

Unit 309: Produce and present advanced desserts and dough products using standardised recipes

Sample lesson plan 1

Course number: _____ Course title: _____

Tutor's name: _____ Date: _____ Time: _____ Lesson length: 3 hours Room: _____

Lesson topic:

Aims:

By the end of the lesson the learner will know:

- The purpose of this unit is to provide learners with the skills of how to produce and present advanced desserts and dough products using standardised recipes, ensuring an ability to adjust standardised recipes to meet volume demands or guest needs.
- Learners will develop an understanding and skills to prepare, cook and finish classical and contemporary methods of to create desserts course dishes for a meal experience suitable for restaurant and volume catering.

Learning outcomes:

To enable learners to u:

- prepare, cook and finish advanced hot dessert dishes
- prepare, cook and finish advanced cold dessert dishes.

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
5 minutes	Registration and welcome	Take register.		
20 minutes	Starter session	<p>Ask individuals to think about their favourite hot and cold desserts dish and justify why, describing the characteristic of the dish. Individuals should present and discuss as a class.</p> <p>Discuss any follow up points or questions the learners may have from previous lesson.</p>	Individuals to think about their favourite hot and cold desserts dish and justify why, describing the characteristic of the dish. Individuals should present and discuss as a class.	Whiteboard
10 minutes	<p>Follow-up of pre-lesson preparation</p> <p>Determined on the delivery model and scheme of work</p>	Determined on the delivery model and scheme of work.	Determined on the delivery model and scheme of work	
5 minutes	Aims and objectives	Discuss the aims and objectives for the lesson.	Learner discussion and Q&A.	Whiteboard
10 minutes	<p>Introductory task 1:</p> <p>Check quality of ingredients</p>	<p>Outline the focus of the lesson to include:</p> <p>Ingredients of hot and cold desserts and quality and quantity checks.</p>	Learner discussion and Q&A.	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
	Determine correct quantity of ingredients	Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.		
10 minutes	Introductory task 2: Check quality of ingredients Determine correct quantity of ingredients	Ask the group to discuss what they think makes a good dessert/pastry chef. Encourage small group discussion of the skills and knowledge a chef needs to produce hot and cold desserts and display on a whiteboard.	List on a whiteboard what makes a good dessert/pastry chef. Encourage small group discussion of what are the skills and knowledge a chef needs to produce hot and cold desserts and display on a white board their reason to the class and explain their rationale for doing so. Select individual groups to present their thoughts to the rest of the group. Encourage Q&A session after each presentation.	Whiteboard
55 minutes	Main body of lesson: Check quality of ingredients Determine correct quantity of ingredients	Deliver PowerPoint presentation 1 : Ingredients of hot and cold desserts Group discussion: Discuss the importance and reasons for being able to change a recipe to fit the requirements of the organisation and the guests. Individual or pair activity -	Discuss the importance and reasons for being able to change a recipe to fit the requirements of the organisation and the guests. Activity: Learners as individuals to think about their favourite hot and cold desserts dish that they discussed in	PowerPoint presentation 1 Whiteboard IT

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>Individuals to discuss with peers and then as a group.</p> <p>Activity: Task learners as individuals to think about their favourite hot and cold desserts dish that they discussed in the starter session. Ask them to research using the internet the ingredients used in the dishes and classify them into different groups, suggesting what alternative ingredients could be used if the ingredient wasn't available.</p> <p>Activity 1: Hot and cold desserts Ingredients.</p> <p>Set a time limit of 40 minutes. Discuss/fill gaps as a class.</p>	<p>the starter session. They should research using the internet the ingredients used in the dishes and classify them into different groups, suggesting what alternative ingredients could be used if the ingredient wasn't available.</p>	<p>Activity 1</p>
50 Minutes	<p>Main body of lesson:</p> <p>Check quality of ingredients</p> <p>Determine correct quantity of ingredients</p>	<p>Deliver PowerPoint presentation 2: Quality and quantity checks.</p> <p>Worksheet 1: Task learners as individuals to think about the hot and cold dessert dish they used for the previous activity and to identify the quality checks they would undertake for the ingredients used within the dishes.</p>	<p>Learners to complete</p> <p>Worksheet 1</p> <p>Activity 2</p>	<p>PowerPoint presentation 2</p> <p>Whiteboard</p> <p>IT</p> <p>Worksheet 1</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>Activity 2: Quality checks.</p> <p>Set a time limit of 20 minutes. Discuss/fill gaps as a class.</p>		Activity 2
15 minutes	Summary of session	<p>Activity 3: 1-minute paper: Learners to summarise the key points about the checking the quality and quantity of ingredients used in hot and cold dessert dishes covered in the lesson.</p> <p>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>Group question and answer session: Individual learner's oral questions specific to the topic.</p> <p>Set independent learning:</p> <p>Using the internet, learners are to research 1 x hot and 1 x cold dessert that is modern and contemporary, highlighting what ingredients, equipment and method are being used</p>	<p>Learner discussion and Q&A.</p> <p>Activity 3: 1-minute paper: Learners to summarise the key points about the checking the quality and quantity of ingredients used in hot and cold dessert dishes covered in the lesson.</p> <p>Independent learning: Learners to complete Activity 4 and Worksheet 2</p>	

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>and what makes it modern compared to other dessert dishes. This should be completed independently and handed in to the tutor at the next session.</p> <p>Activity 4: Modern and contemporary desserts.</p> <p>Worksheet 2: Ingredients.</p>		<p>Activity 4</p> <p>Worksheet 2</p>
<p>How learning is to be measured:</p> <ul style="list-style-type: none"> Oral questions and answers End of unit assessment (City and Guilds set) Activities 1–4 and Worksheets 1 and 2 <p>Opportunities for embedding core skills:</p> <ul style="list-style-type: none"> The use of research skills using IT Basic speaking and listening Basic writing skills to include spelling. 				
<p>Homework/research work:</p> <ul style="list-style-type: none"> Activity 4: Modern and contemporary desserts, and Worksheet 2: Ingredients, to be completed independently and handed in the tutor at the next session. 				
Lesson evaluation		<ul style="list-style-type: none"> Was the lesson better than expected As expected Worse than expected 		

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
Lesson evaluation/comments:				
Suggestions/modifications for next lessons:				