

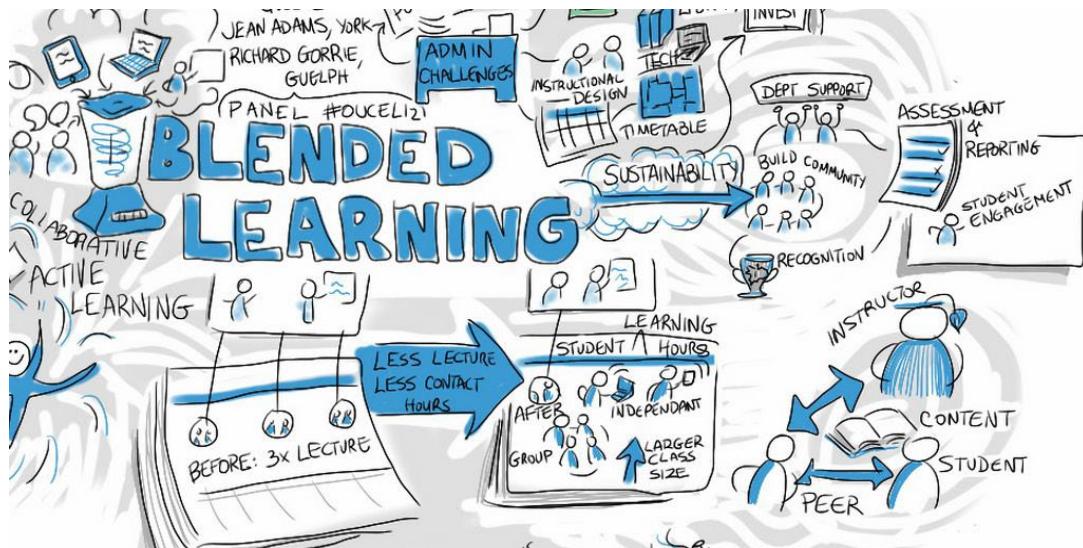
TEACHING SESSION PLAN	
Module: Certificate in Teaching and Learning	Date: 24/09/2018
Module for Teaching Practice: Professional Cookery Operations	Learning Unit: Lesson 2
Level / Stage (6,7,8): 6 Year: 1	No. of Learners: 14
Length of Learning Unit: 240 minutes	Previous Knowledge and skills: very limited, some basics from home economics, or previous practical sessions
Title of session/ topic: Basic vegetable preparation	
Mark the type of session:	
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Tutorial <input checked="" type="checkbox"/> Lab <input type="checkbox"/> Studio <input type="checkbox"/> Workshop	
Module Outcome (What module outcome(s) is the class/session aligned to): <p>This module will provide the learner with the knowledge and understanding of the principles and practices of culinary arts operation, enabling them to produce safe, sound and wholesome foods. The module will develop techniques and processes essential to professional cookery within a controlled environment.</p> Class/Session Outcomes: Upon completion of this session, you should be able to: (Share with students e.g. Write on board /slide/ project image at beginning of lecture for students) <p>Demonstrate knowledge and understanding of basic vegetable preparation and be able to produce a variety of vegetable cuts.</p>	

Select & Prioritise Your Content:

For the session, decide what material is used in class and what material the students should study independently and/or online. To do this, think about the material and its relative importance and prioritise and list in the appropriate quadrant.

	Support Learning	Independent Learning
Priority (Need to know)	1 <ul style="list-style-type: none"> • Quality points of vegetables • Mirepoix • Macedoine (5 mm dice - cubes) • Brunoise (small dice) • Jardinere (Batons - Stick) • Julienne (Strips) • Garlic Paste • Tomato Concasse 	2 <ul style="list-style-type: none"> • Storage of vegetables (on Moodle)
Supplementary Learning (Nice to know)	3 <ul style="list-style-type: none"> • Paysanne (on Moodle, covered later) • Parisienne (on Moodle, covered later) • Tournés (on Moodle, covered later) 	4

Think about how you might incorporate *Technology Enhanced Learning Tools and Blended Online Learning Objects*, that will develop students learning and engagement with the module.



	Teacher Activity (what you will do during the class):	Student Activity (what students will do during workshop/lecture):
Preperation Stage prior to Class	<ul style="list-style-type: none"> Preperation of whiteboard in four sections allocated to, what will we learn today, the overall subject of grilling with pointers to important need to knows, timing of individual tasks, Lessons learned section for the end of the class and AOB 	<ul style="list-style-type: none"> Prior to class a work report must be completed stating the recipes used the flow of work, and a synopsis of the related theory Checking of ingredients and especially temperatures of high-risk food items as part of daily duties during practical class
Stage 1 Setting the scene	<ul style="list-style-type: none"> Welcome students and explain the next four ahead with reference to the whiteboard as a guidance tool 	<ul style="list-style-type: none"> Students receive information about what will be covered in the class
Stage 2 Attain level of exsisting knowledge	<ul style="list-style-type: none"> Introduce the basic vegetable cuts with a quick-fire Q & A session to attain what knowledge has been gained prior to class from the Moodle section on Basic Vegetable cuts and from the theory class that runs parallel to the practical sessions, as well as discussion around the same 	<ul style="list-style-type: none"> Quick fire Q & A session to demonstrate what knowledge that has been gained from Moodle section on Basic Vegetable cuts and from the theory class that runs parallel to the practical sessions
Stage 3 Clarifiying the timing and sequence of the day	<ul style="list-style-type: none"> Recap on the timing and sequence of different tasks 	<ul style="list-style-type: none"> Students receive information about the sequencing of their practical work
Stage 4 Discuss ingredients	<ul style="list-style-type: none"> Introduction to the ingredients, their quality points and their use including tips what to consider 	<ul style="list-style-type: none"> Students gather ingredients and discuss the same with lecturer
Stage 5 Demonstration stage (this stage can be part throughout the day)	<ul style="list-style-type: none"> Demonstration of tasks that have not been done prior to this class (all Vegetable cuts) 	<ul style="list-style-type: none"> Students watch demonstration and receive information
Stage 6 Practice stage	<ul style="list-style-type: none"> Supervision and especially correction and demonstration of individual tasks to individual students as problems arise Document problems as they arise 	<ul style="list-style-type: none"> Students do basic preparation of ingredients as demonstrated by the lecturer or based on knowledge acquired in previous sessions A 15-minute break to be taken after the 1h and 45 minutes Following on from the break student will continue with preparation of the basic vegetable cuts Students will present the finished cuts

Stage 7 Reflection and Feedback stage	<ul style="list-style-type: none"> • Recap and Feedback on the key lessons learned as well as additional issues that are relevant to the learning • Provide feedback on the class work report during class and on the reflection report on Moodle 	<ul style="list-style-type: none"> • Students receive feedback on the key lessons learned as well as additional issues that are relevant to the learning • Based on the discussion at the end of the class regarding the lessons learned and key issues students will produce their reflection report which is uploaded to Moodle
---	---	---

Online Student Engagement Tools:

Moodle for:

- Download of advanced preparation class report with access to completed sample reports
- handout on the class material to be covered that also supports the previous theory class
- Recipes to be used in class
- Short videos demonstrating specific techniques
- Submission of reflective report after class with access to completed sample reports
- Additional resources for supplementary learning

Teacher Reflection:

What worked?

- The students were able to complete most of the cuts to a good standard
- The students acquired a good understanding of the basic vegetable cuts

What did not work?

- As this was one of the first classes introducing the module to students and discussing general issues did take up a lot of time.
- Time allocated for demonstrating the cuts should increase in order to slow down the demonstration of the individual cuts
- Issues such as the wearing of uniforms and the use of specific knives demonstrated in the previous class required repetition, impacting on time management, resulting in the class running over the allocated time by 20 minutes

To what extent did you address different domains of learning?

- Affective Domain – Receiving and Responding to Phenomena
- Cognitive Domain – Knowledge and some Comprehension of the basic vegetable cuts
- Psychomotor Domain – Perception, Set, Guided Response, Imitation, Manipulation

What would I do differently next time?

- The introduction to the module should be a stand-alone session as it is a lot of information to be processed by the students, resulting in fatigue by the time the basic vegetable preparation was introduced.
- More time needs to be allocated especially at the start of the term for repetition of information from previous classes as students suffer from information overload

White Board Layout for class on basic vegetable cuts

<p>Time plan for today's session:</p> <p>9 to 9.40 Introduction to the module 9.40 to 10 Introduction to basic vegetable cuts 10 to 10.25 Demonstration of basic vegetable cuts 10.25 to 10.45 Basic peeling and trimming of Vegetables 10.45 to 11 Break 11 to 12 Preparation of basic vegetable cuts 12 to 12.15 Presentation of basic vegetable cuts 12.15 to 12.35 Clean down 12.35 to 1pm Lessons learned, discussion, critical reflection, AOB</p>	<p>Introduction to Basic Vegetable Cuts:</p> <p>By the end of today's class, you will have an understanding off and practiced the basic vegetable cuts listed below:</p> <ul style="list-style-type: none">• Macedoine (Small Dice)• Brunoise (very Small Dice)• Jardinere (Baton)• Julienne (strips)• Mirepoix• Tomato Concasse• Bouquet Garni
<p>AOB:</p> <ul style="list-style-type: none">• Class representative election• Moodle access• Timetable	<p>Lessons Learned, Discussion, and Reflection:</p> <ul style="list-style-type: none">• Slow down, take your time• Skill will develop over time and by repetition• Rough prep like peeling and trimming done first• Clean and sanitise your station after rough prep (soil contamination)• After sanitising continue with slicing, dicing and chopping

Vegetable Cuts

Classic French cooking uses specific vegetable cuts depending on the type or preparation of the dish or the recipe. The size of the cut depends on the amount of cooking time required and the cooking process used. The form depends on whether it will be served as a garnish with the dish or not. In French cooking, two types of garnish are used: la garniture de cuisson, often referred to as the aromatic garnish, which is used during the cooking process, and la garniture de caisson, which is served with the cooked food. An example would be braised lettuce. Other international cuisines share the same rules, but do not have clear designations for each cut.

Cutting a Block

Hard Vegetable: Carrot



1 After peeling, cut the carrots into even sized pieces.



2 Trim one side.



3 Turn onto the cut side and repeat the same cut.



4 The carrot is now ready for cutting into a julienne or brunoise.

Batons

Bâtonnet refers to cutting vegetables into sticks. *Bâton* in French means “stick,” the *et* indicates a diminutive, and thus bâtonnet means “little stick.” Vegetables are cut into bâtonnets when they are to be served as a garnish on the plate or platter. The size of the bâtonnet, therefore, varies according to the size of the main ingredient it will be accompanying, such as poultry, meat, or fish.

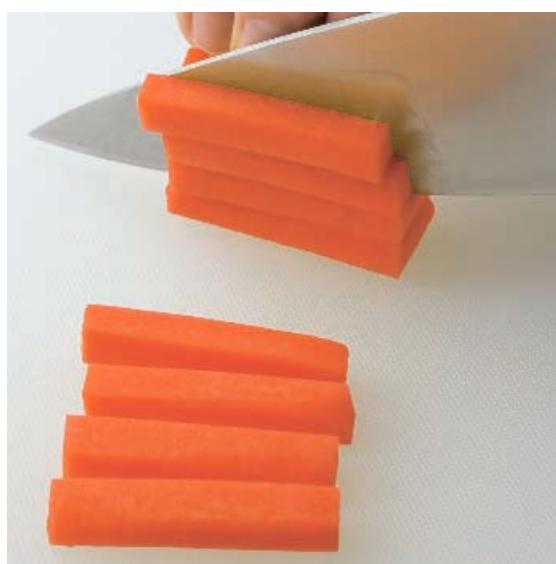
Hard Vegetable: Carrot



1 Cut the carrot block into 1 cm thick slices. Trim off any rounded edges.



2 Stack the slices and then cut into 1 cm slices.

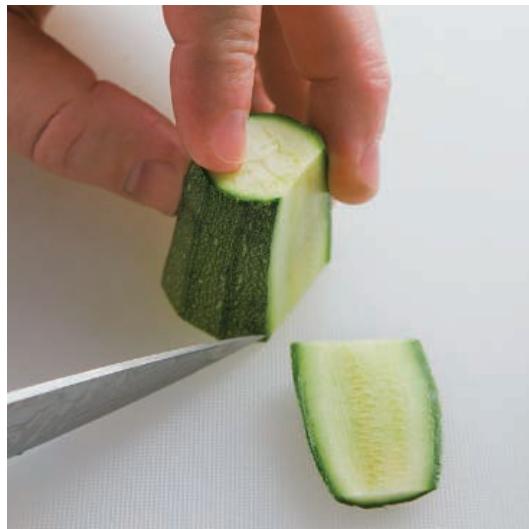


3 Continue cutting.



4 Carrot Batons

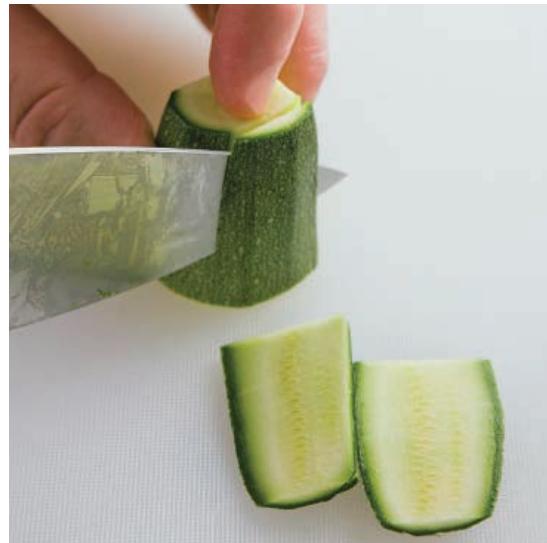
Batons - Soft Vegetable: Courgette



1 Once whole Courgette is cut, place vertically on the cutting board.



3 Square off the edges.



2 Cut slices to desired thickness.



4 Stack the trimmed pieces and cut lengthwise approximately 5 mm.



5 Courgette Batons

Batons - Soft Vegetable: Celery



1 Slice peeled celery into 4 cm long pieces.



2 Cut each piece into even sized batons, approximately 1 cm wide.



3 Celery Batons

Julienne

This designation describes cutting vegetables into very thin strips, usually 3 to 5 cm in length and 1 to 2 mm thick. It can be used as an aromatic garnish to be served with the principal element it is cooked with or as a garnish in soups. Because it is a very fine cut, *julienne* would not be used for braising, roasting, or any extended cooking processes. When used as an aromatic garnish, it is most often used with fish and small pieces of poultry. Vegetables cut julienne style can also be used as a filling or added to forcemeat. The length of the julienne cut can be shorter than 3 to 5 cm if the vegetables are being used in soups to make the pieces easier to consume with a spoon.

Hard Vegetable: Carrot



1 Starting with a squared off carrot cut very thin slices.



2 Stack the slices.



3 Slice lengthwise the same thickness as the slices.



4 Carrot Julienne

Soft Vegetable: Courgette



1 A julienne is cut only from the exterior of the courgette.



3 For a fine julienne, remove a layer of the white flesh.



2 Cut the skin in even slices. Discard the spongy centre, or reserve for soup.



4 Trim the ends to square off.



5 Cut thinly lengthwise.



6 An alternate method, cut the skin of the courgette away in one piece.



8 Stack and thinly slice lengthwise



7 Continue all the way around. Square off and cut into same size pieces.



9 Courgette Julienne

Soft Vegetable: Celery



1 Thinly slice the celery at a shallow angle.



2 Cutting at a shallow angle gives longer slices.



3 Stack the slices and slice lengthwise.



4 Celery Julienne

Miscellaneous: Leek



1 Cut the leek into 4 cm pieces.



3 Split leek piece.



5 Flatten the leaves onto the cutting board.



2 Cut each piece in half.



4 Separate each half by removing the centre.



6 Cut lengthwise.



7 Leek Julienne

Brunoise

To describe *brunoise* as a fine dice does not do it justice. Brunoise describes the cutting of a vegetable into small, precise cubes no larger than 3 mm square. It is often used as an aromatic garnish and can be served with the principal element in the sauce, *jus*, or *fonds de braisage*. It can also be used in stuffings or forcemeat fillings and it is one of the classic garnishes in the soup family.

Soft Vegetable: Tomato



1 Following the shape of the tomato, cut thin slices.



2 Lay each slice on a cutting board and cut into thin strips.



3 Pile the strips and cut crosswise into small cubes.

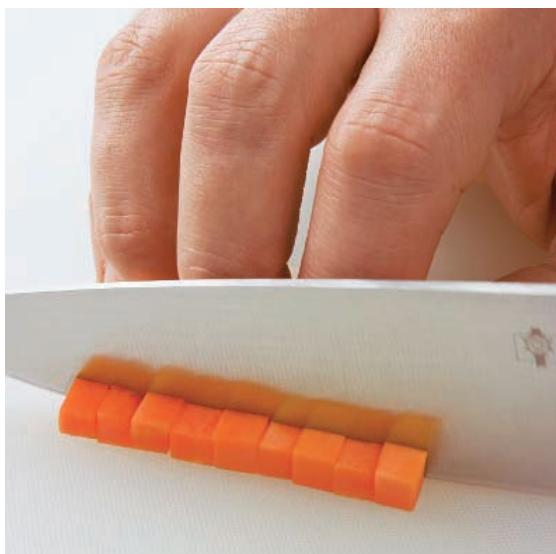


4 Tomato Brunoise

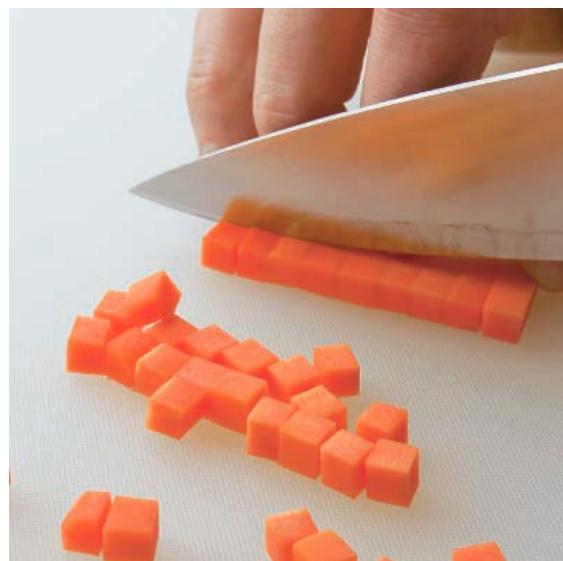
Macédoine

Macédoine describes cutting vegetables (traditionally carrots, turnips, and green beans) and, more recently, fruit into cubes 4 to 5 mm square. Macédoine also refers to a specific preparation using carrots, turnips, green beans, and peas. The carrots, turnips, and green beans are cut into cubes that correspond to the size of the green peas. A macédoine can be served as a cold salad dressed with mayonnaise.

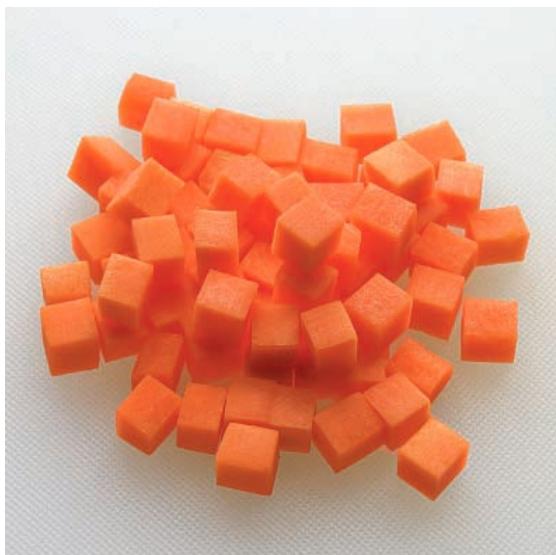
Hard Vegetable: Carrot



1 Line up a batons and cut crosswise.



2 Cut the same thickness as the batons.



3 Carrot Macédoine

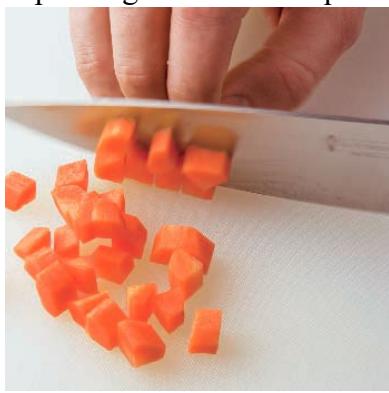
Mirepoix

This is a mixture of chopped celery, carrot, leek, and onion. The size of the vegetables varies from very large chunks to bite size according to the length of time the mirepoix is to be cooked—the longer the cooking time, the larger the vegetable.

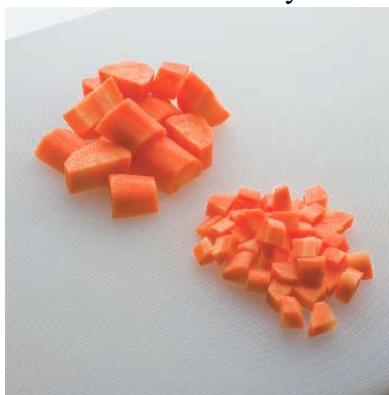
Hard Vegetable: Carrot and Celery



1 Split the carrot in half or quarters depending on the size required.



2 Cut crosswise evenly.



3 The size of the mirepoix would be adjusted according to the cooking time.



1 For a small mirepoix, cut a peeled stalk lengthwise



2 Then cut crosswise.

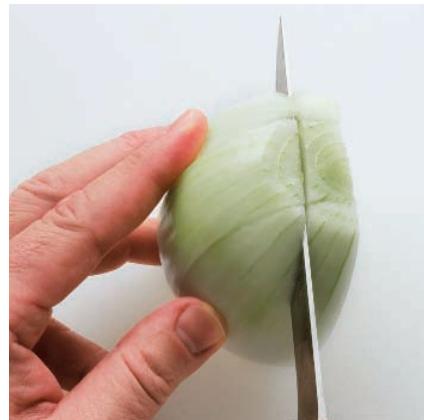


3 The size of the mirepoix would be adjusted according to what it will be used for.

Soft Vegetable: Onion



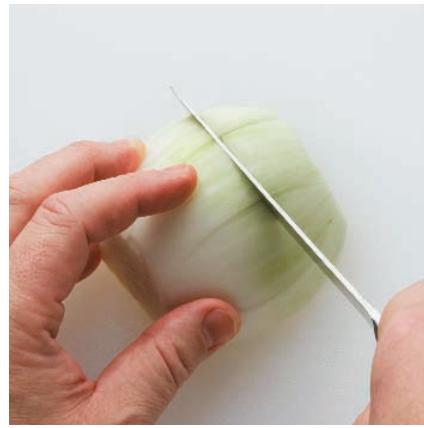
1 Cut the peeled onion in half and lay it cut-side down on the cutting board, root end away from you. Cut vertically across almost to the root end at even intervals



2 Cut horizontally, approximately the same thickness as the vertical cuts.



3 Cut almost to the root end, keeping the onion intact.



4 Holding the onion together, cut crosswise, at the same interval.



5 The size of the dice can be adjusted by cutting smaller or larger intervals.

Paysanne

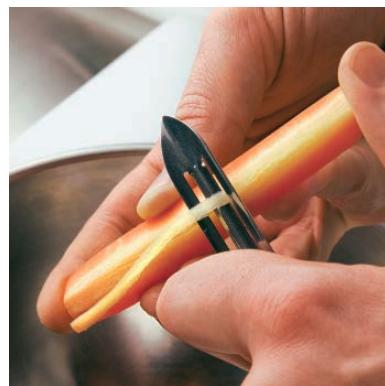
for.

Paysanne is a cut used as an aromatic garnish that, like the brunoise, can be served with the dish, or in soups after cooking. It calls for cutting the aromatic vegetables into thin 1cm triangular, square, round or diamond shapes and is mostly applied to aromatic vegetables such as carrots, celery, onions, turnips, and leeks.

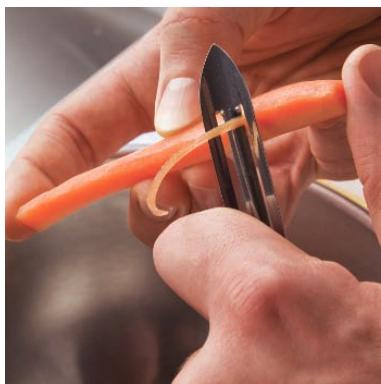
Hard Vegetable: Carrots



1 Cut the carrot lengthwise into quarters, depending on the size of the carrot.



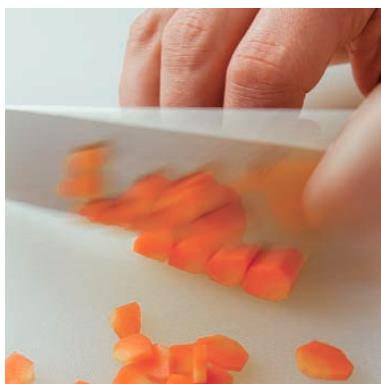
2 Round off the tip which also removes part of the woody heart which can be bitter.



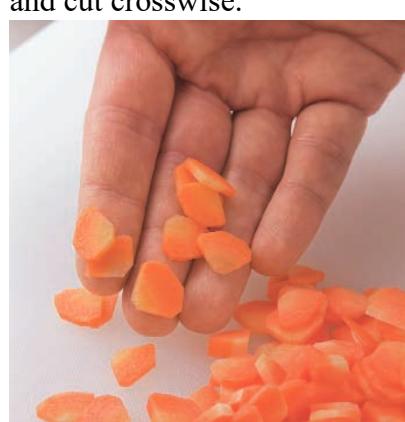
3 Round off the other edges.



4 Lay together on the cutting board and cut crosswise.



5 Cut approximately 1– 3 mm thick, depending on what it is being used



6 Carrot Paysanne

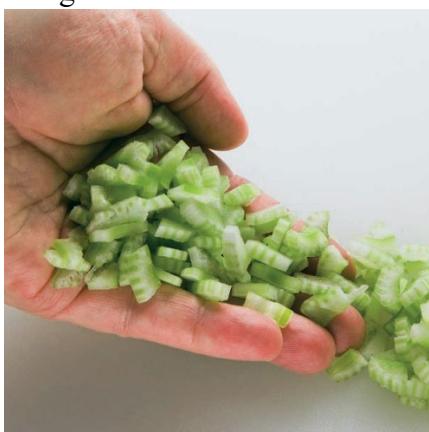
Soft Vegetable: Celery and Leek



1 Split the peeled stalk lengthwise into four.



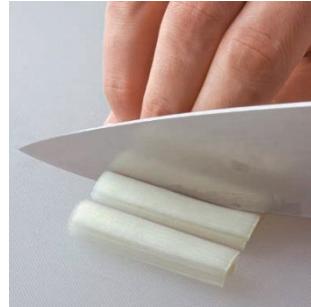
2 Thinly slice the cut celery, approximately 1–3 mm thick, depending on what it is being used for.



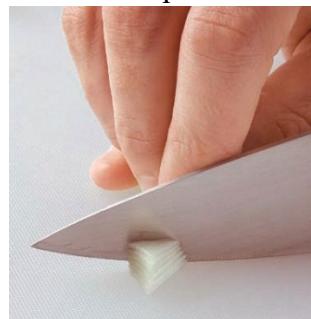
3 The result should be triangular shaped pieces of equal thickness.



Press flat a layer of leek on the cutting board



Cut into strips 1 cm wide.



Take each strip and begin cutting at an angle



Change the angle and cut again, creating triangles.

