   |                    | <ul style="list-style-type: none"><li>• Was the lesson better than expected</li><li>• As expected</li><li>• Worse than expected</li></ul>                   |                  |                    |
| <b>Lesson evaluation/comments:</b>   |                    |   |                  |                    |
| <b>Suggestions/modifications for next lessons:</b>   |                    |   |                  |                    |