

## Unit 307: Produce and present advanced starters using standardised recipes

### Sample lesson plan 3

---

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

Tutor's name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson topic: Cook arrange of hot coups and starters 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

- Be able to prepare, cook and serve hot soups and 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	Discuss the aims and objectives for the lesson. To cover the assessment criteria 1.1 for the preparation, cooking and serving of hot soups and advanced starters	Learner discussion and Q&A.	Whiteboard
30 minutes	Introduction Task 1	Deliver <b>PowerPoint Presentation 3</b>	Learner discussion and Q&A.	<b>PowerPoint Presentation 3</b>
50 minutes	Main body of lesson:	Outline the focus of the lesson to include: <ul style="list-style-type: none"> <li>• Produce standard recipes for a range of hot soups and advanced hot starters using a variety of ingredients to cover the following items from the range</li> <li>• Fresh or convenience stock</li> <li>• Vegetables.</li> </ul> Menu examples which contain Fresh or convenience stock and	Learner discussion and Q&A.  Researching dishes and producing standard recipes  From previously researched dishes using Pulses, grains and seaweed to produce a food order, workplan and equipment list for next week's practical session	Whiteboard

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		<p>vegetables could include such items as:</p> <ul style="list-style-type: none"> <li>• Cream soups, e.g. carrot</li> <li>• Vegetable broth e.g. minestrone</li> <li>• Cold soup e.g. vichyssoise</li> <li>• Hot and cold vegetable dishes</li> <li>• Mushrooms a la grecque</li> <li>• Salad niçoise</li> <li>• Grilled asparagus and hollandaise</li> <li>• Onion bhargies.</li> </ul> <ul style="list-style-type: none"> <li>• Adapt standard recipes, increase yield amounts for more covers and adjust ingredients to ensure quality if maintained</li> <li>• Check Quality of ingredients used and develop a quality checklist to support this activity</li> <li>• Use a range of preparation methods</li> <li>• Use a range of kitchen equipment</li> <li>• Apply quality checks throughout the cooking process</li> <li>• Apply a range of finishing methods when serving dishes</li> </ul>		

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
		Encourage Q&A and discussion in order to engage and develop ideas and thinking which will help with the completion of this unit.		
30 minutes	Task 2	Put the learners into pairs. Task learners in groups of two for activity <b>Worksheet 3</b> . Set a time limit of 30 minutes. Discuss/fill gaps as a class.	Complete <b>Worksheet 3</b> . Learner discussion and Q&A.	<b>Worksheet 3</b>
180 minutes	Practical task	<p>Introduce practical activities</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 including good and poor practice.</p> <p>Group question and answer session: Ask individual learners oral questions specific to the topic.</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"> <li>• Collect food order list of ingredients covering everything required</li> <li>• Quality – check quality of all ingredients</li> <li>• Equipment – Collect all required equipment for the dishes to be produced</li> <li>• Preparation methods – which preparation methods are used for this task</li> </ul>	Practical kitchen

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
			<ul style="list-style-type: none"> <li>• Cooking methods – using the range of cookery methods to produce the dishes</li> <li>• Finishing – how is the dish finished, served and added to the starter where appropriate.</li> </ul> Learner review and evaluation.	
<p><b>How learning is to be measured:</b></p> <ul style="list-style-type: none"> <li>• <b>Worksheet 3</b></li> <li>• Learner self-evaluation of developed dishes produced</li> <li>• Dishes completed within the time frame to a required standard</li> <li>• Tutor involvement in the evaluation and has the assessment criteria been completed for this task.</li> </ul>				
<p><b>Homework/research work:</b></p> <ul style="list-style-type: none"> <li>• Write up today’s dish and complete a critical evaluation, add changes to the standard recipes if required.</li> <li>• Finalise dish specification for next week’s practical</li> <li>• Produce a work plan with a list of required equipment’s for next week’s session.</li> </ul>				
<p><b>Lesson evaluation</b></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>				