



# FOOD & BEVERAGE



PASSPORT TO HOSPITALITY



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# SESSION 1: INTRODUCTION TO THE ROLE OF A CHEF

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>At the head of the Food and beverage department in the kitchen area. The head chef is responsible for the kitchen, including one or more of the following elements of the kitchen portfolio.</p> <ol style="list-style-type: none"> <li>Use the attached food order to help the chef cook in the kitchen. The chef is responsible for the kitchen, including one or more of the following elements of the kitchen portfolio.</li> </ol> <p>Working from the simple chef's menu, the chef can be given a job description for each of the roles and identify the chef's role, qualifications, experience, and special requirements.</p> <ol style="list-style-type: none"> <li>Watch the <a href="#">Lunch at the Restaurant</a> video (hosted on YouTube). See if the chef can identify the specific preparation area of the head chef's menu. Get the chef to identify the food items that can be prepared in each area of the kitchen, i.e., preparation-deck, back-of-house, and line, laundry-meat preparation etc.</li> </ol>		



## SESSION 2: UNDERSTANDING BASIC FOOD PREPARATION

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Cooking can be a little overwhelming as there are many options and ingredients to choose from. However, there are some basic aspects of cooking that are essential. We will talk through some of these and hopefully the children can have a go.</p> <p><b>1.</b> See if the children know what Food Preparation means? And if they have done much preparation and cooking of food before? If so, what have they made? How did it go?</p> <p><b>1a.</b> See if the children can find the French name for food preparation? This is often used in a commercial kitchen or a plain language chef doing the day before the day. Mise en place = putting in place Chef also ends on each other in the kitchen.</p> <p><b>2.</b> Watch one or more of the basic food preparation videos (dependent on the children's needs) Basic food preparation Skill <a href="#">Link</a> or <a href="#">Link</a> or <a href="#">Link</a></p> <p>Work through some of the following basic skills in the food technology room or kitchen:</p> <ul style="list-style-type: none"> <li>&gt; Weighing and measuring - solid and liquid</li> <li>&gt; Knife skills - chopping</li> <li>&gt; Boiling</li> <li>&gt; Cooking in an oven</li> <li>&gt; Frying</li> <li>&gt; How to read a recipe and timing cooking</li> </ul> <p>You should be able to find the videos to support the learning in the above link. However, there are also a few handouts to support the points.</p>	<ul style="list-style-type: none"> <li>&gt; To understand and demonstrate in cooking between home cooking and commercial cooking.</li> <li>&gt; To understand and have involved in food preparation.</li> <li>&gt; To understand and be involved in a commercial kitchen.</li> <li>&gt; To learn a few French words</li> <li>&gt; Practical skills using a knife.</li> <li>&gt; Weighing skills</li> <li>&gt; To understand and how to boil a pot</li> <li>&gt; To understand and how to cook a food</li> </ul>	<ul style="list-style-type: none"> <li>&gt; In the next lesson</li> <li>&gt; Pen and paper</li> <li>&gt; Flashcards:             <ul style="list-style-type: none"> <li>- <b>UN4E204</b>- Measuring scale</li> <li>- <b>UN4E205</b>- Measuring lid</li> <li>- <b>UN4E206</b>- Oven control</li> <li>- <b>UN4E207</b>- How to hold and use a knife</li> <li>- <b>UN4E208</b>- Boiling water</li> <li>- <b>UN4E209</b>- How to read a recipe</li> <li>- <b>UN4E210</b>- Chopping Board</li> </ul> </li> <li>&gt; Activities:             <ul style="list-style-type: none"> <li>- <b>UN4E211</b>- Chopping board activity</li> <li>- <b>UN4E217</b>- Follow along recipe</li> </ul> </li> </ul>





## SESSION 4: COOKING A MEAL

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>This section will have to be led by the teacher's ability and resources available.</p> <p>Cooking a meal in a restaurant is different to cooking at home, the cook from a restaurant has to feed a family, he/she is in the kitchen the majority of food is prepared before hand and to be finished once an order has been placed.</p> <p>See if the teacher can remember how the French food preparation is done? This is different to what you see in a commercial kitchen or a plain home chef doing the day before the service. Mise en place = putting in place</p> <ol style="list-style-type: none"> <li>1. Watch some part of the chopping technique video (from the previous session), select the most common, eg. onion, see if the teacher can follow the process of chopping a vegetable, eg. onion, garlic, potato etc.</li> <li>2. Select a recipe or a kitchen recipe book (note: home recipes may need amending, like ingredients name or measurements) allow the teacher to cook the recipe from a restaurant. If possible have a real life recipe in school, please feel free to follow the recipe.</li> </ol> <p><b>Extension Activity</b> - If possible end the activity, ask the teacher to give a hopping list of what he/she needs.</p> <p>You can also see the ability like a restaurant and the food can be delivered and cleaned afterwards, using the kitchen from unit 2.</p> <p>Encourage the teacher to see how cooking at home can be easier and also know how the teacher is doing or help if needed. If possible help the teacher to see how the teacher is doing or help if needed. This will give them the opportunity to discuss how they can help and how they could be improved for the future.</p>	<ul style="list-style-type: none"> <li>&gt; To understand and the role of a chef</li> <li>&gt; To understand and the role of a chef</li> <li>&gt; To learn a few French words</li> <li>&gt; To understand and follow a recipe</li> <li>&gt; To be able to read and follow a recipe</li> </ul> <p><b>NOCN links:</b> Basic Food Preparation and Cooking</p> <ul style="list-style-type: none"> <li>&gt; Learning Outcome 1</li> <li>&gt; Learning Outcome 2</li> </ul> <p>Working in a Café</p> <ul style="list-style-type: none"> <li>&gt; Learning Outcome 3</li> </ul>	<ul style="list-style-type: none"> <li>&gt; In the kitchen</li> <li>&gt; Activities: <ul style="list-style-type: none"> <li>- <b>UN4E213</b> - Kitchen equipment</li> <li>- <b>UN4E214</b> - Tool and ingredients activity</li> <li>- <b>UN4E225</b> - Cooking Practical Activity</li> <li>- <b>UNInd16</b> - Evaluation</li> </ul> </li> <li>&gt; Flavour: <ul style="list-style-type: none"> <li>- <b>UN4E215</b> - Kitchen equipment</li> <li>- <b>UN4E216</b> - How to bake a potato</li> </ul> </li> </ul> <p>UN4E225</p>







## SESSION 5: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the student to look over the job description,</p> <p>See if he has a means of the kitchen though he is in</p> <p>Did he understand of the kitchen?</p> <p>Did he understand the kitchen?</p> <p>Had he completed one of the tasks before?</p> <p>See if he would be something he would like to do as a job</p> <p>For how long has he been working, could he hold a mock interview a kitchen and he will be able to learn about being a chef.</p>	<ul style="list-style-type: none"> <li>➤ Skill identification</li> <li>➤ Linking activities to case and objectives learning</li> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Reading</li> </ul>	<p>➤ <b>UN4E218</b>- Chef job description</p>



ADDITIONAL RESOURCE

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