



PASSPORT TO HOSPITALITY

UNIT 4: FOOD & BEVERAGE

ELEMENT 2: CHEF/COOK



FOOD & BEVERAGE ELEMENT 2: CHEF/COOK

DURATION: 5+ WEEKS

YEAR GROUP: KS5 (YEAR 12/13)

STUDENTS WILL:

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

ADDITIONAL NEEDS:

- > Class teachers to differentiate according to need
- > Activity variation 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

Working in Catering L/650/0911

- Learning Outcome 1
- Learning Outcome 2
- Learning Outcome 3
- Learning Outcome 4

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



FOOD & BEVERAGE

ELEMENT 2: CHEF/COOK

DURATION: **5+ WEEKS**

YEAR GROUP: **KS5 (YEAR 12/13)**

SKILLS USED FROM SKILLS BUILDER:

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

KEY WORDS:

- > Career/job
- > Employment
- > Food and Beverage
- > Department
- > Chef/cook
- > Food
- > Preparation
- > Cooking
- > Service

RESOURCES FOR ALL LESSONS:

- > Computer- Internet access
- > Paper and pens
- > Glue
- > Kitchen
- > Ingredients
- > **UN4E202** - Staffing structure 1
- > **UN4E203** - Staffing structure 2
- > **UN4E204** - Measuring scales
- > **UN4E205** - Measuring fluids
- > **UN4E206** - Oven controls
- > **UN4E207** - How to hold and use a knife
- > **UN4E208** - Boiling water
- > **UN4E209** - How to read a recipe
- > **UN4E210** - Chopping Boards
- > **UN4E211** - Chopping board activity
- > **UN4E212** - Kitchen safe Cross word
- > **UN4E213** - Kitchen verb activity
- > **UN4E214** - Tool or ingredient activity
- > **UN4E215** - Kitchen verbs
- > **UN4E216** - How to bake a potato
- > **UN4E217** - Follow along recipes
- > **UN4E218** - Chef job description
- > **UN4E219** - Different dining types
- > **UN4E220** - History of cooking
- > **UN4E221** - Types of Equipment
- > **UN4E222** - Hot or Cold?
- > **UN4E223** - Cleaning Areas and Equipment
- > **UN4E225** - Cooking Practical Activities
- > **UNInd16** - Evaluation
- > **UN3E108** - Ingredient's Match
- > **UN3E109** - Step by step how to make a sandwich
- > **UN4E1010** - 8 tips to wash fruit and vegetables
- > **UN4E108** - How to store food properly
- > **UN4E111** - Hand Washing
- > **UN4E112** - Food Hygiene
- > **UN4E113** - Personal Hygiene
- > **UN4E114** - Cleaning Schedule
- > **UN4E116** - Storing equipment
- > **UN4E104** - Bin it
- > **UNInd08/09/10/11** - Department Flashcards
- > **UNInd12** - Staff in uniforms
- > **UN4E118/UN4E218/UN4E308** - Job descriptions
- > **UN4E224** - Catering duties
- > **UN4E117** - Workplace Procedures



SESSION 1: INTRODUCTION TO THE ROLE OF A CHEF



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>At the heart of the Food and beverage department sit the kitchen staff. There are several roles within the kitchen, including one we have covered in the previous element, the kitchen porter.</p> <ol style="list-style-type: none"> Use the flash card of roles to show how the staffing structure works in the kitchen. There are 2 examples, one is little more complex than the other. Working from the simple structure see if the students can research a job description for each of the roles and identify any differences, qualifications, experience, expectations etc. Watch the lunch at the Ritz video (shorten if you wish). See if the students can identify any specific preparation areas the head chef mentions. Get the students to list or draw a picture of the food what may be created in each area of the kitchen. ie, pastry section- dessert, bar section- sandwiches, larder- meat preparation etc. <p>TASK VARIATION: Cut out the simple staffing structure, see if the students can arrange the staffing structure using the complex staffing structure, they could stick the pieces down once in the correct order making it into a poster.</p> <p>PMLD TASK VARIATION: If possible, take the students to a kitchen, boil the kettle, clang some pans, pour water, fill the washing up bowl to create sounds and an atmosphere for the students.</p>	<ul style="list-style-type: none"> ➤ To understand the role that a chef plays within hospitality. ➤ To understand the staffing structure in the kitchen. ➤ Start to learn the sections within a working kitchen. ➤ To understand how to research and read a job description. ➤ Reading ➤ Speaking ➤ Listening <p>NOCN links: Working in Catering L/650/0911</p> <ul style="list-style-type: none"> ➤ Learning Outcome 1 	<ul style="list-style-type: none"> ➤ Internet access ➤ Pen and paper ➤ Glue ➤ A kitchen ➤ Flashcard: - UN4E202 - Staffing structure 1 - UN4E203 - Staffing structure 2 ➤ UNInd08/09/10/11 - Department Flashcards ➤ UNInd12 - Staff in uniforms ➤ UN4E224 - Catering duties ➤ UN4E118/UN4E218/UN4E308 - Job descriptions



SESSION 2: UNDERSTANDING BASIC FOOD PREPARATION

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Cooking can be a little overwhelming as there are so many options and ingredients to choose from. However, there are some basic ways of cooking what you select. We will talk through some of these and hopefully the students can have a go.</p> <ol style="list-style-type: none"> 1. See if the students know what Food Preparation means? And if they have done much preparing and cooking of food before? If so, what have they made? How did it go? <ol style="list-style-type: none"> 1a. See if the students can find the French name for food preparation? This word is used often in a commercial kitchen to explain what the chefs do during the day before services. – Mise en place= putting in place Chefs also tend to answer each other with Oui instead of yes in a kitchen setting. 2. Watch one or several of the basic food preparation skills videos (dependent on the students' needs) Basic food preparation Skills Link or Link or Link Work through some of the following basic skills in the food technology room or kitchen: <ul style="list-style-type: none"> > Weighing and measuring- solids and liquids > Knife skills- chopping > Boiling > Cooking in an oven > Frying > How to read a recipe and timing cooking <p>You should be able to find short videos to support the learning in the above links. However, there are also a few flashcards to support a few points.</p>	<ul style="list-style-type: none"> > To understand the difference in cooking between home cooking and commercial cooking. > To understand what is involved in food preparation. > To understand the wording variation used within a commercial kitchen. > To learn a few French words > Practical skills using a knife. > Weighing skills > To understand how to boil water > To understand how to fry a food 	<ul style="list-style-type: none"> > Internet access > Pen and paper > Flashcards: <ul style="list-style-type: none"> - UN4E204- Measuring scales - UN4E205- Measuring fluids - UN4E206- Oven controls - UN4E207- How to hold and use a knife - UN4E208- Boiling water - UN4E209- How to read a recipe - UN4E210- Chopping Boards > Activity: <ul style="list-style-type: none"> - UN4E211- Chopping board activity - UN4E217 - Follow along recipes



ACTIVITIES TO SUPPORT LEARNING

- 3.** Different food chopping boards are used to prepare different foods, ask the students if they know why this is?

Watch the [Link](#) or [Link](#) to learn more on cross contamination

- 4.** Show the students the chopping board flashcard for a few minutes to memorise the colour coding, then remove.

Then see if the students can complete the chopping board activity.

- 5.** There is a wide range of equipment used in a kitchen. Can the students identify the different tools and equipment and what they are used for?

After using any tool or equipment, it is vital that everything is cleaned and stored safely. Using the resources, can they identify and discuss where equipment should and should not be stored in a kitchen?

TASK VARIATION:

Watch the video on [how to cut every vegetable](#), see if the students can list 3 vegetables they have never heard of, 3 they like, and 3 they dislike.

PMLD TASK VARIATION:

Listen to the sound clips to simulate preparing vegetables. [Packaging](#) (fast forward), [washing](#), [chopping](#), [cooking](#), [eating](#).

LEARNING OUTCOMES

- To understand how to read a recipe
- Reading
- Speaking
- To understand the different chopping boards
- Use of memory

NOCN links:

Basic Food Preparation and Cooking F/650/0909

- Learning Outcome 1

Working in Catering L/650/0911

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

DIFFERENTIATION & RESOURCES

- **UN4E206** - Oven Controls
- **UN4E207** - How to hold and use a knife
- **UN4E221** - Types of equipment
- **UN4E112** - Food Hygiene
- **UN4E223** - Cleaning Areas and Equipment
- **UN4E116** - Storing Equipment



SESSION 3: INTRODUCTION TO FOOD HYGIENE



ACTIVITIES TO SUPPORT LEARNING

Keeping yourself and others safe when preparing food and drinks is hugely important.

1. Watch this [simple food safety video](#), you may wish for the students to take notes or stop and start the video to talk further about each point.
In the UK we have laws to protect customers when purchasing food and drinks.
2. Introduce the [Food Safety Act 1990](#) to the students. [Alternative short Video Link](#)
Health and Safety and Food Hygiene is crucial within any catering environment so it is important that students have a good understanding to ensure they can keep themselves and others safe.
Using the flashcard resources, work through the information with the students.
Extension: [Level 1 Food hygiene training](#) (this course has a small cost per person).
3. In the UK we also have the Food Standards Agency. What is the Food Standards Agency and what do they do? Can the students find out? [Video link from the FSA](#) | [Food Standards Agency - cleaning](#) | [Introduction to the food hygiene label system](#)
4. Using the learning from the chopping board, food hygiene and food standards agency, see if the students can write, draw, or verbally explain why, when preparing and serving food and drink it is important to keep to the rules. Using the Cleaning Schedule template, can students create a schedule to ensure all areas of the kitchen are safe, clean and hygiene.

TASK VARIATION:

See if the students can have a go at the kitchen safety crossword.

PMLD TASK VARIATION:

Touching and exploring different food textures: Jelly, rice, pasta, custard, yogurt, etc or using scissors/safety knife to cut different food textures or even getting pupils to hold and touch cutlery.

LEARNING OUTCOMES

- To start to understand the importance of food hygiene.
- To learn how to keep yourself safe when cooking
- To learn how to ensure the safety of others when cooking
- To understand the laws and regulations within the UK
- Knowledge of the Food Standards Agency

NOCN links:

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

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

DIFFERENTIATION & RESOURCES

- Internet access
- Pen and paper
- Activity:
UN4E212- Kitchen safe
Cross word
- **UN4E104** - Bin it
- **UN4E105** - Washing up
- **UN4E108** - How to store food properly
- **UN4E109** - Refrigerator Storage
- **UN4E1010** - 8 tips to wash fruits and vegetables
- **UN4E111** - Hand washing
- **UN4E112** - Food Hygiene
- **UN4E113** - Personal Hygiene



SESSION 4: COOKING A MEAL



ACTIVITIES TO SUPPORT LEARNING

This section will have to be led by the students' ability and resources available.

Cooking a meal in a restaurant is very different to cooking at home, we cook from start to finish at home ready to feed our families, however in the kitchen the majority of food is prepared beforehand ready to be finished once an order has been placed.

See if the students can remember what the French word for food preparation was? This word is used often in a commercial kitchen to explain what the chefs do during the day before services. - Mise en place= putting in place

1. Watch some parts of the chopping vegetables video (from the previous sessions), select the most common veg to show the students, see if the students can follow the process of chopping a few vegetables, eg. onion, garlic, potatoes etc.
2. Select a recipe or task from the follow along recipe book (note: this is American so some parts may need amending, like ingredient name or measuring units) allow the students to cook the recipe from start to finish. If you have alternative recipes in school, please feel free to follow these.

Extension Activity - If you wish to extend the activity, ask the students to write a shopping list first of what they need.

You can also set the table like a restaurant and the food can be delivered and cleared away, using the skills from unit 2.

Ensure the students taste their own cooking so they can review it and also know what they are serving to others. It is also helpful for students to evaluate their cooking. This will give them the opportunity to discuss what went well and what could be improved for next time.

LEARNING OUTCOMES

- To start to understand the workings of cooking
- To start to understand the role of a chef
- To learn a few French words
- To understand further into food preparation
- To be able to read and follow a recipe

NOCN links:

Basic Food Preparation and Cooking

- Learning Outcome 1
- Learning Outcome 2

Working in Catering

- Learning Outcome 3

DIFFERENTIATION & RESOURCES

- Internet
- Activity:
 - **UN4E213**- Kitchen verb activity
 - **UN4E214**- Tool or ingredient activity
 - **UN4E225** - Cooking Practical Activities
 - **UNInd16** - Evaluation
- Flashcards:
 - **UN4E215**- Kitchen verbs
 - **UN4E216**- How to bake a potato
 - **UN4E217**- Follow along recipes



ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>TASK VARIATION: See if the students can have a go at matching the kitchen verbs activity, matching the word to the picture. The students can also try the tool or ingredient activity.</p> <p>PMLD TASK VARIATION: Smelling the food that others are cooking can be a nice way to share the experience of cooking.</p>		



SESSION 5: JOB DESCRIPTION EXPLORATION



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 being a chef.</p>	<ul style="list-style-type: none"> ➤ Skill identification ➤ Linking activity to careers and subject learning ➤ Speaking ➤ Listening ➤ Reading 	<ul style="list-style-type: none"> ➤ UN4E218- Chef job description



ADDITIONAL RESOURCE

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION & RESOURCES
<p>Food & Beverage Services Slides</p> <p>How to chop every vegetable</p> <p>Different dining types</p> <p>History of cooking</p>		<p>> Flashcard:</p> <ul style="list-style-type: none">- UN4E219- Different dining types- UN4E220- History of cooking