**LESSON PLAN 1**

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| **Subject: PROFESSIONAL COOKERY**  **Catering Practical** | **Level: N6** |
| **Lesson Topic:** Making Fudge | |
| **LESSON OUTCOMES**  By the end of this lesson, the student will be able to: | |
| 1. Make the fudge by following the method contained in the recipe 2. Understand the importance of: following the sequence in the recipe (step by step), using the right equipment for measuring the ingredients and the consequences of not doing so 3. Apply the criteria for quality fudge to make a judgment and recommendations to improve the fudge | |
| **Teaching methods**   * Oral presentation * Question and answer * Demonstration * Co-operative learning * Practical work | **Teaching Resources**   * Chalkboard * Recipe workbook * All baking equipment * Ovens, time clock, basins, cleaning detergents * Quality checklist |
| **Prior or existing knowledge**   * Basic Chef course knowledge * Previous experience with ingredients and baking equipment | |

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| Time: 3hrs | **LESSON PHASES/CONTENT**  notes, explanations or instructions | **METHODOLOGY/ACTIONS OF EDUCATOR**  What you will do during the various stages of the lesson and the teaching aids you will use  (e.g., ask questions, explain, demonstrate, lecture) | **STUDENTS’ ACTIVITIES**  What students will do and the learning material they will use  (e.g., answer questions, take notes, complete worksheet, debate, group work) |
| 30 minutes | **INTRODUCTION**  Link to existing knowledge | Greet Students.  Use the chalkboard to introduce the lesson outcomes and the aim of the lesson: Making Fudge.  Provide an overview of the session and instructions. | Students follow instructions:  - take out their recipe workbooks  - pair up  - find a work station |
| 30 minutes | **DEVELOPMENT**  Supply brief list of new concepts/content under this heading | Read the recipe and **explain** the ingredients and method.  **Demonstrate** the use of baking equipment and remind students how to measure different ingredients correctly.  Provide the assessment criteria in the form of a checklist.    **Ask critical questions** for students to discuss with their partner and then present their **responses** to the class:   1. What is the purpose of a recipe? 2. Why is it important to stick to a recipe? 3. Why are these particular pieces of equipment used in this recipe? 4. What is the purpose of certain actions in the method and what would happen if we do not carry out each of these actions?   KNOW IT  **Facilitate the class discussion** and summarise the learning.  KNOW HOW | Students listen to lecturer and follow in recipe book.  KNOW HOW  Students familiarise themselves with the equipment and ingredients.  Students discuss and provide feedback and makes notes. |
| 1hr 30 minutes | **APPLICATION** | **Demonstrate** the Making Fudge process and show students what the batter should look like after each step.  Instruct student pairs to make their own batch of fudge, following the recipe provided.  Move between the workstations to **observe** if students are on track, **ask questions** about what they are doing and **why**, and **answer any questions they might have**. | Students **observes** demonstration and makes notes where required.  Students follow the recipe AND use what they have learnt from watching the lecturer to make the fudge.  KNOW THAT  Students ask and answer questions. |
| 30 minutes | **CONCLUSION**  Emphasise outcomes/ Summarise | Ask students to present their fudge.  Taste and ask students to **taste their own and each other’s** fudge.  Students use the checklist as a basis for them to **judge and rate the quality** of the fudge they and others have produced.  **Judge the fudge using the criteria and provide feedback**.  Conclude the lesson by asking students to **reflect on** the most important learning that happened during the lesson and check it against the lesson outcomes that were set. | Students present their fudge.  Students taste each other’s fudge.  KNOW IT  **Each student pair provides feedback** on their own and others’ fudge.  In each case, they **suggest what was done well**, **explain** what might have gone wrong and, if necessary, what could be done to improve the quality of the fudge. |

KNOW THAT