



PASSPORT TO HOSPITALITY

UNIT 4: FOOD & BEVERAGE

ELEMENT 1:

KITCHEN PORTER/ POT WASHER



FOOD & BEVERAGE

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DURATION: 5+ WEEKS

YEAR GROUP: KS5 (YEAR 12/13)

STUDENTS WILL:

- > Understand the workings of the Food & Beverage department
- > Be able to identify the different roles within the department
- > Practice and develop skills directly related to the Food & Beverage department
- > Be introduced to the role of a kitchen porter
- > Learn life skills
- > Develop employability skills for future employment
- > Hold employee encounters, both virtually and face 2 face
- > Acquire and develop an appropriate vocabulary in written and spoken English
- > Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Task variations can be found throughout

NOCN QUALIFICATION

NOCN links:

Basic Food Preparation and Cooking F/650/0909

- Learning Outcome 1
- Learning Outcome 2

Health and Safety and Food Hygiene in Catering K/650/0910

- Learning Outcome 2
- Learning Outcome 3
- Learning Outcome 4

You can gather evidence through using practical activities, teacher observation, photos and assessment.

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Problem solving
- > Staying positive
- > Teamwork
- > Creativity
- > Aiming high

KEY WORDS:

- > Career/job
- > Employment
- > Food & Beverage
- > Kitchen
- > Cleaning /washing
- > Customer/guest
- > Customer service

RESOURCES FOR ALL LESSONS:

- > Computer- Internet access
- > Paper and pens
- > **UNInd11** From Induction Unit
- > **UN4E102**- Kitchen porter tasks
- > **UN4E103**- Kitchen Porter CV
- > **UN4E104**- Bin it
- > **UN4E105**- Washing up
- > **UN4E106**- First In First Out Stock Rotation
- > **UN4E107**- FIFO checklist
- > **UN4E108**- How to store food properly
- > **UN4E109**- Refrigerator Storage
- > **UN4E1010**- 8 Tips to wash fruits and vegetables
- > **UN4E118**- Kitchen Porter Job description
- > **UN4E116** - Storing Equipment
- > **UN4E223** - Cleaning Areas and Equipment



SESSION 1: INTRODUCTION TO THE FOOD AND BEVERAGE DEPARTMENT



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Food and Beverage encompasses some of the subjects we have covered already, therefore a few things may feel familiar.</p> <p>F&B in a hotel term is what we will be looking at, however in the wider term F&B also covers restaurants as well.</p> <ol style="list-style-type: none"> 1. Work through the simple PowerPoint to explain Food and Beverage further to the students. This can give a further view. 2. Watch this inspirational video on what a qualification in F&B can do for you 3. Find out about different types of F&B services 4. Work with the students to look back on the history of F&B interactive timeline or video presentation. 5. From the other Units can the students identify some of the roles we have talked about that may also sit under the banner of food and beverage? <p>TASK VARIATION: Using the flash card UNInd11 from the induction unit, see if the students can write a few skills that will be needed for each role within the Food and Beverage department.</p> <p>PMLD TASK VARIATION: Allow the students to touch and feel some food and drinks. Listen to the bubbles or feel them after you pour a fizzy drink or smell a coffee or tea. You could also feel some simple food, bread, salad, crisps.</p>	<ul style="list-style-type: none"> ➤ Understand the meaning of the phrase Food and Beverage and what the job roles involve. ➤ The ability to define where job roles sit within Food and Beverage. ➤ Knowledge of the history. related to Food and Beverage. ➤ Investigation and reflective thinking. ➤ Ability to investigate qualifications in the Food and Beverage world. 	<ul style="list-style-type: none"> ➤ Internet access ➤ Pen and paper ➤ Flashcard: From Induction Unit- UNInd11 ➤ Sensory items



SESSION 2: INTRODUCTION TO THE KITCHEN PORTER



ACTIVITIES TO SUPPORT LEARNING

Although the kitchen porter is an entry level role, no hotel or food and beverage establishment would be able to function without them, therefore their role is a crucial cog in the machine.

1. Before playing the video see if the students know what the role of a kitchen porter is from the other units covered? [What is a kitchen porter](#)
2. See if the students can remember what the other porter did in unit 1 and how they differ?
3. Show the 'Day in a Life of' a kitchen porter video to give an [insight into the role](#).
 - 3a. If you wish, play the short video on [what makes a good kitchen porter](#) from various head chefs.
4. Investigate what is involved in the role of a kitchen porter? Watch this [video of a kitchen porter](#), get the students to list the different tasks the porter is doing in their job. This can be in a pair, small groups or individually.
5. Review this kitchen porter CV, see if you can pick out skills that are needed for the role.

TASK VARIATION:

See if the students can name the task in each picture on the flashcard that may be found in everyday tasks as a kitchen porter.

PMLD TASK VARIATION:

[Sounds of cleaning a kitchen](#) - see if any of the sounds can be identified, running water, clinking of glasses, etc.

LEARNING OUTCOMES

- Understanding the importance of every role.
- Understanding the role of a kitchen porter.
- Reflective thinking on other similar roles.
- Insight into what makes a good kitchen porter.
- Understanding the tasks and roles working as a kitchen porter.
- Ability to review a CV
- Investigative reading

DIFFERENTIATION & RESOURCES

- Internet access
- Pen and paper
- Task:
 - UN4E102**- Kitchen porter tasks
 - UN4E103**- Kitchen Porter CV



SESSION 3: THE KITCHEN PORTER ROLE



ACTIVITIES TO SUPPORT LEARNING

Working from the kitchen porter tasks activity look at the 6 main activities:

- Cleaning, drying, and putting away kitchen equipment
- Emptying kitchen waste bins
- Cleaning floors
- Cleaning surfaces and large kitchen equipment
- Food management- unpacking and storage of food goods
- Fruit and veg washing (sometimes simple food prep)

As a class or in small groups work through the 6 practical tasks:

1. Cleaning, drying, and putting away kitchen equipment

[How does an industrial dishwasher work](#), get the students to explain after watching the video how this equipment would help them within the role.

See if the school kitchen has a dishwasher, and if they can watch it in use or have a go themselves.

Washing up by hand will be needed for some items, maybe even a prewash as the dirt maybe too hard for just the dishwasher. [This little video may help show what to do](#) along with a washing up flashcard.

2. Emptying kitchen waste bins

We may have looked at emptying bins in Unit 1 during room cleaning, however emptying industrial food waste bins and large amounts of recycling can be a little tricky. We also need to follow strict rules of waste disposal within a kitchen.

Use the Bin it flashcard for a guide of what goes where.

Use the [direct Gov link](#) to share guidance with the students.

See if the students can have a go at emptying the bins in the kitchen or staff room.

LEARNING OUTCOMES

- To use imagination and dextrous skills to wash and clean
- To use communication skills in a formal role.
- Ability to learn systems
- Ability to work with others
- Ability to follow instructions
- Speaking and listening
- Problem solving
- Understanding cleaning of equipment
- Understanding how and why to empty commercial bins
- Understanding how to clean kitchen floors

DIFFERENTIATION & RESOURCES

- Internet
- Paper and Pens
- Flashcard:
 - UN4E104** - Bin it
 - UN4E105** - Washing up
 - UN4E223** - Cleaning Areas and Equipment
 - UN4E116** - Storing Equipment



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>3. Cleaning floors</p> <p>Kitchen floor cleaning - remember the bathroom cleaning and hotel cleaning topic, why would you take more precautions cleaning a floor in a kitchen? If possible, get the students to sweep and mop a floor maybe in the staff kitchen or food tech room if there is one.</p> <p>TASK VARIATION: How to wash up activity/flashcard, cut up the activity squares on the sequence of washing up, remove numbers depending on student ability. Get the students to arrange the cards into the order of washing up.</p> <p>PMLD TASK VARIATION: Water play. Allow the students if possible, to play with different types of water, cold, warm with soap. Explain the best water for washing up.</p>	<p>NOCN links:</p> <p>Basic Food Preparation and Cooking F/650/0909</p> <ul style="list-style-type: none"> ➤ Learning Outcome 1 ➤ Learning Outcome 2 <p>Health and Safety and Food Hygiene in Catering K/650/0910</p> <ul style="list-style-type: none"> ➤ Learning Outcome 2 ➤ Learning Outcome 4 	



SESSION 4: KITCHEN PORTER ROLE CONTINUED



ACTIVITIES TO SUPPORT LEARNING

1. Cleaning surfaces and large kitchen equipment

[Know your kitchen, kitchen tour, Cleaning and Sanitizing video](#)

Find a location within the school that the students can do a thorough clean down.

2. Food management- unpacking and storage of food goods

[Understanding stock rotation](#)

Use the 4 flashcards to work through the management of food storage and learn the First in first out system.

Ask the students in small teams to check a fridge to see if everything is stored correctly, they could even put a storage system in place i.e., label shelves and put up posters on how to store food correctly.

3. Fruit and veg washing (sometimes simple food prep)

Washing fruit and veg [Link](#) or [Link](#)

Use the flashcard to work through the steps. See if the students can wash a variety of fruit and veg.

TASK VARIATION:

[Watch the simple video](#), see if the students can follow any of the above steps. Alternatively, the students can draw a poster on the importance of working safely with food and in a kitchen.

PMLD TASK VARIATION:

Washing hands, a simple activity to talk/work through the steps of washing your hands. Bring warm bowls of water and wash the students' hands whilst singing happy birthday (20 sec). or play the [wash your hands song](#).

LEARNING OUTCOMES

- Speaking and listening
- Problem solving
- Working with others
- Understanding 6 task that a kitchen porter may carry out in their role.
- Following instructions to complete a task.
- Understanding the importance of kitchen cleaning.
- Understanding food management, storage, and stock rotation.
- Understanding how to wash fruit and veg.

NOCN links:

Basic Food Preparation and Cooking F/650/0909

- Learning Outcome 1
- Learning Outcome 2

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- Learning Outcome 2
- Learning Outcome 4

DIFFERENTIATION & RESOURCES

- Internet access
- Paper and pens
- Flashcards:
 - UN4E106** - First In First Out Stock Rotation
 - UN4E107** - FIFO checklist
 - UN4E108** - How to store food properly
 - UN4E109**- Refrigerator Storage
 - UN4E110** - 8 Tips to wash fruits and vegetables
 - UN4E223** - Cleaning Areas and Equipment
 - UN4E116** - Storing Equipment



SESSION 5: JOB DESCRIPTION



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Allow the students to look over the job description, See if they have met any of the skills through the sessions Did they find any of the skills easy? Did they find anything difficult? Had they completed some of the tasks before? See if this would be something they would like to do as a job For those that wish to, you could hold a mock interview asking questions around the skills they have learnt related to Food & Beverage.</p>	<ul style="list-style-type: none"> ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<p>➤ UN4E118 - Kitchen Porter Job Description</p>



ADDITIONAL RESOURCE

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>F&B longer introduction with History</p> <p>F&B interview questions and answers</p> <p>Selection of PowerPoints on all areas</p> <p>How to become a kitchen porter</p> <p>Helpful website to break down all things F&B</p> <p>NHS Washing Hands video</p> <p>Food service systems</p>		