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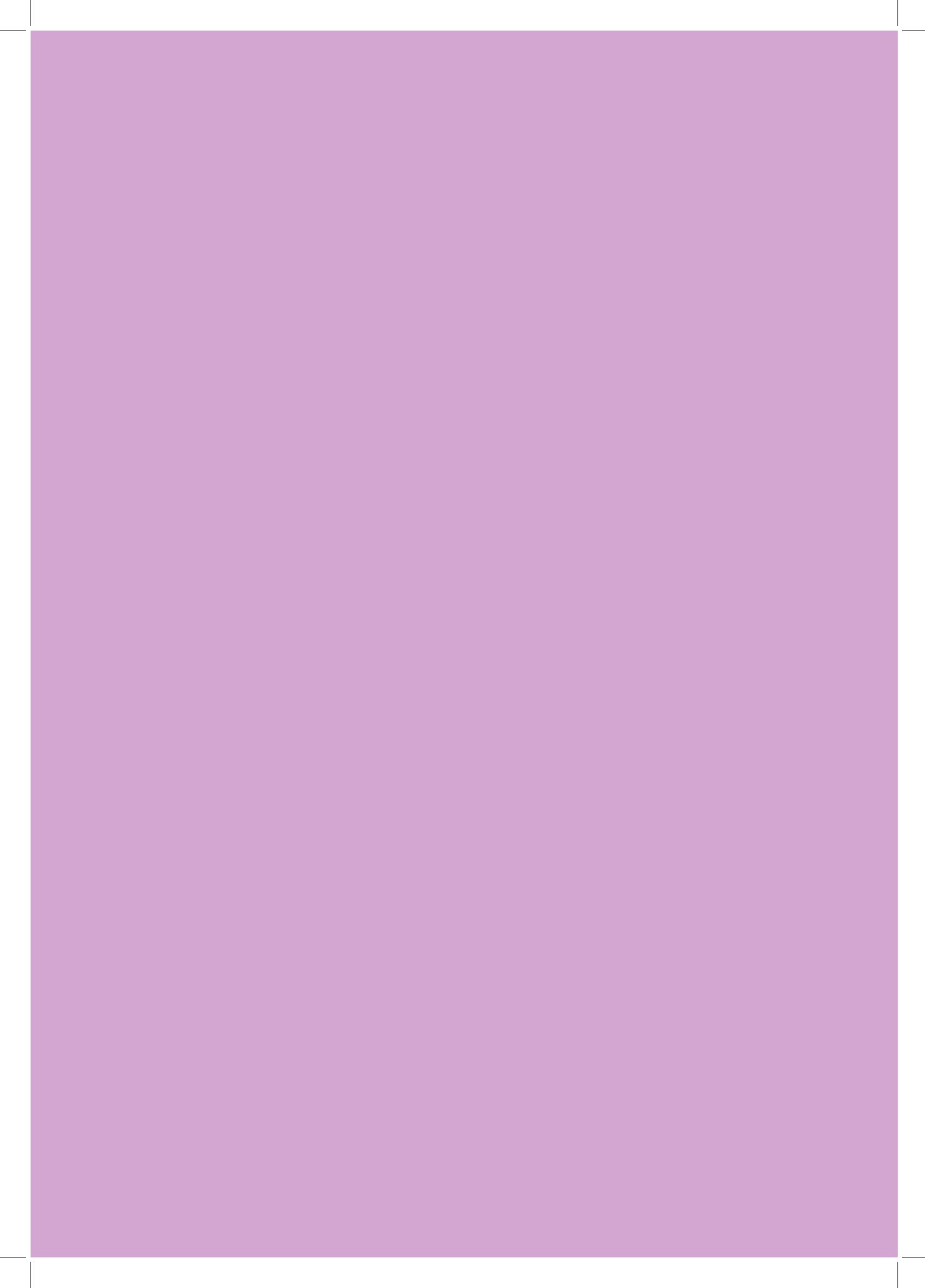
SRI LANKA  
Youth



# TRAINING OF TRAINERS (TOT) FOR PROFESSIONAL COOKERY MANUAL

TRAINER'S MANUAL







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## Chefs guild of lanka

### LETTER OF ENDORSEMENT

To Whom It May Concern

The Chefs' Guild of Lanka is happy to endorse these training materials for the 10 Day Training of Trainers (TOT) for the Professional Cookery Skills Course

The materials are up to a standard that can help lift the quality and consistency of training throughout Sri Lanka. They have been developed with the full oversight of Chefs' Guild training experts with an ongoing feedback and editing process.

We feel that they offer the trainee a practical and comprehensive training course which will enable them to take full advantage of the Professional Cookery Skills Materials they will use with their future trainees. It will also provide them with a solid foundation in cookery demonstrations and practicals to develop their skills in this area.

These materials contain all of the information needed to successfully complete the 10 day TOT course. They also provide the trainee with input and guidance from expert Chef Trainers who are well versed in the current requirements of the industry. On completion of the TOT, all trainees will undergo an experienced Chef Trainer who delivers the Professional Cookery Skills Course in different locations to further enhance their training skills.

We are committed to improving these contents over time as we receive feedback from users and new concepts become mainstream.

The course is ready for trainers and trainees to enjoy and benefit from.

Yours faithfully

Chefs Guild of Lanka

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## INTRODUCTION

The following trainer's manual has been designed to assist you in delivering the Training of Trainers course to trainers who will eventually deliver the Professional Cookery Skills course. This is to ensure that all trainers will have the knowledge and skills to deliver the course in a learner friendly way to achieve maximum outcomes for the trainees.

The TOT is designed to be an interactive and practical course that elicits the ideas, experience and knowledge of the participants. They will all have a certain level of training and culinary experience, and this should be respected and drawn upon for the best results. By the end of the course, they should have a very good understanding of how they will deliver the course and their roles and responsibilities towards ensuring it is taught successfully. The emphasis of the TOT will be moving the trainers from a trainer centred approach to a learner centred approach so that learning for their future trainees becomes both enjoyable and effective.

The trainer's manual will clearly specify the following for each session of the training:

- Resource checklist for session materials (theory and practical)
- Detailed lesson plans for each session
- Any photocopiable material necessary for the sessions

This manual will be accompanied by a trainee's workbook that will have a section for each session where trainees can complete the relevant activities, take notes and keep a record of all areas covered through the training. Remind trainees that they will require this workbook for every session of the training. There is also corresponding Powerpoint Presentations to use during the relevant sessions.

### Course Details:

- 10 days (approximately 8 hour sessions – 2 tea breaks and lunch)
- 20 trainees per course

## SESSION OUTLINE OVERVIEW

### ☞ TEACHING METHODOLOGY

#### > *Session 1*

- Introduction/'Getting to know you' activities
- Rationale and Background/Development of the course
- Deep dive familiarisation of the manual and workbook
- Qualities of a good trainer
- Learning styles
- Positive learning environments
- Motivation
- Energisers/Brain Gym
- Learner Centred Training
- Active learning
- Job readiness for trainees
- Language requirements in commercial kitchen

#### > *Session 1*

- Review of Day 1
- Question types
- Planning – lesson plan templates and trainer's responsibility
- Assessment overview
- Giving feedback
- Problem solving – class/student issues
- Helping trainees improve communication skills
- E-learning options
- Demonstrations – key points to remember
- Overview of practicals and assessment for remaining sessions

## ☞ DEMONSTRATIONS AND PRACTICALS

Applicable to all 6 Demonstration and Practical sessions:

- *all 6 demonstration and practical session days to start with the interconnection to other departments*
- *maximise trainee involvement and input to the respective lesson in all sessions*
- *encourage the trainees to express individual ideas without suppression and demotivation. Maximise active involvement.*
- *on all practical days, trainees should recommend and prepare a dish with available ingredients to highlight to them the importance of involving trainees in decision making to give them experience.*
- *For homework each day, trainees will need to develop a lesson plan on any practical demo done during the days program. This will be handed over to a Chef Trainer and feedback will be provided at the end of the session.*

### > Session 3

- Expectations/outcomes of training
- Overview of personal, kitchen and general hygiene
- Health and safety guidelines and fire management
- Kitchen organisational structure
- Kitchen brigades
- Work plans
- Opening and closing of the Kitchen
- Large, medium and small kitchen equipment
- Moist, dry heat, combination and microwave methods of cooking
- Demo of practical methods of cookery
- Introduction of herbs and spices

### > Session 4

- Cold kitchen brigade
- Equipment used in cold kitchen
- Refrigeration, freezing and vacuum packing methods
- Use of chemicals for cleaning fruits and vegetables and correct storage
- Salad preparation process
- Salad dressings and demo
- Demo and preparation of uncooked and hot appetisers and quick snacks

### > Session 5

- Familiarise trainees with all aspects of the butchery process.
- Familiarise trainees with seafood handling process.
- Demonstration and practicals on portioning
- Demonstrate cuts of fish/meat and poultry
- Demonstrate and discuss different types of Continental/Asian marination in cookery
- Storage and time frames for marination
- Prepare and store ingredients for the next day's hot kitchen session

 **DEMONSTRATIONS AND PRACTICALS****> Session 6**

- Demonstrate and practice using a variety of hot kitchen methods using correct safety procedures
- Discuss and demonstrate different methods of cookery used in the hot kitchen with the aid of correct usage of heavy equipment (eg. oven/combi ovens/deep fryers /grill plates /high pressure wok/stock pot stove/boilers/bratt pans etc)
- Discuss oven temperatures for different purpose of cooking to achieve best results
- Prepare:
  - hots soups and appetizers
  - main dishes with vegetables
  - meat and poultry hot dishes
  - pasta
  - sauces using convenient products
- To learn the correct usage and handling of convenient products and its advantages and disadvantages

**> Session 7**

- Pastry kitchen department and its interconnection to other departments
- Bread products and faults
- Basic bread dough demonstration
- Preparation of basic bread dough and present a variety of different shapes of bread with trainee input
- Classification of desserts
- Demonstrate and practice particular dessert recipes, techniques and troubleshooting

**> Session 8**

- Sri Lankan Cookery (equipment, flavours and spices)
- Sri Lankan breakfast dishes
- Discuss correct and different method of curry powder introduction to curries for best results
- Discuss Sri Lanka regional cuisine
- Prepare:
  - Sri Lankan curries
  - Sri Lankan Savoury rice preparation
  - Pickles and chutneys
  - Sri Lankan style green leafy vegetable and green fresh salads

 ASSESSMENT> *Session 9*

- Assessment days and procedures
- Present Mystery Box of available ingredients
- Trainees to use ingredients to compile 2 dishes of their choice
- Develop a mini lesson plan for chosen dishes to do their assessment presentation and demonstration within the given time frame
- Organise assessment schedule
- **Assessment – Deliver planned demonstration according to plan**
- 3 assessors
- 12 trainees

> *Session 10*

- **Assessment - Deliver planned demonstration according to plan**
- 3 assessors
- 8 trainees
- Course wrap up and evaluation
- Award trainees with course certificates

## RESOURCE CHECKLIST

| Item(s)  | Prepared |
|--|----------|
| TOT Trainee's workbooks (1 per participant) – extra pens/pencils   |          |
| Professional Cookery Skills Manual (all trainees should have received this before the training)            |          |
| Professional Cookery Skills Workbook (all trainees should have received this before the training)          |          |
| Attendance Sheet (page 39)   |          |
| Session 1 PPT and projector equipment  |          |
| Blutak to stick slips on walls (if this is not possible lay the slips on different tables around the room) |          |
| Scrap paper for T's to write A, K, V for learning styles activity  |          |
| Resource 1.1 Cut up slips for Techniques for Motivation (see manual page 40-41)                            |          |
| Resource 1.2 Cut up squares for Leaner Centred Training (see manual page 42)                               |          |
| Resource 1.3 A-D Photocopied (see manual pages 45-48)  |          |

| Purpose  | Activities  | Materials                         | Time (mins) |
|--|---|-----------------------------------|-------------|
| <b>NOTE:</b> All activities in the TOT are designed for rotating pair and group work and discussions, not lecture style. Therefore, it is important to arrange the tables and chairs in such a way that trainees (T's) can work together and move around easily. Try to regroup/re-pair trainees as often as possible so that they are able to work with as many other trainees throughout the training. |   |                                   |             |
| <b>Introduction of trainer and housekeeping</b>  | <ul style="list-style-type: none"> <li>Introduce yourself (outline experience and qualifications)</li> <li>Outline the agenda for the training (use PPT Slides)</li> <li>Remind T's of: location of bathrooms, breaks, how long lunch will be etc. Provide numbers for trainees to contact in case they are unable to attend due to an emergency</li> <li>Take attendance and explain that T's will need to sign attendance sheet on each day of the course.</li> <li>Hand out trainee workbook and tell T's that they will need to bring this to every session (remind them to name all personal items as there will be a lot of moving around, especially workbooks and manuals)</li> </ul>   | <b>PPT Slide Attendance Sheet</b> | <b>20</b>   |
| <b>Introduction of participants</b>  | <ul style="list-style-type: none"> <li>Have T's give a brief introduction of themselves (where they are from, qualifications and experience, one thing they love about being an instructor/trainer)</li> </ul>  | <b>PPT Slide</b>                  | <b>15</b>   |
| <b>Getting to know you activity</b>  | <ul style="list-style-type: none"> <li>Explain that since they will be working very closely with each other over the next 10 days that it is important to break the ice and get to know each other better.</li> <li>Explain the "Find Someone Who..." activity           <ol style="list-style-type: none"> <li>Each T has a sheet of statements (refer to page 3 of trainee workbook).</li> <li>Have T's move around the room looking for people who fit the description.</li> <li>Encourage participants to find out more by asking more questions before moving onto the next question. The aim is to speak to as many different people as possible.</li> <li>Demo the activity with a few participants if necessary.</li> </ol> </li> </ul> | <b>Trainee Workbook Page 6</b>    | <b>25</b>   |
| <b>Rationale and Background</b>  | <ul style="list-style-type: none"> <li>Provide T's with an explanation of the development of the Professional Cookery skills Manual and Workbook and Chef's Guilds input and intentions/vision.</li> </ul>  | <b>PPT Slide</b>                  | <b>15</b>   |

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| <ul style="list-style-type: none"> <li>• Currently the course is taught in such a way that the instructors must find the information related to the curriculum to convey information to the trainees. This leads to a lot of work and inconsistencies in the training effort. In order to standardise the course and ensure all trainees finish with the basic knowledge to gain employment, the manual and workbook was developed in line with the NCS by industry experts who have a working knowledge on the latest requirements of a commercial kitchen.</li> <li>• Using these products for all trainees makes the instructor's life easier and it is a useful record for the trainees to refer to long after they have finished the course. It has been designed in an attractive manner which will appeal to the vocational trainees and help to better engage them in the course.</li> <li>• Explain that there is currently a large gap between the level of skill of the trainees at the end of a course and what is actually required in a commercial kitchen – by improving the way in which the course is delivered we are aiming to reduce that gap and provide 'kitchen/work ready trainees' to the industry. This is the most important goal. It helps the trainees with their career opportunities and employers to know they can 'hit the ground running'.</li> </ul> | <p>This activity is extremely important to ensure T's are very familiar with all areas of the workbook and the manual. The deep dive will open their eyes to how much information is available in each section for them to draw upon in their classes. Hopefully, this will motivate them to use the workbook and manual to enhance their current training sessions.</p> <ul style="list-style-type: none"> <li>• Explain to the T's that they are going to have the opportunity to have a look at the contents of the workbook and manual in depth.</li> <li>• Split trainees into 4 groups – (each participant should already have a copy of the Manual and Workbook. If not, hand out copies now)</li> <li>• Quickly explain that the Manual has only theory and is to be used together with the first 8 Modules of the workbook. Modules 9-16 in the workbook have both the theory and the questions. This is explained in detail in the introduction to the workbook (for your reference).</li> <li>• Allocate sections of the workbook to each group: <ul style="list-style-type: none"> <li>○ Group 1 – Workbook Sections 1-3</li> <li>○ Group 2 – Workbook Sections 6-8</li> <li>○ Group 3 – Workbook Sections 10-12</li> </ul> </li> </ul> <p><b>Deep dive into sections of the workbook</b></p> <p><b>Trainee workbook pages 7-18</b></p> <p><b>30</b></p> |
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| <p><b>Present sections of workbook</b></p> <ul style="list-style-type: none"> <li>o Group 4 – Workbook Sections 14-16</li> <li>• Ask them to use the questions in the workbook under each Module to familiarise themselves with the content (each member of the group should fill in the questions for the 3 modules) – they will be responsible for explaining their sections to another group.</li> </ul> | <ul style="list-style-type: none"> <li>• Pair up members from Group 1 and 3 and Group 2 and 4 (T's can choose one T from the other group to work with to share their information on the 3 modules they looked at)</li> <li>• Ask T's to explain their sections of the workbook to the other groups.</li> <li>• Trainees fill in the required information into their workbooks of the section being presented to them.</li> <li>• Encourage any questions and discussion about the questions on each module.</li> </ul> <p>* note: It is not necessary for all T's to have answered the Q's about every module. There will not be enough time. A sample of 6 modules will be enough to provide a good overview.</p> | <b>BREAK (11.00-11.15)</b> | <p><b>Running Quiz</b></p> <ol style="list-style-type: none"> <li>1. Have T's return to their original teams. Have them choose a team leader, team runners and /or scribe.</li> <li>2. Reveal questions on PPT one at a time</li> <li>3. Group to find answer in course book, write on their workbook and run to show the Trainer (can allocate 10 points to first correct answer to make it a competition – T's can keep track of their points)</li> <li>4. o Go over any answers that T's are unsure of.<br/>Answers to quiz Q's on PPT.             <ul style="list-style-type: none"> <li>1. How many modules are there in the workbook? <b>16</b></li> <li>2. How many sections are there in the manual? <b>9</b></li> <li>3. What pages can you find the beef cuts on in the manual? <b>159-162</b></li> <li>4. What section can you find a HACCP diagram in? <b>Food safety</b></li> <li>5. What cold desserts are mentioned in the desserts module? <b>Le Diplomate, Blanchemange, Tiramisu, Ice Cream, Jelly, Chocolate Mousse, Cut Fruits, Fruit Salad, Chilled Cheesecake</b></li> <li>6. What is the main cuisine in Ethnic Foods? <b>Sri Lankan Cuisine</b></li> </ul> </li> </ol> <p><b>Consolidation of course content</b></p> |
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7. Name four sandwiches from around the world that are included in the workbook. (**Any 4 Falafel, croque Monsieur, Tramezzini, Bahn Mi, Gyros, Cemita, Steamed Bun, Grilled Cheese, Smorrebrod and questions**)

8. How are modules 1-8 in the workbook different to 9-16? **1-8 questions/activities only, 9-16 theory and questions**

9. What are the four types of salt referred to in the workbook? **Table, Kosher, Sea and Rock Salt**

10. What is the title of the section before Lassies? **Smoothies**

**Past learning experiences**

- Have trainees recall their best and worst learning experiences from any time in their life (primary school, high school, training courses, work) For each experience, what factors made that experience good or bad? (Write a few notes in notebooks)
- Have T's stand in 2 lines facing each other for a discussion about their experiences. Listen as they discuss and call on a few T's to share with the whole group.
- Summarize and explain how the experiences often depend on the approach and personality of the instructor/teacher/trainer.

**Qualities of a good trainer**

- Ask trainees to discuss with a partner what the qualities of a good trainer are? Feedback answers to the whole class.
- Refer to Trainee workbook page 20 with the missing words for qualities of a good trainer. Have trainees work together to guess the missing words.
- Go through answers together (on PPT) – elaborating on each quality as necessary and as it applies to the course they will teach.
- Ask T's what they think their strengths are as trainers and what areas they feel they need to work on? If time, you can ask T's to rate themselves on these characteristics.

**Trainee Workbook page 20**

**Trainee Workbook page 20**

**PPT Slide**

**Trainee Workbook page 20**

**Trainee Workbook page 20**

**Trainee Workbook page 20**

**Trainee Workbook page 20**

|                        |   |   |
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|                        | <p>6. Good Communicator<br/>7. Positive Attitude<br/>8. Uses a variety of methods to train<br/>9. Objective and fair<br/>10. Enthusiastic about learning</p>  |   |
|                        | <p>Group discussion:</p> <ul style="list-style-type: none"> <li>• Why is it important to create a positive learning environment for our students?</li> <li>• It isn't just a nice idea, it's a prerequisite for effective learning. It's about finding ways to minimise distractions, while ensuring students feel safe, encouraged, valued and supported.</li> <li>• What can we do to create a positive learning environment? Various answers from T's (hopefully some of the ones you will cover next).</li> </ul> <p>Go through areas on slides and have T's take notes in workbook</p> <ol style="list-style-type: none"> <li>1. Mutual Respect (learning names, respectful interactions, no insults or name calling)</li> <li>2. Consistency</li> <li>3. Setting high expectations – believe in your trainee's ability to do well and let them know this</li> <li>4. Engaging Students throughout the lesson- if you find trainees are bored or disinterested, change something to make sure they are involved, listening and learning.</li> <li>5. Clear objectives and planning to reflect the achievement of these.</li> <li>6. Be thorough in your own knowledge of the material and skills – if you don't know, it is your responsibility to find out.</li> <li>7. Safety – physical and emotional (students must feel comfortable to make mistakes so they can learn from them).</li> <li>8. Use humour and kindness – show your trainees that you are human and make mistakes too.</li> <li>9. Storytelling- Share stories of experiences related to topic, work or learning.</li> </ol> | <b>Trainee Workbook page 21</b><br><b>15</b>            |
| <b>Learning Styles</b> | <ul style="list-style-type: none"> <li>• Whenever we teach a group of trainees it is important to include a mix of learning styles in the lesson so that all students have an opportunity to learn in a way that suits them. Ask T's if they know the three main learning styles?</li> </ul>  | <b>Trainee Workbook page 22, 23 and 24</b><br><b>30</b> |

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| <ul style="list-style-type: none"> <li>Have T's complete crossword in workbook</li> </ul> <p>Answers:</p> <ol style="list-style-type: none"> <li>Auditory</li> <li>Visual</li> <li>Kinaesthetic</li> </ol> | <ul style="list-style-type: none"> <li>Ask Ts: Do you know your preferred learning style? The workbook has a learning styles self-assessment (if time, T's can complete this now or they can look at it later for their own knowledge).</li> </ul> <p><b>Quick Game:</b></p> <ul style="list-style-type: none"> <li>Ask trainees to form groups of 4. Have them write the letters A V K on separate pieces of scrap paper and keep them in front of the group.</li> <li>Read out different types of activities and ask anyone in the group to hold up correct letter as quickly as possible to demonstrate understanding of the learning style.</li> </ul> <ol style="list-style-type: none"> <li>Quiet in nature, would rather watch than talk. V</li> <li>Enjoys class discussions. A</li> <li>Remembers what they do or experience. K</li> <li>Needs to talk through new learning. A</li> <li>Notices details. V</li> <li>Prefers to read information and write notes. V</li> <li>Taps their pencil or foot. K</li> <li>Remembers what they hear and say. A</li> <li>Memorises thinks by making posters or models. K</li> <li>Keeps well-organised and neat notes. V</li> </ol> | <p>Have a group discussion as to how they can include all of these learning styles in their classes. (some ideas in workbook. If time, get them to add more ideas based on discussion)</p> <p><b>LUNCH (1-2)</b></p> |
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| <p>Two possible activities to try in the session:</p> <ol style="list-style-type: none"> <li>1. Form pairs<br/>Physically spell out a word to your partner (using whole body or just fingers for some letters) – they have to copy your actions and guess the word. You can give them a theme or fruits of vegetables to narrow the guesses down.<br/>Trainer can start with the word COCONUT for all to guess.</li> <li>2. Form groups of 5<br/>Tell T's to silently think of their favourite animal.<br/>Then tell T's that without talking, they need to arrange themselves from largest to smallest animals.<br/>Group members can only make gestures and the noise of their animal.<br/>After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.</li> </ol> | <p><b>Physical warmer after lunch to wake trainees up</b></p> <p>Give a brief explanation of the use of energisers in training – tell T's to have a few easy ideas available for any time that the class energy is a bit low. Ask T's if they know of any and have used them in the past?</p> <p>Have T's complete the table 'It is estimated that we learn..' with their guesses.<br/>Reveal the correct numbers on the PPT</p> <p><b>Explain using PPT graph</b><br/><b>Recognise the learning curve</b><br/>When you start, there is little progress. As you continue to learn, there is a spurt in learning when you seem to learn a lot quickly. Then learning plateaus for period and you consolidate what you learn. It takes sustained effort and perseverance to have another learning spurt. Being aware of this helps students and teachers to stay motivated and maintain confidence in their learning and teaching.</p> <p><b>Explain using PPT graph</b><br/><b>Don't abuse the attention span</b><br/>Have T's guess the average adult attention span and note down in workbook</p> |
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|  | <p>Explain: Psychologists believe that a person's concentration span is two minutes in excess of their chronological age, therefore a 16 year old's concentration span is 18 minutes. This period of concentration peaks at the age of 20 years, therefore no one can really concentrate on one activity for longer than 22 minutes. People can concentrate for longer periods of time if they are multi-tasking.</p> <p>Ask T's how this will affect their lesson planning?</p> <p>Explain the BEM Principle: The BEM ( beginning – end – middle ) principle states that we learn more at the beginning and the end of a lesson than we do in the middle. The view is that the first 12 minutes and the last eight minutes of a lesson are the best for concentration and we lose concentration in the middle. That is why many teachers prepare their lessons in 20-minute chunks, to achieve maximum concentration from their learners.</p> |
|  | <p><b>Effective use of memory</b></p> <p>Have T's complete the sentence in workbooks <b>60%</b> of factual information will be lost within <b>48 hours</b> if there is no rehearsal or revision of what was learned.</p> <p>The more information is reviewed on the first day or shortly after, the more likely it is to go into the long term memory. Skills and understanding are much more likely to be remembered. Eg. If you learn to swim, it is unlikely you will forget how to swim even if you do not swim for many years. Instructors must focus on understanding, not memory, to help students learn.</p>   |
|  | <p><b>Motivation</b></p> <p>Crucial to effective learning – people will only learn what they are interested in. This will be covered in more detail next part of the training.</p> <p><b>Ensure Effective Feedback</b></p> <p>Feedback identifies current state of learning.</p> <p>Highlights what needs to be learned and suggests how to proceed with such learning</p> <p>monitors progress, highlights problems and helps to find solutions to learning problems</p> <p>Provides positive reinforcement for learning achievements.</p> <p>We will cover this in more detail tomorrow.</p>   |

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| <p><b>Motivation</b></p> <p>Whole group discussion:</p> <p>Why is motivation important for any type of learning?</p> <p>What issues arise for trainers if trainees are not motivated in class?</p> <p>Trainees need to have motivation from within but we can help with techniques. How do you currently motivate your trainees?</p> <p>Give 1 cup slip of resource 1.1 to each pair and have them read and understand their motivational technique – they need to explain this to others in the group. T's must walk around and find all 11 techniques and takes some notes in the correctly numbered box in the workbooks.</p> | <p><b>Techniques for motivation cut ups (1 per pair) – Resource 1.1</b></p> <p><b>30</b></p> <p><b>Trainee Workbook pages 26 and 27</b></p> | <p><b>PPT Slide</b></p> <p>Ask T's to close their eyes and imagine a traditional classroom and how they learnt in school. Quick discussion on traditional school learning styles (elicit answers from trainees) – Generally speaking, teacher stands at the front of the class, lectures, writes notes, students copy notes, go home and memorise them, then complete a test.</p> <p>Do they believe it is learner centred or trainer/teacher centred? Is the same type of learning suitable for a cookery course? Why/ Why not?</p> <p>Will it achieve the purpose of getting the trainee's job ready?</p> <p>Use PPT to explain the difference between the two types of learning.</p> | <p><b>Cut ups to stick on walls (Resource 1.2)</b></p> <p><b>30</b></p> <p><b>Trainee Workbook page 28 and 29</b></p> <p>Photocopy Resource 1.2. Cut up and stick the boxes on the walls or put around the room on tables. T's have a list of information/trainer centred approaches in their workbook. They must walk around the room and find the corresponding learner centred approach and fill it into the correct area of their tables.</p> <p><b>Answers in Resource Section</b></p> |
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|  | <p>Whole class feedback for the answers.</p> <p>In workbook have trainees work together to decide if an activity is Trainer Centred (TC) or Learner Centred (LC) – <b>Answers in Resource Section</b></p> <p>If time:<br/>In groups of 5 have T's discuss ideas for learner centred teaching ideas for the professional cookery course.<br/>Feedback to the group and have T's note down the ideas they hear from other T's.<br/>They might not generate a lot of ideas at this stage but it is good to get them to start thinking about this.<br/>Hopefully, over the training they will get a better idea of how they can make their lessons more learner centred.</p>   |  |
|  | <p><b>BREAK (3.30-3.45)</b></p> <p>Ask T's if the know what active learning is or if they can guess.<br/>These are the ideas/activities you use to make your training learner centred.</p> <p>Ask T's to go to workbook page 30 and take notes:</p> <p><b>Active learning activities</b><br/>Definition: Anything that involves students doing things and thinking about the things they are doing. The student must participate or interact with the learning process, instead of just taking in the information.<br/>It involves techniques where students do more than just simply listen to a lecture. It involves discussion, brainstorming, asking questions, problem solving, group work – anything that gets them interacting and engaging with the content of the lesson.</p> <p>Goals of active learning: (give them time to write in their notebooks)<br/>1. develop communicative skills</p> | <p>30<br/>(5 mins to present active Learning points, 15 for learn and share activity)</p> <p>PPT Slide<br/>Trainee Workbook page 30<br/>Resource 1.3 A-D</p> |

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|  | <p>2. develop collaboration/teamwork skills<br/>3. encourage the students to take responsibility for their own learning</p> <p>This is one of the most effective teaching approaches in education. It increases the effectiveness of the teaching and learning process.</p>   |
| <p>Show active learning Credo on PPT</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> <li>• Split the class into 4 groups</li> <li>• Give each group 4 active learning ideas (Resource 1.3 A-D) – ask them to discuss and evaluate whether they could use these ideas in their lessons.</li> <li>• Present the ideas they like to the other groups.</li> <li>• Trainees to note down ideas they might use in their workbooks.</li> </ul> | <p>Professional Cookery Trainees require skills other than cookery to be ready to enter the workforce.</p> <p>Ask T's What skills, other than cookery, should your trainees have developed by the end of the course?</p> <p>Quick discussion on how we need to brief the trainees throughout the course about the demands of a commercial kitchen, not to scare them but to prepare them for reality. Discuss work ethic, physical and mental strength required, cuts and burns, long (possible unfriendly) hours etc</p> <p><b>Importance of getting trainees 'job ready'</b><br/>They will also need to work on trainee soft skills – team work, taking criticism well, paying attention to details, conflict resolutions skills, organizational skills, stress management (keeping cool in the kitchen), decisiveness under pressure, communication (this will be covered in more detail on day 2)</p> <p>Ask T's to take some notes on discussion in their workbooks.</p> |
| <p><b>Language Skills</b></p> <p>Ask T's how important they think the English language is for their trainee's future careers of working as a chef in the commercial kitchen?</p>   | <p><b>PPT Slide</b><br/><b>Trainee Workbook page 31</b></p> <p><b>15</b></p> <p><b>PPT Slide</b><br/><b>10</b></p>  |

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| <p>Briefly explain:</p> <p>The trainee manual and workbook has been translated into both Tamil and Sinhala to help the trainees succeed in learning the content in their mother tongue. However, you should keep in mind that they may eventually work in a different kitchen and it is essential to know specific things in English.</p> <p>Ask what areas they feel are most important for the trainees to know in English?</p> <p>Names of food, equipment and cooking methods in English as well as certain instructions in the kitchen. There are also specific French and Italian terms involved in basic cookery. It is important that the trainees are encouraged to learn these terms in English so that they will be equipped to work in any kitchen in the future.</p> | <p><b>Trainee Workbook</b><br/><b>Page 32</b></p> <p>The VTA and NAITA trainees of the professional cookery course will have a 1 month English Cookery crash course. It is a very good idea for the trainers to familiarise themselves with the content of this course too. They can then build on it throughout the cookery lessons.</p> <p>Give your trainees tips on how to improve their language skills:</p> <ul style="list-style-type: none"> <li>• Have a separate notebook for recording new terms</li> <li>• Speak as much as possible even if you make mistakes, it is ok.</li> <li>• Watch lots of culinary videos with English Speaking chefs (use subtitles to help at the beginning)</li> <li>• Practice their English skills with their peers</li> <li>• Read as much as possible, using a dictionary or the internet to help with unfamiliar words</li> </ul> <p>Ask T's to take some notes on discussion in their workbooks.</p> | <p><b>Wrap-Up</b></p> <p>Tell your partner 2 new things you learnt today<br/>Feedback to group<br/>Refer back to aims for the day<br/>Questions if any</p> <p><b>10</b></p> |
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## RESOURCE CHECKLIST

| <b>Item(s)</b>  | <b>Prepared</b> |
|---|-----------------|
| Attendance Sheet  |                 |
| Session 2 PPT and projector equipment   |                 |
| Resource 1.4 photocopied – cut along lines (see manual page 49)   |                 |
| Resource 1.5 photocopied – cut up (see manual pages 50-52)  |                 |
| Resource 1.6 (4 copies) – preferably in A3 size (see manual page 53)  |                 |
| Resource 1.7 – cut up 1 per trainee (see manual pages 54-55)  |                 |
| A small golf ball or item to hide in classroom for feedback activity.   |                 |
| Extra blank paper for lesson plans and brainstorming activities   |                 |
| A3 Blank paper (at least 4) and 4 coloured markers  |                 |
| Resource 1.8 – Lesson plan template (see manual pages 56-57)<br>Double Sided copies (6 per booklet) 1 booklet per Trainee (20 booklets) |                 |

| Purpose               | Activities  | Materials  | Time (mins) |
|-----------------------|---|--|-------------|
| <b>Session 2 aims</b> | Welcome back!<br>Quickly run through the session aims on the PPT and take attendance.   | Attendance Sheet                                       | 5           |
| <b>Review Quiz</b>    | <p>Have Photocopies of Resource 1.4 (cut in half for Trainee A and B)</p> <ul style="list-style-type: none"> <li>Put T's in pairs. Tell them to decide who is trainee A and B.</li> <li>Each T will have 5 questions based on yesterday's session to ask their partner.</li> <li>T's to stand up and ask their partner their set of questions. They must note down their partners answers to their questions in their workbooks.</li> <li>Quickly review answers as a group – tell T's to note down any answers they were unsure of.</li> </ul>   | <b>Resource 1.4</b><br><b>Trainee Workbook page 33</b> | 20          |
| <b>Question types</b> | <p>Show quotes about questions on PPT.</p> <p>Explain:</p> <ul style="list-style-type: none"> <li>To question well is to teach well.</li> <li>Questioning is one of the essential skills for any good trainer.</li> <li>Unless you question properly you cannot hope to know how much (if any) of your message is getting across.</li> </ul> <p>Ask T's: When training, why do we ask questions (for what purpose)?</p> <p>(Ask T's to take notes in their workbooks) Questions are used for all sorts of purposes in training.<br/>Some of the more common purposes are:</p> <ul style="list-style-type: none"> <li>Getting trainees to participate</li> <li>Checking trainee's understanding of a concept or instructions</li> <li>Attracting a trainee's attention</li> <li>To check trainee's previous knowledge on a new topic</li> <li>Testing a trainee's knowledge of the subject</li> <li>To get trainee's thinking</li> <li>Stimulating confidence in shy trainees</li> <li>Reviewing earlier work</li> </ul> | <b>Trainee Workbook page 34</b>                        | 35          |

Question Types – Go through on PPT

**Key point** – both kinds of questions are required in lessons but only using closed questions does not allow students to develop the habit of thinking about their learning and questioning what they are doing.

### QUICK ACTIVITY

Have T's stand up. Tell them you will read out a question – if it is closed, they cross their arms, if it open, they spread their arms out wide.

1. Do you understand? C
2. The cake has sunk in the middle, why did it happen? O
3. List five kinds of pasta? C
4. What is a HAACP diagram? C
5. What can you do to maintain your personal hygiene? O
6. Why is it important to have good listening skills in a kitchen? O
7. What is freezer burn? C
8. Name 3 beef cuts. C
9. What can you do to help you remember kitchen equipment names? O
10. What are the methods of cooking? C
11. What areas are you still uncertain of? O

Refer T's to page 34 in workbook. They have one half of a table.

Show table on PPT and have them take notes for missing points on table. Get T's to guess before revealing with mouse click.

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| <p><b>Tip to share with T's – No hands rule</b></p> <p>When we ask a question and trainees put their hands up to answer, after a few hands go up the others stop thinking. If you use the no hands rule, all T's must think as you may ask any one of them to answer. This involves all trainees</p> <p>Ask T's to discuss and reflect on the following questions and share with a partner (show on PPT):</p> <ul style="list-style-type: none"> <li>• How long do you wait after asking a question?</li> <li>• What do you do if the T gives an incomplete or incorrect answer?</li> <li>• Do you ever answer your own questions?</li> <li>• Do you ask some T's questions you know they will get right?</li> <li>• Do you praise T's for asking questions to encourage everyone to do it?</li> </ul> | <p>Fail to plan, plan to fail.</p> <p>Discussion in groups: If an instructor walks into a classroom without a clear plan, what can go wrong?</p> <p>A good lesson plan gives you the confidence to teach well. It gives you a road map that allows you to reach your destination.</p> <p>Refer T's to their workbook page 35 to fill in the following information (on PPT):</p> <p>All lessons, MUST have the following elements:</p> <ol style="list-style-type: none"> <li>1. learning objective</li> <li>2. lesson content</li> <li>3. instructional methods (including times)</li> <li>4. teaching and learning resources</li> <li>5. assessment of learning</li> </ol> <p>(T's to take notes in workbook off PPT) Three questions to ask yourself when planning a lesson:</p> <ol style="list-style-type: none"> <li>1. What are the most important concepts or skills that trainees need to understand by the end of the class?</li> <li>2. Why are these concepts and skills important?</li> <li>3. How will you know that they have understood these correctly?</li> </ol> |
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| <p>(have T's fill out workbook table while you go through PPT)</p> <p>Learning objectives need to be SMART</p> <p>S – Specific- specify the target behaviour to be attained</p> <p>M – Measurable – you can assess them, eg. able to understand (not good), able to explain (better) able to list three... (best)</p> <p>A – Achievable- we cannot make a trainee a chef in one lesson, we must make sure the learning activities will facilitate the trainee achieving the objective.</p> <p>R – Results Oriented- not focused on the learning process but the end result</p> <p>T – Time Bound- by the end of the lesson/session etc.</p> | <p>Have T's read through checklist for lesson plans (on page 36) and clarify any areas as necessary.</p> | <p><b>Sample lesson plans</b></p> <p>Stick photocopy lesson plans (resource 1.5) on walls – Split T's into 4 groups to stand at the lesson plane and use checklist on workbook page 36 to analyse the lesson plan.</p> <p>These can be left up on the wall for reference when planning their own lessons.</p> <p><b>Trainees to create lesson plans</b></p> <ul style="list-style-type: none"> <li>In pairs, trainees are given a certain section/topic (allocate different modules from workbook) to create a theory lesson plan on.</li> <li>They need to think through how they would design the lesson using learner centred approaches and effective questions and fill in the given template. Encourage all T's to fill in the lesson plans even if they work in pairs.</li> <li>Provide extra paper if necessary.</li> <li>They should plan a 1 hour session – This should be a theory lesson as they will have to plan a practical lesson for session 9 and 10 assessments which you will brief them on tomorrow.</li> <li>Following this activity (after the break), they will present their plans to other pairs.</li> </ul> |
|   | <p><b>A3 Photo-copy 1.5 Trainee Workbook page 37-38</b></p>  | <p><b>Trainee workbook page 37-38</b></p> <p><b>BREAK (11-11.15)</b></p>   |

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| <b>Trainees to create lesson plans (continued)</b> | Allow trainees 10 more minutes to finish off their lesson plans   | <b>Trainee workbook page 34-35</b>                         | <b>10</b> |
| <b>Present lesson plans to group</b>               | <p>Each pair will present their lesson plans to another pair and receive feedback from the trainer and peers on the strengths and areas to improve. They can use the workbook checklist again to help with this.</p> <p>If time – T's can present their plans to two other pairs and get feedback. Monitor and check their lesson plans. Provide input on anything they should amend or add.</p> <p>Remind T's that bulk of their work will be doing lesson plans for the 1st course they teach – after that the plans can be used as a base and improved upon quickly.</p>   | <b>Trainee Workbook page 33</b>                            | <b>20</b> |
| <b>Reflection Process</b>                          | <p>Ask T's: Why is it important to reflect after a lesson? Do they do this? If so, what do they ask themselves.</p> <p>Go through reflection questions on PPT (instruct T to take notes in workbook page 36):</p> <p>Explain that they should also teach their own trainees to use this type of reflection in their learning.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the lesson? Why or why not?</li> <li>• Do you think you contributed well to your learning today? Why/why not?</li> <li>• If not, what can you do differently next time?</li> </ul>   | <b>Trainee workbook page 36</b>                            | <b>10</b> |
| <b>Assessment Overview</b>                         | <p>Ask T's What is formative and summative assessment? Why is it important for the learner? Why is it important for the trainer?</p> <p>Explain: Good formative assessment informs teaching and will lead to good outcomes for summative assessments. That's because formative assessment is best when it's ongoing and consistent. Use it in your classrooms to provide critical feedback to trainees. It helps us to monitor and modify our instruction methods and lesson plans to improve learning outcomes. That's why we must use a variety of assessment activities and change them frequently to stimulate both students and ourselves.</p> | <b>Trainee Workbook page 37 and 38</b><br><b>PPT Slide</b> | <b>45</b> |

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| <p>Ask T's : Throughout the course what types of assessments can you conduct to ensure trainees are ready for their external assessments?</p> <p>It doesn't always have to be complicated, just to answer what did they grasp well today – what do trainees need more practice/guidance on.</p> <p>Show T's some ideas on the PPT:</p> | <p><b>ACTIVITY</b></p> <p>In groups of 4 – allocate a section of the workbook to a group. Instruct them to take a section and design a quick assessment quiz for their trainees on that section. They can also think of ideas about how they will give the quiz – it does not always have to be pencil and paper (they might want to use some of the ideas mentioned previously.)</p> <p>Swap the quizzes with another group to try and ask them to give feedback on whether it will serve as an effective assessment tool for their trainees.</p> <p>To demonstrate giving effective feedback one of the following activities can be used. It is important to remind trainees that everyone will be acting in the exercise and not to take anything personally. It is designed to make T's understand how it feels to receive different types of feedback and to reflect on their own teaching practise and students.</p> <p><b>OPTION 1</b><br/><i>Choose 3 volunteers to go out of the room.</i></p> <p><i>Hide a golf ball/ other item. Invite the participants in one at a time. Each volunteer receives the prescribed feedback noted above.</i></p> <p><b>1. Silent:</b> Hide the golf ball in a not-too-difficult location within the room. Allow 2-3 minutes for the search.</p> |
|  | <p><b>PPT Slide</b></p> <p><b>Trainee workbook page 39</b></p> <p><b>30</b></p>   |

**2. Negative:** choose a more difficult spot. Allow 2-3 minutes for the search.

**3. Positive and specific:** choose a more difficult spot. Allow 2-3 minutes for the search.

If T's don't offer correct feedback to volunteer – you will need to do it to highlight each approach.

Bring volunteers back to the room

**Ask:** the volunteers, one person at a time, in the order in which they came into the room:

- How did you feel while looking for the ball?
- What did you think feel as a result of the feedback you received?
- How did the feedback you received affect your performance?
- What did the feedback you received prompt you to think/feel about the others in the room who were giving it?
- If this was the type of feedback that you received every day, how do you think it would impact your confidence and motivation?

#### **OPTION 2**

Choose 2 more confident volunteers. (again, quietly remind one volunteer you will be yelling at them) Ask each one to demonstrate a simple task and tell the group you will be giving them feedback (they can pretend to do this, or you can actually set up the task)

eg. Show and explain how to make a cup of tea or show and explain how to make a cheese sandwich.

After the 1st demonstration give feedback in a very bad way – shout at the trainee, call them names, only say negative things focus on things unrelated to the task etc

After the 2nd demonstration model giving proper feedback – speak kindly, highlight positive things, encourage them on how they can improve etc

Ask the whole group to give opinions on how they think each trainee felt?

- Elicit from the trainees the importance of feedback and specifically how it helps the trainees progress.
- Discuss the impact of a negative delivery of feedback on a student and a positive delivery. Which method is going to help them get better at their learning? This feedback process can happen formally (a meeting with a trainee) or informally (throughout a class).

(Show on PPT) The best kinds of feedback:

***Role plays – have students split into 2 groups. Ask the 1st group to form a circle (facing outwards) and the 2nd group to stand facing another person in the 1st group.***



Show role play topics on the PPT, one at a time.

- Round 1 – outer circle gives feedback
- Round 2 – move to the next person and the inner circle gives feedback
- Round 3 – change topic, outer circle gives feedback
- Round 4 – inner circle gives

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|                    | <p>Continue for the four topics, giving both the inner and outer circles an opportunity to give and receive feedback.</p> <p>Monitor and make suggestions as T's give feedback.</p> <p><b>Role play topics on PPT:</b></p> <ul style="list-style-type: none"> <li>• A trainee has made a dish that tastes horrible in a practical – how will you give feedback?</li> <li>• A trainee has created an excellent dish – how will you give feedback?</li> <li>• A trainee has skipped one of the instructions in preparing the dish – how will you give feedback?</li> <li>• A trainee is very slow at their work – how will you give appropriate feedback?</li> </ul> |
| <b>LUNCH (1-2)</b> | <p><b>Trainee Workbook page 40</b></p> <p><b>Trainee Workbook page 10</b></p> <p><b>Photocopy and cut up Resource 1.6</b></p>  |

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|                                   | <p>After they have had a chance to discuss each one, have whole class feedback to share ideas.</p> <p>Highlight the importance of having private conversations about certain issues or feedback. Shaming trainees in front of the whole class is not effective and should never be done. This crushes the trainee and the other students listening and creates a climate of fear in the classroom which prevents effective learning.</p>  |   |
|                                   | <p>NAITA AND VTA expressed that Professional cookery trainees are lacking in soft skills, particularly the ability to communicate confidently in public. This is an area of concern with many school leavers as they generally haven't had good training on this in school or daily life. It is our responsibility to help them improve these skills throughout the course, so they have better job prospects in the future.</p> <p><b>Helping Trainees improve their communication skills</b></p> <p>Discuss in pairs: What can we do as instructors, on a daily or weekly basis to help trainees build these vital skills?</p> <p>Share ideas with the whole group.</p> <p><b>PEER TEACHING ACTIVITY</b></p> <p>Use Resource 1.7 cut up slips to give each T a tip – ask them to circulate around the room and share with as many other trainees as time allows. You might want to give them a copy of all the tips at the end because it will be challenging and time consuming for them to write notes on all of them.</p> <p>On page 41 in the workbook there is an example communication skills self assessment that can be used with Professional Cookery trainees in class. (for T's reference)</p> | <p><b>Resource 1.7 photocopied and cut up</b></p> <p><b>Trainee Workbook page 41</b></p> <p><b>30</b></p> |
| <b>Case studies of classrooms</b> | <ul style="list-style-type: none"> <li>Explain that the next activity involves the trainees working in a group to demonstrate what they have learnt throughout the last two days.</li> <li>Split the T's into 5 groups</li> </ul>   | <p><b>Trainee Workbook page 42-43</b></p> <p><b>30</b></p>  |

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|  | <ul style="list-style-type: none"> <li>Each group will be allocated a short case study. (5 case studies are in the workbook page 42 and 43) They must prepare a short presentation summarising the case study problem and drawing on their learning and explaining what a good trainer would do differently. Tell them to think about all of the areas covered. Encourage them to let all members of the group take a turn to present their ideas to the whole class.</li> <li>When they are ready, ask each group to present to the whole group. While the other T's listen, ask them to ask questions or add in any other areas to consider.</li> </ul> |   |
|  | <p><b>BREAK (3.30-3.45)</b></p>   | <p><b>BRAINSTORMING ACTIVITY</b></p> <ul style="list-style-type: none"> <li>Split T's into 4 groups</li> <li>Give each group a blank sheet of A3 paper and a coloured marker.</li> <li>Have each group allocate a writer, a spokesperson and a delivery person.</li> <li>Explain: you have 3 minutes to share and write as many ideas down about the important things any trainer has to remember when giving demonstrations in a professional cookery course.</li> <li>Once the two minutes is up – the delivery person passes the paper to the next table.</li> <li>Give another 3 minutes to each group to add new ideas to their sheets.</li> <li>Continue until all groups have written something on the sheet.</li> <li>Ask the spokesperson to share all the ideas with their groups.</li> </ul> <p><b>Demonstrations and Practical Work</b></p> <p>Refer T's to page 44 in their workbook to read the demonstration planning ideas and tips and compare them with their brainstorm lists.</p> <p><b>Blank paper for brainstorming</b></p> <p><b>Trainee workbook page 44</b></p> <p>Remind T's that prior to doing any type of practical work, they will need to do a session for their trainees on safety rules. These will have to be reviewed quite often, especially at the beginning of the course.</p> <p>Show examples of rules in the kitchen (on PPT)- ask T's to add ideas to the list.</p> |

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|   | <p>Finally, briefly explain/remind:</p> <p>Trainees are often nervous when learning something new. Be aware of how you monitor them, so they are not under unnecessary pressure. Assure them you are not being critical of their mistakes and they are learning by doing (even from their mistakes).</p>  |   |
| <b>E-learning options (if time permits)</b> | <p><b>* This activity can be skipped if time has become an issue – T's can read information in workbooks in their own time.</b></p> <p>Ask T's: What kind of e-learning options do you currently use with your trainees?</p> <p>How can you use YouTube and other clips in theory classes?</p> <p>Share ideas with whole class.</p> <p>Allow T's to quickly read through E-learning options in the workbook (Workbook page 45 )</p> <p>This is a good opportunity for them to share some useful websites with each other for future reference.</p>  | <p><b>Trainee Workbook page 45</b></p> <p><b>10</b></p>     |
| <b>Practicals and Demonstration days</b>    | <p>Remind participants that the next 8 days will focus on the practical areas of teaching and improvement of cookery skills to help teaching the professional cookery skills course.</p> <p>They should wear comfortable footwear and clothing for working in the kitchen. They were sent a list of equipment they should bring for these sessions in the pre-course letter. Remind them to bring these from tomorrow onwards. Items on PPT</p> <p>Explain: For the 6 Practical Sessions they will be required to produce a mini lesson plan (6 mini lesson plans)</p> <p><i>For homework each day, trainees will need to develop a lesson plan on any practical demo done during the days program. This will be handed over to a Chef Trainer and feedback will be provided at the end of the session. (information on PPT)</i></p> <p><b>Assessment on Day 9 and 10 &amp; Wrap up</b></p> <p><b>Give T's booklet of 6 blank lesson plan templates. If they require extra space, ask them to add their own paper. Sample Demonstration/Practical lesson plan on page 48-51</b></p> | <p><b>Trainee Workbook pages 48-53</b></p> <p><b>20</b></p> |

**Explain that Session 9 and 10 will be an opportunity for them to demonstrate what they have learnt throughout the practical sessions.**

All details on this are on Workbook Pages 52-53 – Have T's read through these instructions and clarify any questions they may have.

Once they have read the workbook pages, ask T's the questions on the PPT to ensure they have understood the assessments.

What two dishes do you have to cook?

When will you know what ingredients you can use in your dishes?

How long should your lesson demonstration be?

What will you need to prepare and submit?

Who will be your trainees for the assessment?

Who will give you feedback on your demonstration?

Wrap the session up with any outstanding questions.

## **PHOTOCOPIABLE RESOURCES, CUT UPS AND ANSWERS TO WORKBOOK EXERCISES**

## PROFESSIONAL COOKERY SKILLS TOT ATTENDANCE SHEET

| Trainee Name: | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Session 7 | Session 8 | Session 9 | Session 10 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 1.            |           |           |           |           |           |           |           |           |           |            |
| 2.            |           |           |           |           |           |           |           |           |           |            |
| 3.            |           |           |           |           |           |           |           |           |           |            |
| 4.            |           |           |           |           |           |           |           |           |           |            |
| 5.            |           |           |           |           |           |           |           |           |           |            |
| 6.            |           |           |           |           |           |           |           |           |           |            |
| 7.            |           |           |           |           |           |           |           |           |           |            |
| 8.            |           |           |           |           |           |           |           |           |           |            |
| 9.            |           |           |           |           |           |           |           |           |           |            |
| 10.           |           |           |           |           |           |           |           |           |           |            |
| 11.           |           |           |           |           |           |           |           |           |           |            |
| 12.           |           |           |           |           |           |           |           |           |           |            |
| 13.           |           |           |           |           |           |           |           |           |           |            |
| 14.           |           |           |           |           |           |           |           |           |           |            |
| 15.           |           |           |           |           |           |           |           |           |           |            |
| 16.           |           |           |           |           |           |           |           |           |           |            |
| 17.           |           |           |           |           |           |           |           |           |           |            |
| 18.           |           |           |           |           |           |           |           |           |           |            |
| 19.           |           |           |           |           |           |           |           |           |           |            |
| 20.           |           |           |           |           |           |           |           |           |           |            |

## RESOURCE 1.1

### **TECHNIQUES OF MOTIVATING TRAINEES**

Cut up the following slips. Give 1 slip per pair. They will read and teach the others about their technique. T's will write the notes in their workbooks. Remind them to say the number of their technique to record it in the correct box.

#### **1. Show the need for the lesson**

Do not assume that trainees recognise the lessons importance. No, show the benefit of the lesson to the trainees needs in their future work.

#### **2. Arouse and maintain interest**

Be interesting in your lesson presentation. Be enthusiastic. Use effective teaching aids. Be humorous and reasonably entertaining. But your task is to teach not to entertain.

#### **3. Increase chances of early success**

Encourage trainees at early stages of training to work on projects that they can complete successfully. Success motivates trainees, it encourages extra effort. Success is achievement. Achievement brings pleasure, confidence and stimulation to greater effort. Failure during early stages destroys motivation.

#### **4. Give recognition and credit where due.**

Really appreciate where a trainee does a good job, individuals crave for social approval so give credit where it is due. Praise trainees generously for correct and good responses. Give opportunities for trainees to show what they know. Do not embarrass slow learners.

#### **5. Praise, avoid blame**

Praise is a powerful reward and incentive for work well done. Blame is destructive. Offer constructive criticism in a positive diplomatic way. Start with the good points of a trainee before mentioning suggestions for improvement.

**6. Avoid emotional responses**

Emotional reactions towards trainees, anger and frighten them. This distracts them from the subject being taught. Emotional outbursts, shouting and putting trainees down interfere with learning and are demotivating.

**7. Be professional**

Set the best possible example. Trainees copy and imitate instructors. You are the model. Be motivated to teach and the trainees will be motivated to learn.

**NOTE:** A dissatisfying style of teaching, poor training facilities, inefficient training and administration, and poor interpersonal relationship are demotivating to trainees.

**8. Set clear goals**

Ensure that trainees understand what you are teaching them, and what they have to know and do, as a result.

**9. Give responsibilities**

Give trainees the opportunity to do what is expected of them on their own. Allocate specific tasks to them to allow them to prove they are responsible. This helps with confidence and motivation.

**10. Treat trainees as special individuals**

Give each trainee their due respect. Recognise individual skills and promote them. Attend to individual needs.

**PROFESSIONAL COOKERY SKILLS TOT ATTENDANCE SHEET**  
**Cut up and stick/place around the room**

|   |   |
|---|---|
| To improve performance of participants                              | Active participant in learning process; learns by doing   |
| Meet participants' need to know and do                              | Opportunities to apply skills through role case studies, simulations, and other experiences                                       |
| Facilitator; coach  | To see whether participants can apply what they learned; to see whether they need more practice or further instruction to improve |
| Trainer asks questions; does no more than 50 percent of the talking |   |

**ANSWERS****LEARNER CENTERED TRAINING**

|                                 | <b>Information/Trainer Centred</b>   | <b>Learner Centred</b>  |
|---------------------------------|--|---|
| <b>Main Objective</b>           | To cover the material; present content   | To improve performance of participants  |
| <b>Underlying objective</b>     | To establish trainer as expert   | Meet participants' need to know and do  |
| <b>Role of the trainer</b>      | Imparter of information; lecturer  | Facilitator; coach  |
| <b>Methods</b>                  | Trainer lectures, explains, demonstrates; does most of the talking while participants listen and watch         | Trainer asks questions; does no more than 50 percent of the talking   |
| <b>Student's/Trainee's role</b> | Passive learner; absorbs information   | Active participant in learning process; learns by doing; active learner   |
| <b>How feedback is given</b>    | Asking participants whether they have any questions; asking participants questions about what trainer has said | Opportunities to apply skills through role plays, case studies, simulations, and other structured experiences           |
| <b>Purpose of feedback</b>      | To see whether participants understand but mainly remember the information;                                    | To see whether participants can apply what they learned; to see whether they need more practice or remedial instruction |

**ANSWERS****LEARNER CENTRED TRAINING IDEAS**

Look at the following ideas for teaching. Mark trainer centred ideas (TC) and learner centred ideas (LC)

| Idea  | TC or LC |
|---|----------|
| Lecture   | TC       |
| Brainstorming Ideas                                     | LC       |
| Writing notes on the board for students to copy         | TC       |
| Problem Solving   | LC       |
| Teaching another trainee something                      | LC       |
| Arrange the room with rows of chairs facing the trainer | TC       |
| Trainer asks all questions                              | TC       |
| Trainees making presentations                           | LC       |
| Quizzes or games  | LC       |
| Practicals  | LC       |
| Demonstrations  | TC       |
| Role plays  | LC       |
| Field Trips   | LC       |

## RESOURCE 1.3A

### ACTIVE LEARNING IDEAS

#### GROUP 1

**Jigsaw** - A general topic is divided into smaller, interrelated pieces; each member of a team is assigned to become an expert on (or read about) a single part. Members come back together to teach the other members their part of the topic.

**Think, Pair, Share** - Students turn to someone near them to summarize what they're learning, to answer a question posed.

**Questions for another group** – in groups, students write 3-4 questions based on the presented materials and swap with another group to answer.

**Quick Quiz** – read questions out, have teams to write down the answer and race to be the first team to answer.

## RESOURCE 1.3B

### ACTIVE LEARNING IDEAS

#### GROUP 2

**Fill in the blank** – when you present information, give students a summary with words missing, they must listen and fill in the missing words. For example, a recipe with blank spaces.

**You read it, you teach it** – give students in groups a section of the workbook or manual and ask them to study it. Give them 10-15 to do a mini lecture on what they have learnt.

**Put it together** – if you have to go through a recipe or set of instructions (eg. handwashing), cut it up into sections and ask the students to put it together. Go through and ask questions after they have tried themselves.

**Four questions** – put four flipchart papers around the room with a question on it. Give the students coloured markers. In groups, students have a few minutes to answer the question and then move on to the next question. They add anything missing to the next question. This could be used to revise areas in food knowledge (eg. pasta types, dairy etc)

## RESOURCE 1.3C

### ACTIVE LEARNING IDEAS

#### GROUP 3

**What I need to work on more** – have students write down two areas at the end of a lesson that they need to revise or learn more about to understand fully.

**Best summary** – have trainees work in groups to summarize the main points covered in a lesson. The best summary wins.

**Pre-test** – give trainees some questions before you present the topic to see what they know. This will help to keep them focused if they don't know the answers.

**Two truths and a lie** – in groups trainees make three statements about what you have covered in the lesson. 2 should be true, one should be a lie. They present their statements to another group and they have to say which one is a lie.

## RESOURCE 1.3D

### ACTIVE LEARNING IDEAS

#### GROUP 4

**True or False** – prepare a list of true or false questions about the topic. Have students stand and step to the left for a true answer and the right for a false. Remind them not to just copy the others. This can also be done as a stand up- T/sit down- F activity.

**Crumpled question toss** – Trainees have to write one question on a scrap piece of paper and then crumple it up. They have to toss them in the air, another student must pick up a crumpled piece and answer the question.

**The muddiest point** - Ask students to write notes on the most unclear or most confusing element of a lecture, or class discussion.

**Find the question/find the answer** – in pairs, trainees write one question and the answer on an area they covered in a lesson on scrap paper (the same colour and size – sticky notes are good for this). Trainer collects all questions and answers and re-distributes them. Students must walk around the classroom and match the question and the answer. These can also be prepared by the trainer but the trainees doing it is more active.

## RESOURCE 1.4

### REVIEW QUIZ- Trainee A

Ask your partner the following questions. Are the correct? Can you remember?

1. How does it help students to have a 'getting to know you' activity at the start of a course?
  2. How many modules are there in the workbook?
  3. Name two characteristics of a good instructor?
  4. Why do we use energisers in class?
  5. Name two ways to create a positive learning environment.
- 

### REVIEW QUIZ- Trainee A

Ask your partner the following questions. Are the correct? Can you remember?

1. In which way do we remember 90% of what we learn?
2. What is the average adult attention span?
3. What are the three major learning styles?
4. Name 2 factors that affect learning.
5. Give 2 techniques for motivating our students.

## RESOURCE 1.4

### Lesson Plan

| Topic / Subject :  | Basic Sauces – Preparation of Mayonnaise            | Total Duration:                | 1 hour and 10 mins  |      |
|--|---|--------------------------------|---|------|
| Learning Objective/s   | At the end of this session student will be able to: |                                |   |      |
| Teaching / Learning Activity   | Action By Trainer                                   | Action By Learner              | Resources & Visuals Required  | Time |
| <b>1. Recap Previous lesson on white sauce.</b><br>Ask trainees to explain what a roux is and give a quick explanation of what they remember about making a white sauce. Trainees to first discuss with a partner and then choose 1 or 2 to explain to the whole group.  | Asks Q  | Discuss with partner, answer Q | • Workbook and Manual<br>• Notebook<br>• PPT with relevant pictures | 5    |
| <b>2. Introduction to lesson topics</b><br>Tell trainees, "I'm thinking of something starting with M, it's used in salads, it is white or cream colour and it is smooth and spreadable. What is it?" Have trainees guess mayonnaise.<br><br>Ask: Other than salads, what else would we use mayonnaise in? Sandwiches and wraps, burgers, appetizers. | Describe/ask  | guess/give answer              |   | 5    |

|   |  |   |   |                                       |
|---|--|---|---|---------------------------------------|
| <p><b>3. Identify the ingredients and method of making a Mayonnaise sauce</b></p> <p>Ask trainees if they know what ingredients are used to make mayonnaise? If they don't know. Tell them the ingredients are in Module 11 and 12 – let them race to find the ingredients. To involve all T's, they have to stand up once they've found it.</p> <p>Ask trainees tell you the answer – list on board and have them write list in their notes.</p> | <p>Page 308 in workbook has both methods of making mayonnaise. Give trainees a few minutes to read both methods and then explain to the whole class – T's to take notes. After you have explained, trainees can choose a partner and A can explain method 1 and B can explain method 2. Try to encourage them not to look at their notes.</p> <p>Page 309 lists some of the problems that occur when making mayonnaise – have T's read</p> <p>Ask "What are the 4 reasons mayonnaise can curdle?" Show them a picture of a curdled mayonnaise so they understand what this looks like. Trainees to take quick notes.</p> | <p>Ask and instruct</p> <p>Write notes on board</p> <p>Instruct</p> <p>Ask question</p> | <p>Find answers</p> <p>Listen and write notes</p> <p>Read and explain to a partner</p> <p>find answer, take notes</p> | <p>15</p> <p>10</p> <p>5</p> <p>5</p> |
|   | <p><b>4. Recognize the quality of egg yolk required for mayonnaise.</b></p> <p>Explain to T's the reason that eggs must be of high quality and very fresh for mayonnaise. Page 223 in the Manual explains how to check if eggs are fresh. Go through this with the trainees. Have them write down the relevant page in their notes to study for homework.</p> <p>Reminder: always crack eggs into a separate dish in case they are spoilt.</p>   | <p>Explain/ discuss</p>   | <p>Write page in notebook to refer to for homework.</p>   | <p>5</p>                              |

|   |  |                                  |          |
|---|--|----------------------------------|----------|
| <p><b>5. Identify different types of oils available in the market</b></p> <p>Ask T's what type of oil you should use for making mayonnaise? Why can't we use coconut oil?</p> <p>Show T's pictures of the different types of oil available in the market for making mayonnaise.</p>   | <p>Ask<br/>Show pics<br/>and<br/>explain</p> <p>Show<br/>Look/listen</p>   | <p>answer</p> <p>Look/listen</p> | <p>5</p> |
| <p><b>6. Various derivatives</b></p> <p>Page 309 has various derivatives of mayonnaise, ask trainees to work together to complete the learner activity on page 309.</p>   | <p>Instruct</p> <p>Read and<br/>work in<br/>pairs</p>  | <p>10</p>                        |          |
| <p><b>Conclusion /Wind up</b></p> <p>Split trainees into 4 groups – Give T's 5 questions, one by one – each group must write answers on scrap paper and bring it up and show it. First correct answer gets 10 points, all other correct answers get 5 points.</p> <ol style="list-style-type: none"> <li>1. Name 2 dishes you can use mayonnaise in.</li> <li>2. Name 2 ingredients in mayonnaise.</li> <li>3. What are the 2 ways you can make mayonnaise?</li> <li>4. How do you know an egg is fresh?</li> <li>5. Name 2 derivatives of mayonnaise.</li> </ol> | <p>Ask<br/>questions</p> <p>write<br/>answers in<br/>groups, run<br/>to trainer</p>  | <p>10</p>                        |          |
| <p><b>HOMEWORK OPTIONS:</b></p> <p>Find a clip that demonstrates how to make mayonnaise – watch and write notes</p> <p>Read 223 thoroughly on checking freshness of eggs – write notes.</p> <p>Finish or add to learner activity on page 309 for other ideas.</p>   | <p><b>Assessment Activities:</b></p> <p>Questions throughout lesson</p> <p>Explanation of mayonnaise preparation methods</p> <p>Notes taken throughout lesson</p> <p>Answers to final quiz questions</p> |                                  |          |

## RESOURCE 1.6

1. Disruptive behaviour in class
2. Lack of effort/disinterested

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3. Late to class often absent
4. Doesn't follow instructions

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5. Poor Hygiene practices during practicals
6. Too quiet/never contributes/nervous/shy

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7. Doesn't do homework or follow up tasks/falling behind
8. Language issues – trainee refuses to use English terms and struggles with English

**RESOURCE 1.7 - photocopy and cut up for activity  
(can also photocopy and give to T's)****DEVELOPING TRAINEE COMMUNICATION SKILLS**

1. Start from the beginning of the course and build it into every area. They need to make a habit of talking because they are not used to doing this in school
2. Allow them to speak about something and have another student record it on their phones. Then watch and use a checklist to think about their communication. They can speak about a topic learnt in class.
3. To build their volume – have them stand far apart from a partner and answer questions (eg. 2 sides of the room).
4. Get them to do presentations in class and give them feedback – let them start in pairs or groups and as the course progresses, they can move to individual presentations
5. Remind them that public speaking is the number one fear in the world – the only way to get better is to practice, practice, practice. The classroom is always a safe place to do this.
6. Give them tips for overcoming nerves in public speaking. Eg. deep breaths, being well prepared, take your time
7. Teach them about body language and how to change it positively. Eg. Crossed arms = defensive, head down – low confidence, eye contact.
8. Role play job interviews. Towards the end of the course, it is good to set up some mock interviews for the trainees to familiarise them with questions and help them build their answers.
9. Use lots of pair and group work to help them build their confidence over the 6 month course.
10. No such thing as a silly question – train and encourage your students to ask questions at every step of the course. Give lots of praise to those who ask questions to encourage the others to do so too.

- |  |   |
|--|---|
|  | 11. Greet each student everyday with a 'Hi, how are you?' and ask them a question or two – 'Did you do anything fun yesterday after class?', 'Did you eat anything tasty for dinner?'   |
|  | 12. Register questions – when you take the register at the start of class, have a quick question that each student should answer eg. 'What's your favourite food?', this will get them talking from the start of the class.   |
|  | 13. When you give instructions – always choose different students to repeat them clearly. This way they are speaking and you can check they understand your instructions.   |
|  | 14. Don't put them on the spot – let them speak to a partner, then a group, then the whole class. By this time they would have developed their answers and confidence.  |
|  | 15. Encourage them to tell their friends and family about what they are learning each day.  |
|  | 16. Tell them to watch cookery related YouTube clips on a topic learnt in class and try to repeat what they hear or summarise in their own words.   |
|  | 17. When they are doing practicals, get them to explain what they are doing and why each step of the way – like a cooking show.   |
|  | 18. Do a teaching session on disasters that can happen in the kitchen when communication breaks down to help them understand why building their communications skills is so important.  |
|  | 19. Have them complete a self-assessment on their communication/speaking skills at the start of the course. Tell them we are going to work on actively improving these skills throughout the course. Repeat it mid-course and at the end of the course. Hopefully, there will be positive changes. There is a sample of this in the workbook to use with your trainees (it may have to be translated) |
|  | 20. Peer teaching in small groups – have them teach the class about a cookery topic of their choice, it can be something covered already in class or a new skill that they research on the internet.  |

## RESOURCE 1.8

### Lesson Plan

| Topic / Subject :            | Total Duration:                                    |                              |      |
|------------------------------|--|------------------------------|------|
| Learning Objective/s         | At the end of this session student will be able to |                              |      |
| Teaching / Learning Activity | Action By  | Resources & Visuals Required | Time |
|                              | Trainer  | Learner                      |      |

|  |  |                               |
|--|--|-------------------------------|
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|  |  |                               |
|  |  |                               |
|  |  | <b>Assessment Activities:</b> |

## SESSION 3

**Aims:**

- introduction to the cookery module and final expectations/outcomes of training
- overview of personal, kitchen and general hygiene requirements for demos and practicals
- explain health and safety guidelines and fire management in kitchen operations
- recap kitchen organisational structure
- detailed explanation of various kitchen brigades
- review work plans
- opening and closing of the kitchens
- identify large, medium and small kitchen equipment
- review moist, dry heat, combination and microwave methods of cooking
- demo of practical methods of cookery with focus on importance of temperatures
- introduction of herbs and spices

**Equipment/Ingredients:**

- Workbook and Manual
- 2 fire extinguishers and a safety blanket for demo
- gloves
- chef's hats
- aprons
- kitchen shoes
- different coloured chopping boards
- set of kitchen knives for different purposes
- cheese knife and board
- some different platters and service plates
- correct set of cutlery and crockery used in hotels to be identified kept on display
- large, medium and small kitchen equipment
- all prepared ingredients required for cooking methods demo and practicals
- a selection of fresh and dried herbs and spices

**Procedure:****Time:**

***NOTE – Many of the trainees have been teaching NVQ Level 4 for some time so in all areas elicit answers from them before adding in extra information.***

**MORNING SESSION**

- Brief T's on the aims and expectations after completing the next 6 days of practicals. They are going to have a crash course in all the main areas that they teach their own trainees. They should take advantage of exposure to experienced chefs and trainers to improve their own teaching and technical skills.
- Give T's a quick reminder that they will be delivering their own practical session in Session 9 or 10 and to pay close attention to how things are delivered throughout the next 6 days. They have had a full briefing on this in Session 2 and will know the requirements.
- Explain that after the course they will understudy and be involved in training for six months with a chef trainer as a mentor for training. As the understudy period progresses, they will have to take over the training to clearly demonstrate the skills they have learnt.

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>Ask T's what is the first and most important lesson trainees should thoroughly understand before entering any kitchen?</li> </ul> <p><b>Answer:</b> HYGIENE PRACTICES – personal and kitchen<br/>Elicit from T's how they teach this and check on this with their students.<br/>Refer to <b>Manual Section 1 and Workbook Module 1</b> for all questions on personal hygiene. Choose a sample of questions from the module to ask the T's in the session. If they don't know, guide them to look in the manual for the answers. Remind them of the importance of reviewing these areas with their trainees every time they enter the kitchen. You can select a T to demonstrate a particular hygiene point eg. correct technique for handwashing.</p> <ul style="list-style-type: none"> <li>Ask T's what section in the manual looks at safety guidelines for kitchen operation. <b>Answer:</b> Manual Section 2 and Workbook Module 2. Go through main points on this and ask relevant questions from workbook as before. The <b>Manual Section 2 page 73</b> has a good summary of food safety. Have the 2 fire extinguishers and safety blanket ready to explain and demo fire safety to T's.</li> <li>Ask T's which module and manual sections deal with kitchen organisational structure. <b>Answer:</b> Manual Section 4 and Workbook Module 3. Have T's quickly do the Kitchen spaces activity in Module 3 of workbook. Explain this is for a large hotel. Ask T's to explain what the requirements/differences are for a small hotel.</li> <li>Elicit T's understanding of how all sections of a kitchen are related, ask them to give specific examples. To explain further, draw the relationship on a large sheet of A3 or flipchart paper or show it on a PPT. This diagram can be referred to as a reminder at the start of all other sessions to reinforce the concept with each department.</li> <li>Elicit the functions of the following departments: <ul style="list-style-type: none"> <li>Cold kitchen brigade (including butchery)</li> <li>Hot kitchen brigade</li> <li>Pastry and bakery brigade</li> </ul> Clarify any uncertainties they may have</li> <li>Go through key elements and importance of developing workplans. Refer to <b>Manual Section 5 and Workbook Module 4</b> on time management for details. Have T's review <b>page 115 - 116</b> for workplans. Elicit from T's the importance of workplans and organisation in any kitchen.</li> <li>Go through the process and main points of opening and closing a kitchen.</li> </ul> |  |
|--|---|--|

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|--|--|--|
|  | <p><b>AFTERNOON SESSION (two segments moist and dry heat)</b></p> <ul style="list-style-type: none"> <li>To introduce T's to different kinds of large kitchen equipment, point out different items in the kitchen and elicit the name and use from the trainees. If certain large equipment is not available refer to pictures in <b>Manual Section 6 and relevant questions in Workbook Module 5</b>. Ask them to mark any tools they are uncertain of to revise later.</li> <li>Repeat the process for medium and small equipment. You can lay a variety of equipment on kitchen benches. Give T's a recipe or kitchen task and ask them to pick out the necessary tools to complete it or "What tools would you need to make ....?". It can be done as a competition/game – first one to pick up or point to the correct tool/equipment.</li> <li>The cooking methods are in <b>Section 8 of the manual and Module 7 of the Workbook</b>. Give T's a few minutes to go through the pages and ask relevant questions about the cooking methods- dry, moist, combination and microwave.</li> <li>Ensure all ingredients are prepped and ready for the cooking method demonstrations.</li> <li>Select a variety of cooking methods for demonstrations and highlighting temperatures and importance of correct preparation. Try to involve the T's in the demonstration so they get as much hands-on practice as possible. All details in <b>Manual Section 8 Cooking Methods Page 258</b> <ol style="list-style-type: none"> <li>MOIST HEAT METHODS           <ul style="list-style-type: none"> <li>Boiling (can show 'al dente' pasta here)</li> <li>Simmering</li> <li>Poaching (can show a poached egg here)</li> <li>Steaming</li> </ul> </li> <li>DRY HEAT METHODS           <ul style="list-style-type: none"> <li>Roasting</li> <li>Baking</li> <li>Broiling</li> <li>Grilling</li> <li>Barbecuing</li> </ul> </li> </ol> </li> <li>Present a selection of fresh and dried herbs and spices to each group. Have them identify them and give examples of the types of dishes they can be used in. Refer to <b>Section 7 of the Manual (Food knowledge – page 152)</b> for an extensive list of herbs and spices.</li> </ul> <p><b><i>Remind T's about their homework task to create a mini lesson plan on any of the areas demonstrated throughout the day. This will need to be handed in first thing in the morning tomorrow.</i></b></p> |  |
|--|--|--|

## SESSION 4

**Aims:**

- introduction to cold kitchen brigade and interconnection to other kitchen departments
- recap of equipment used in cold kitchen
- explanation of refrigeration, freezing and vacuum packing methods
- how to use chemicals for cleaning fruits and vegetables and correct storage
- brief description of salad preparation process
- introduction to salad dressings and demo
- demo and preparation of uncooked and hot appetisers and quick snacks

**Equipment/Ingredients:**

- Workbook and Manual
- Chemicals for vegetable cleaning (if possible)
- A variety of vegetables for demonstrating cuts
- Cold kitchen utensils and cleaning techniques of utensils
- Various lettuce types (if possible)
- Dressing ingredients
- Chosen salad ingredients
- Appetizer and quick snack ingredients

**Procedure:****Time:**

**Collect homework lesson plans for review and feedback**

**MORNING SESSION**

- Split group into four teams. Give them each a topic from yesterday and have them tell the whole group the main points covered.
  1. Hygiene
  2. Safety
  3. Kitchen Tools
  4. Cooking methods
- Ask T's what is made in the cold kitchen? How is the cold kitchen and duties carried out there connected to other areas of the kitchen operation, eg. hot kitchen, bakery, pastry etc? Refer to diagram used in Session 3.
- Review and recap specific equipment required for preparation in the cold kitchen. Refer to **Manual Section 2 on Food Safety (page 49)** for general rules for storing food items in a refrigerator as well as storage temperatures for different items in the cold kitchen. On **page 36-39 of the Workbook (Food safety module)** there are some useful exercises on refrigeration and storage. If time, have T's work through manual and workbook to ensure they are thorough in these areas. **Manual Section 2 (page 31)** also refers to steps for cleaning a refrigerator or freezer.
- Briefly explain:
  - o Chilling
  - o Freezing
  - o Blast freezing
  - o Thawing
  - o Vacuum packing

|  |  |  |
|--|--|--|
|  | <p>Pictures, exercises and explanations are on <b>Manual Section 2 Food Safety (pages 51 to 60)</b>. Elicit safety considerations from trainees. If they are unsure, encourage them to look up the answer in the manual instead of telling them.</p> <ul style="list-style-type: none"> <li>Explain the role and procedure of chemical usage in the cleaning process of fruits and vegetables. <b>Manual Section 7 on page 186</b> has a section on cleaning vegetables. It is good to demonstrate this type of cleaning to the T's if the necessary chemicals are available in the training kitchen.</li> </ul> <p><b>AFTERNOON SESSION</b></p> <ul style="list-style-type: none"> <li>Have T's make a list of the different vegetable cuts they know or show pictures of different cuts and ask them to identify them. Clear pictures of vegetable cuts are in <b>Manual Section 7 Food Knowledge pages 186-188. Workbook Module 8 page 157</b> has blank spaces for T's to draw cuts if necessary.</li> <li>Remind T's of knife skills and correct procedures for holding and using knives. Choose confident T's to demonstrate particular vegetable cuts. If they are uncertain at this point, demonstrate cuts and have them identify which one you are doing.</li> <li>After demonstration, have T's practice cuts on their own. Monitor and give feedback as necessary.</li> <li>Quickly run through hygiene requirements to consider before making a salad or appetizer. <b>Workbook Module 11 page 237-238</b>.</li> <li>Quiz T's on types of salad. Single and Compound. Elicit examples of these types of salads.</li> <li>Present different types of lettuce to T's, ask them to name them.</li> <li>Review how to retain freshness, storing and handling methods and different tossing methods. Elicit all areas from T's first – if possible, have them show you.</li> <li>Ask T's what is the purpose and importance of salad dressings? How many types of salad dressings can they name? Have them review <b>Workbook Module 11 page 247-249</b> for the four main types. Review storage temperatures and duration of storage for each one.</li> <li>Demonstrate the following dressings: <ul style="list-style-type: none"> <li>Vinaigrette and a derivative</li> <li>Basic mayonnaise and blender mayonnaise*</li> <li>Curd based dressing</li> <li>Acidulated cream-based dressing</li> </ul> </li> </ul> |  |
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|  | <p><b>*Workbook module 12 page 306</b> has the 2 methods for mayonnaise as well as problems when making mayonnaise which will be useful here.</p> <ul style="list-style-type: none"> <li>Demonstrate (with T involvement) the following salad types:           <ol style="list-style-type: none"> <li>Single salad – green/tomato etc (choose what is appropriate and available)</li> <li>Compound salad (mixed vegetable, cold meat, egg salad)</li> <li>Warm potato salad</li> </ol>           Encourage trainee participation at all stages. Let them make salads of their choices using the ingredients available. Remind them about presentation considerations.         </li> <li>Allow all trainees to taste the salads and provide any comments on taste and textures. Discuss plating points here and encourage them to give their opinions or ideas on this.</li> <li>Ask T's – what is an appetizer? How does it fit into a meal? What are the important factors to remember in preparing an appetizer? If T's are unsure or need to recap refer to <b>Workbook Module 11 (page 254 onwards)</b> for all required information. Ask T's to discuss and share ideas for an uncooked appetizer and a hot appetizer. Do they have a favourite?</li> <li>Demonstrate the following (to be chosen by trainer depending on ingredient availability):           <p>Prior to starting demo – you can present available ingredients to T's and ask if they can come up with some ideas for an uncooked and hot appetizer.</p> <ul style="list-style-type: none"> <li>A simple uncooked appetizer (cheese base/crackers/greens/raw/vegetable/avocado etc)</li> <li>A cooked hot appetizer (savoury egg custard base/prawn/cocktail/tortilla with cream cheese base etc)</li> <li>Quick snacks from the cold kitchen (sandwiches/canapes/toasted/sandwich/burger etc) Refer to <b>Workbook Module 10 for sandwich Preparation</b>. There are many types with pictures to help trainees in their presentation of what they make.</li> </ul> </li> <li>If time, allow trainees to make their own appetizer and/or sandwich in groups or pairs. Encourage them to speak through the steps as if they were training their own trainees while they prepare. Give feedback as appropriate on their dishes and efficient work in the kitchen (organisation, clean as you go etc).</li> </ul> <p><b>Remind T's about their homework task to create a mini lesson plan on any of the areas demonstrated throughout the day. This will need to be handed in first thing in the morning tomorrow</b></p> <p><b>Return lesson plan submitted in the morning with relevant feedback.</b></p> |  |
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## SESSION 5

**Aims:**

- to familiarise trainees with all aspects of the butchery process.
- To familiarise trainees with seafood handling process.
- Demo and practicals on portioning
- Correct storage and time frames for marination
- Prepare and store ingredients for the next day's hot kitchen sessions

**Equipment/Ingredients:**

- Workbook and Manual
- Beef for meat cuts for demonstration
- Chicken for poultry cuts demonstration
- Pork for demonstration
- Correct coloured cutting boards
- Knives required specifically for butchery and seafood items
- Various seafood items and fish for demonstration and practical (list below depending on availability)
- All necessary storage equipment/containers, labels and utensils

**Procedure:****Time:*****Collect homework lesson plans for review and feedback***

- Recap some key points from yesterday's training on salads and appetizers.
  - o Name the 4 elements of a composition of a salad?
  - o Explain important points of cleaning salad greens?
  - o Name the types of salads?
  - o Name the 4 salad dressings prepared yesterday?
  - o What are the three categories of appetizers?
- Explain to T's that today's session will be completely on butchery training and seafood handling. They will be involved in the preparation of meat and seafood for tomorrow's hot kitchen practicals and demos.
- Elicit from T's what the duties and responsibilities are of the butchery department. How is this department connected to supply of products to other areas of the kitchen? **Refer to kitchen operation relationship diagram from Session 3**
- Review basic equipment used in the butchery department. Go through the different knives specifically required for butchery. **Manual Section 6 page 139 onwards.**
- Ask T's about the hygiene factors related to meat handling
  - Hygiene **Manual Section 1 and 2 – cross contamination**
  - Temperatures **Manual Section 2 and 7**
  - HACCP codes **Manual Section 2 – page 64 Flow plan for meat and meat products**
  - Chopping board colours- **Manual Section 6 page 146**
  - Storage in freezers and chillers (tagging/fifo)- **Manual Section 2 and 7**

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|  | <ul style="list-style-type: none"> <li>Explain importance of portion control, weight effectiveness and vacuum packing.</li> <li>Using pictures from <b>Section Manual Section 7 page 157 onwards</b> or actual cuts of meat, elicit from T's types of meat cuts.</li> <li>Emphasise the importance of using the correct methods of cookery for prime and secondary cuts of meat for effective results and quality. <b>Workbook Module 14 page 380 onwards.</b> Ask T's to review this section and quiz them on the types and suitable cooking methods.</li> <li>Cuts to cover and demonstrate: <ul style="list-style-type: none"> <li>Whole chicken, skin on and edible parts of a chicken. <b>Manual Section 7 page 171</b></li> <li>3 different cuts of beef (fillet with chateaubriand/rump/sirloin) <b>Manual Section 7 page 158-160</b></li> <li>Pork leg/belly pork/pork chops/fillet/leg chops <b>Manual Section 7 page 162-163</b></li> </ul> </li> <li>Review types of seafood <b>Manual Section 7 page 172 onwards.</b> Review handling and storage safety. Ask T's how to check if fish is fresh? <b>Manual Section 7 page 174.</b></li> <li>Demonstrate the following cuts of fish <ul style="list-style-type: none"> <li>Darne</li> <li>Slices</li> <li>Fillet (step by step instructions for filleting a fish in <b>Workbook Module 14 page 369-370</b>)</li> <li>Other cuts (Le supreme, la Goujon etc)</li> </ul> </li> <li>Work together with trainees using their understanding of flavours and convenient products to marinate and prepare all meat and seafood products for tomorrow's hot cooking demonstration and practical. Refer to <b>Workbook Module 13 – Seasoning and marinating</b> for any information or activities on this topic. Have them review <b>page 320</b> for important points about seasoning and complete relevant questions.</li> <li>Some suggestions of what to prepare: <ul style="list-style-type: none"> <li>Whole white fish (seer)</li> <li>Sole/pomfret</li> <li>Small whole blue fin tuna</li> <li>Medium fish varieties – paraw/bolla/jeelawa/mullet/garoupa</li> </ul> </li> </ul> |  |
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|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Squid tubes cleaned</li><li><input type="checkbox"/> Medium prawns (45-50)</li><li><input type="checkbox"/> Sea crabs whole</li></ul> <ul style="list-style-type: none"><li>• Ensure T's correctly store/refrigerate all items for use in tomorrow's session.</li></ul> |  |
|  | <p><b><i>Remind T's about their homework task to create a mini lesson plan on any of the areas demonstrated throughout the day. This will need to be handed in first thing in the morning tomorrow.</i></b></p> <p><b><i>Return lesson plan submitted in the morning with relevant feedback.</i></b></p>                               |  |

## SESSION 6

**Aims:**

- To demonstrate and practice using a variety of hot kitchen methods using correct temperatures, equipment and safety procedures.
- To prepare
  - o hots soups and appetizers
  - o main dishes with vegetables
  - o meat and poultry hot dishes
  - o pasta
- To learn the correct usage and handling of convenient products and its advantages and disadvantages

**Equipment/Ingredients:**

- Workbook and manual
- Ingredients for various sauces to be made in demonstrations (white sauce and derivatives, brown sauce and derivatives, tomato-based sauces)
- All correctly prepared and stored meat, poultry and seafood items from yesterday's session
- All other ingredients (accompaniments, herbs, spices etc) required for preparation of hot dishes for demo and for trainees practical group work.

**Procedure:****Time:**

***Collect homework lesson plans for review and feedback***

**MORNING SESSION:**

- Review all preparation techniques and processes followed yesterday for meat and seafood preparation. This might be an opportunity for the T's to complete some of the related questions in the **Workbook Module 14 Page 345** (they can also refer to **Manual Section 8 and 9** to help answer these questions)
- Elicit from T's the type of heavy equipment that will be used in the hot kitchen, move to different areas of the kitchen to show and have them explain their understanding of temperatures and correct method of cookery for prime and second-class meat cuts.
- Refer to **Workbook Module 12 page 295 onwards** for review and recap of sauces and derivatives. **Refer to page 297** for sauce classification table.
- Demonstrate the following sauces:
  - o White sauce (have T's refer to workbook and name derivatives)
  - o Process for brown sauce (again, name derivatives)
  - o Use of convenient demi glaze packets in a commercial kitchen
  - o Tomato based sauces

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|  | <ul style="list-style-type: none"> <li>• Ensure that T's understand the importance of using appropriate herbs and spices for different dishes in the hot kitchen. <b>Manual Section 7 Food Knowledge page 199</b> onwards has good tables to refer to on this.</li> </ul> <p><b>AFTERNOON SESSION:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to use the combi oven to cook high quality moist dishes (dish to demo to be selected by the trainer as appropriate)</li> <li>• Elicit from T's what accompaniments can be paired with main dishes. Eg. potatoes, pasta, rice, vegetables etc.</li> <li>• Have T's complete any mis en place required for side dishes/accompaniments.</li> <li>• Organise groups or pairs to practice cooking all marinated items using the maximum different types of cooking methods (moist, dry and combination). These methods may be allocated to specific groups or allow T's to choose which area they wish to practice within the practical. Encourage them to showcase their skills.</li> <li>• Remind them to focus on flavour and plating. Since different dishes will be prepared by different groups, tell trainees to be prepared to explain what they have made referring to cooking method and any other finer points of the dish.</li> <li>• Dishes to be tasted by trainers and trainees and appropriate feedback provided.</li> </ul> <p><b><i>Remind T's about their homework task to create a mini lesson plan on any of the areas demonstrated throughout the day. This will need to be handed in first thing in the morning tomorrow.</i></b></p> <p><b><i>Return lesson plan submitted in the morning with relevant feedback.</i></b></p> |  |
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## SESSION 7

**Aims:**

- To review the pastry kitchen department and its interconnection to other departments
- To give an overview of bread products and faults with a basic bread dough demonstration
- To review classification of desserts
- To demonstrate and practice particular dessert recipes, techniques and troubleshooting

**Equipment/Ingredients:**

- Workbook and manual
- Bakery equipment and small tools
- Liquid and dry measuring equipment
- Ingredients for bread dough (including any toppings chosen)
- Choux pastry ingredients
- Chocolate
- Whipping cream
- Mousse ingredients
- Cream cheese
- Curd
- Pastry cream ingredients
- Crème caramel ingredients

**Procedure:****Time:**

***Collect homework lesson plans for review and feedback***

**MORNING SESSION:**

- In 4 groups, have T's discuss highlights of yesterday's hot kitchen session including any tips and tricks learnt that they were not aware of before. What is their favourite cooking method for a particular type of meat or vegetable?
- Get T's excited about the day ahead of breads and desserts! Have T's close their eyes and imagine a busy pastry kitchen. What can you hear, smell, see? What is your favourite dessert?
- Cover the interrelationship of the pastry department to all other departments. **Refer to the diagram used in Session 3 for this.** Elicit from T's : Who is in the pastry kitchen brigade?
- Have T's make a list of the heavy machinery used in the pastry department and the light machinery. Ask for examples of desserts made by each type of equipment.
- Review HACCP for Pastry Production – **Manual Section 2 Food Safety page 70-71** (Flow plan for Bakery Items)

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|  | <ul style="list-style-type: none"> <li>Discuss cooking temperatures for breads and dessert items as well as storage temperatures and the shelf life of cooked and prepared products.</li> </ul>   |  |
|  | <ul style="list-style-type: none"> <li>Review some of the specific tools used in the pastry department. Show them to T's, ask for the name and use.</li> <li>Discuss the special hygiene and safety practices related to the pastry department.</li> <li>Discuss special techniques in pastry production.</li> <li>Ask T's why it is so important to strictly follow recipes in the pastry department? Explain the use of standard recipes and techniques of modifying recipes as per requirements and quality of ingredients.</li> <li>Refer to <b>Workbook Module 15 page 480</b> for bread faults table. Discuss incorrect usage of ingredients and wrong temperatures.</li> <li><b>Workbook Module 15 page 468</b> has a flow chart for basic production steps for yeast products which may be useful for T's to review before demo.</li> <li>Trainer to demo a basic bread dough to T's with preparation of different shapes of bread with toppings. Have T's think share any variations they know. If possible, involve specific T's in demonstration at different stages to get a feel for the dough, kneading process, shaping etc</li> </ul> |  |

**AFTERNOON SESSION:**

- Have T's brainstorm a list of the most common ingredients used in desserts. Refer to **Workbook Module 15 page 417** to compare their list.
- Discuss classification of desserts: **Workbook Module 15 page 445 onwards**
  - o Hot
  - o Cold
  - o Cakes
  - o Cream based
  - o Chocolate
  - o Dough based
Elicit specific examples for each dessert type.
- Demonstrate a basic choux pastry and 2-3 by products with fillings. Refer to **Workbook Module 15 page 439-440**

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|  | <ul style="list-style-type: none"> <li>• Demo whipping cream – focus on:           <ul style="list-style-type: none"> <li>o why it is important to whisk in cold temperatures</li> <li>o how not to over-whip and what happens if you do</li> <li>o how to store whipped cream and for how long</li> </ul> </li> <li>• Demo 2 methods of melting chocolate – tempering and double Bain Marie</li> <li>• Demonstrate 2 types of mousse and a hot souffle. Refer to <b>Workbook Module 15 page 424-425</b>. Remember to highlight importance of gelatine measurement and use for high quality final product. Ask T's what happens if you use too much? Too little?</li> <li>• Demonstrate the use of cream cheese/ curd, and local fruit in dessert preparation.</li> <li>• Demonstrate and group participation on a quick sugar pastry with a filling– refer to <b>Workbook Module 15 page 437</b> for pastry trouble shooting. Elicit pastry faults from T's and ask if they know the solution (or what has gone wrong). There is a problem solving activity on <b>Workbook Module 15 page 441 - 442</b> for T's to try. Show T's blind baking process, ask why we do it?</li> <li>• Demonstrate a pastry cream – refer <b>Workbook Module 15 page 423</b></li> <li>• Demonstrate a baked Crème Caramel – refer to <b>Workbook Module 15 page 452</b>. Focus on the correct method of mixing, potential faults and how to avoid the faults.</li> <li>• Have T's taste the desserts prepared and discuss presentation.</li> <li>• Ask review questions based on today's demonstrations and practical sessions. <b>Workbook Module 15 page 461</b> has a useful set of dessert review questions to use here. If any answers are still unknown, T's can refer back to the workbook material to clarify.</li> </ul> <p><i>Remind T's about their homework task to create a mini lesson plan on any of the areas demonstrated throughout the day. This will need to be handed in first thing in the morning tomorrow.</i></p> <p><i>Return lesson plan submitted in the morning with relevant feedback.</i></p> |  |
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## SESSION 8

**Aims:**

- To review all aspects of Sri Lankan Cookery (equipment, flavours and spices)
- To demonstrate and prepare Sri Lankan breakfast dishes
- To demonstrate and prepare a variety of curries using different methods and curry powder mixes
- To demonstrate and prepare savoury rice
- To demonstrate and prepare pickles and chutneys
- To demonstrate and prepare Sri Lankan style green leafy vegetable and green fresh salads

**Equipment/Ingredients:**

- Workbook and Manual
- Specific tools and equipment related to Sri Lankan cookery
- Ingredients prepared for:
  - Curry powder
  - Chosen curries (5 different curries)
  - Breakfast dishes
  - Pickles and chutneys
  - Savoury rice
  - Leafy green vegetable dishes
- Mystery box of ingredients for assessments
- Common table of ingredients for assessments
- A3 photocopy of Session 9 and 10 timetable to insert trainee names

**Procedure:****Time:**

***Collect homework lesson plans for review and feedback***

**MORNING SESSION:**

- Have T's share their mothers or grandmothers favourite Sri Lankan dish? Was it made using traditional or modern methods. Did you learn to make the recipe yourself? Share with a partner and then call on some T's to share with the whole group.
- Discuss regional dishes with T's – have a race to see how many dishes they can brainstorm from different regions of Sri Lanka
- Review the relevant traditional equipment and small utensils used in Sri Lankan Cookery. If actual equipment is not available, use a variety of pictures to show T's.
- Explain the application of heat in Sri Lankan cookery.
- Have T's brainstorm and share common ingredients used in Sri Lankan cuisine. **Workbook Module 16 page 504-505** has a full table of curry ingredients. Refer to **page 506** for coconut milk information and **page 507**

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|  | <p>for thickening agents and tenderizing agents for meat. Also mention acids used in curries.</p> <ul style="list-style-type: none"> <li>• Review Sri Lankan rice varieties and reminders for cooking rice. <b>Refer to Workbook Module 16 page 513 and 516</b></li> <li>• Discuss with T's the techniques used to change flavours and colours of a good Sri Lankan meal. <b>Page 508</b> has a table of methods to introduce curry ingredients to meat, fish and vegetable dishes.</li> <li>• Demonstrate to T's how to make curry powder mixture. Elicit method and ingredients from them. <b>Page 505</b> has the preparation technique for Thuna Paha.</li> <li>• Review other special herbs and spices as well as flavour enhancers used in Sri Lankan Cookery.</li> <li>• Demonstrate with assistance of T's help various Sri Lankan breakfast preparations (eg/ pittu/thosai/hoppers/strings) <b>Refer to Workbook Module 16 page 509</b> for a complete list and some basic recipes.</li> <li>• <b>Workbook Module 16 page 517</b> has useful questions for T's to recap and review the areas covered in the morning session. There is also a good learner activity for T's on listing special dishes from different provinces on <b>page 515</b>.</li> </ul> <p><b>AFTERNOON SESSION:</b></p> <ul style="list-style-type: none"> <li>• Demonstration and group/pair work of preparation of 5 different curries using the different methods of introducing curry powders into a curry. As above, refer to <b>Page 508</b> for a useful table.</li> <li>• Demonstrate and prepare two simple chutney preparations. Remind T's to take notes of this as there are no specific instructions on this in the workbook.</li> <li>• Demonstrate a few pickling solution bases which can be used in Sri Lankan Cuisine. Remind T's to take notes of this as there are no specific instructions on this in the workbook.</li> <li>• Demonstrate a typical Sri Lankan savoury rice preparation.</li> <li>• Demonstrate the preparation of green leafy vegetables and green based fresh salads in Sri Lankan Cooking.</li> <li>• Give trainees the opportunity to taste dishes and share feedback. If time, review main points covered on Sri Lankan Cookery.</li> </ul> <p><i>Remind T's about their homework task to create a mini lesson plan on any of the areas demonstrated throughout the day. This will need to be handed in first thing in the morning tomorrow.</i></p> <p><b><i>Return lesson plan submitted in the morning with relevant feedback.</i></b></p> |  |
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## SESSION 9 AND 10 ASSESSMENT INFORMATION

- The demonstrations of mini lessons by the trainees will be conducted over 2 days using 3 assessor teams on each day. This provides 20 participants a chance to conduct a demo lesson and receive feedback.
- In Session 9, they will be presented with a Mystery Box of ingredients and a common table of ingredients to choose from for creating their practical dishes. They will have 2 hours to think of a suitable dish and write a lesson plan for their practical assessment.
- Each lesson/practical demonstration will be 1-1.5 hours and the trainer will need to submit a detailed lesson plan. They must present an international cookery practical (hot production) and a fresh vegetarian salad.
- Feedback will be provided after the lesson is conducted. This can be elicited from other trainers and the assessors will also provide their feedback on the strengths and weakness. They will suggest areas that the trainee should work on during their 6-month understudy period.
- The set of students the trainee will teach will be the rest of the students in the group.
- Insert the names of the trainees delivering the lesson under each assessor in the morning during Session 9 after they have chosen random numbers.
- Prepare 20 photocopies of Trainer Feedback Checklist (last page- 1 per student)
- Prepare 20 copies of TOT Evaluation Survey (separate file)
- Prepare 20 TOT certificates for end of session 10.

## SESSION 9 (1st thing)

### **Aims:**

- To remind trainees about assessment days and procedures and present available ingredients
- To organise assessment schedule using random numbers
- To give T's an opportunity to demonstrate the application of what they have learnt throughout the TOT program.
- To provide T's with feedback on their practical demonstration and cookery skills to reinforce their strengths and aid future improvement.

### **Equipment/Ingredients:**

- Mystery Box of Ingredients
- Common table of ingredients
- All equipment required for trainees to complete their assessments
- Space for T's to write their lesson plans
- Workbook and Manual
- Extra paper for lesson plans (if they require more space)

### **Procedure:**

#### ***Collect homework lesson plans for review and feedback***

- Present T's with Mystery Box of ingredients and common table of ingredients that can be used in their assessments for the next two days. Explain that you would like to see how creative they can be using the ingredients provided.
- They will work independently to decide on the two dishes they will prepare and to write a detailed lesson plan for their practical assessment.
- The time for these activities is as follows:
  - o menu planning for 2 dishes- 30 minutes
  - o structure the lesson plan outline- 45 min
  - o preparation and demonstration of the dishes- 1.30 hours
- The instructions and lesson plan templates are in the workbooks and they would have gone through this on day 2 (**Trainee Workbook 48-51**). Remind them the use the checklist to ensure they have included everything in their lesson plans.
- Finally, tear up 20 squares of paper, write 1 number on each and put in a hat/box. Have T's choose a piece of paper. This will determine the order that they will complete their assessments. As they receive their number have them write their names in the correct slot on Session 9 and 10. This will ensure fairness.

***Return submitted lesson plans (homework and assessment) with relevant feedback.***

## Session 9 – Assessment Schedule

The first round of assessments will take the whole day when factoring feedback, change over and breaks.

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| <b>Assessor Team 1 (name):</b><br>GERARD and MAHA | <b>Assessor Team 2 (name):</b><br>DIMUTHU and BUDDHINI | <b>Assessor Team 3 (name):</b><br>PRAVEEN and SENEKA |
| <b>Trainee 1:</b>                                 | <b>1.5</b>   | <b>Trainee 5:</b><br><br><b>1.5</b>                  |
| <b>Trainee 2:</b>                                 | <b>1.5</b>   | <b>Trainee 6:</b><br><br><b>1.5</b>                  |
| <b>Trainee 3:</b>                                 | <b>1.5</b>   | <b>Trainee 7:</b><br><br><b>1.5</b>                  |
| <b>Trainee 4:</b>                                 | <b>1.5</b>   | <b>Trainee 8:</b><br><br><b>1.5</b>                  |
| <b>Total</b>                                      | <b>6 hours</b>   | <b>Total</b><br><br><b>6 hours</b>                   |

- The remaining 8 trainees (and the 3 other trainees in the assessor team) that will do their assessment tomorrow will be split between the 3 teams to act as students/audience for each practical.

## Session 10 – Assessment Schedule

The second round of assessments will ensure there is time at the end of the day for the whole group to gather, wrap up and complete a training evaluation.

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| <b>Assessor Team 1 (name):</b><br>GERARD and MAHA | <b>Assessor Team 2 (name):</b><br>DIMUTHU and BUDDHINI | <b>Assessor Team 3 (name):</b><br>PRAVEEN and SENEKA |
| <b>Trainee 13:</b>                                | <b>1.5</b>   | <b>Trainee 16:</b>                                   |
| <b>Trainee 14:</b>                                | <b>1.5</b>   | <b>Trainee 17:</b>                                   |
| <b>Trainee 15:</b>                                | <b>1.5</b>   | <b>Trainee 18:</b>                                   |
| <b>Total</b>                                      | <b>4.5 hours</b>                                       | <b>Total</b>   |
|   |  | <b>4.5 hours Total</b>                               |
|   |  | <b>3 hours</b>                                       |

- The remaining 12 trainees (and the 1 or 2 other trainees in the assessor team) that did their assessments yesterday will be split between the 3 teams to act as students/audience for each practical.
- Once the final assessments are conducted, gather as a whole group again. Ask T's if they have any final questions. Remind them about the understudy period and relevant details.
  - Give T's an anonymous feedback evaluation form to complete.
  - Give out certificates to trainees.

## TRAINER FEEDBACK CHECKLIST:

| <b>Trainee name:</b>   | <b>Excellent</b> | <b>Good</b> | <b>Requires further practice</b> |
|--|------------------|-------------|----------------------------------|
| Appropriate introduction to practical  |                  |             |                                  |
| Volume of voice  |                  |             |                                  |
| Pace of speaking   |                  |             |                                  |
| Clear instructions   |                  |             |                                  |
| Personal hygiene standards followed and explained  |                  |             |                                  |
| Food safety standards followed and explained   |                  |             |                                  |
| Correct cookery techniques applied and explained   |                  |             |                                  |
| Correctly balanced flavours in dish and good presentation  |                  |             |                                  |
| Correct use of equipment   |                  |             |                                  |
| Neat and organised method of working – clearly shows students how to clean as they work and maintain an organised workspace. |                  |             |                                  |
| View was clear for all trainees to see demo  |                  |             |                                  |
| Appropriate questioning of students – good questions and good amount of questions  |                  |             |                                  |
| Involvement of students in demo – questions and getting help to do certain tasks   |                  |             |                                  |
| Task is completed in timeframe   |                  |             |                                  |
| Any other comments:  |                  |             |                                  |





**Skills for Inclusive Growth**