

TEACHING SESSION PLAN	
Module: Certificate in Teaching and Learning	Date: 12/11/2018
Module for Teaching Practice: Professional Cookery Operations	Learning Unit: Lesson 1 (Peer Reviewed)
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: Cooking Principle Grilling	
Mark the type of session:	
Lecture <input type="checkbox"/> Tutorial <input type="checkbox"/> Lab <input type="checkbox"/> Practical/Studio <input checked="" type="checkbox"/> Workshop <input type="checkbox"/>	
<p>Module Description: 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> <p>Module Learning Outcome (What module outcome(s) is the class/session aligned to):</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the techniques and fundamental theory in relation to classical cuisine. • Demonstrate a competent level of skills and theoretical knowledge in food preparation in relation to classical cuisine food preparation. <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> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the basic cooking principal of grilling • Identify and select ingredients suitable for the cooking method of grilling as well as equipment necessary to apply this method of cookery • Produce one plate of a grilled fish dish and one plate of a grilled meat dish of an appealing standard 	

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"> • Definition of grilling • Heat sources used for grilling • Temperatures used during grilling • Factors influencing the cooking time • Advantages of Grilling • Disadvantages of Grilling • Equipment used for grilling • Food suitable for grilling • Hot butter emulsion sauce production • Chipped potato production 	2 <ul style="list-style-type: none"> • Definition of grilling • Heat sources used for grilling • Temperatures used during grilling • Factors influencing the cooking time • Advantages of Grilling • Disadvantages of Grilling • Equipment used for grilling • Food suitable for grilling
Supplementary Learning (Nice to know)	3 <ul style="list-style-type: none"> • Quality points when purchasing Fish • Different cuts of beef and their use 	4 <ul style="list-style-type: none"> • Research hot emulsion sauces and derivatives • Research potato varieties for chips

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):
Preparation Stage prior to Class	<ul style="list-style-type: none"> • Preparation of whiteboard in four sections allocated to, what will we learn today, the overall subject of grilling with pointers to important need to know, 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 existing knowledge	<ul style="list-style-type: none"> • Introduce the cooking method of grilling with a quick-fire Q & A session to attain what knowledge has been gained prior to class from Moodle section on grilling and from the theory class that runs parallel to the practical sessions, as well as discussion around this cooking principle 	<ul style="list-style-type: none"> • Quick fire Q & A session to demonstrate what knowledge that has been gained from Moodle section on grilling and from the theory class that runs parallel to the practical sessions
Stage 3 Clarifying 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 (Béarnaise Sauce) 	<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 20-minute break to be taken after the 1h and 40 minutes • Following on from the break student will continue with preparation but also starting the cooking of ingredients • Students will present the finished dishes

<p>Stage 7</p> <p>Reflection and Feedback stage</p>	<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
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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?

- It was a very successful class with the students gaining a good understanding of the cooking principle that is grilling
- For the first time the students prepared the fish used in class on a central table in groups of three, which allowed for better supervision, assistance and guidance, whereas in the past students prepared the same on their individual stations, making it difficult to get around to each student. This practice will be adapted to all classes going forward, as there is an increased benefit to the students learning
- The session allowed for the application of cooking over and under radiant heat
- The students gained additional knowledge on reductions, hot butter sauce emulsions, the quality points of fresh fish and the doneness of grilled meat
- Good discussion and reflection at the end of the class

What did not work?

- The class had a substantial amount of content which resulted in a slight overrun by 15 minutes at the end of the class

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 cooking principle that is grilling
- Psychomotor Domain – Perception, Set, Guided Response, Imitation, Manipulation

What would I do differently next time?

- Reducing or streamlining some of the practical elements in order to finish the session in time
- Use of Kahoot during class to promote a more intense student engagement, and post-it's at the end of class, to gather feedback on what students have learned

White Board Layout for class on grilling

<p>Time plan for today's session:</p> <p>9 to 9.30 Introduction to the module</p> <p>9.30 to 10.40 Demonstration and basic preparation</p> <p>10.40 to 11 Break</p> <p>11 to 12 Final preparation and cooking</p> <p>12 to 12.15 Presentation of dishes</p> <p>12.15 to 12.30 Clean down</p> <p>12.30 to 1pm Lessons learned, discussion, critical reflection, AOB</p>	<p>Introduction to Grilling:</p> <ul style="list-style-type: none"> • Heat sources • Types of grilling • Effects of grilling • Advantages • Disadvantages • The practice of using oil in grilling • Foods suitable for grilling 	
<p>Important Points:</p> <p>By the end of today's class, you will have an understanding of and practiced some elements of the basic cooking principle that is grilling</p> <ul style="list-style-type: none"> • Mackerel • Grilled Meat • Chipped potato – Discuss removal of starch • Bearnaise Sauce – Discuss hot emulsion sauces 	<p>Lessons Learned, Discussion, and Reflection:</p> <p>Discuss and reflect on:</p> <ul style="list-style-type: none"> • Tarragon and chervil stalks • Keeping hot butter emulsions warm • Grilling – oil on the product • How to thin a Bearnaise sauce if too thick • Cooking meat on and off the bone • Cooking meat well done 	<p>AOB</p> <ul style="list-style-type: none"> • Moodle

Grilling Important Points Lecture Notes

**Whole grilled mackerel with tomatoes,
basil, shredded fennel** 1 Portion

- Quality Points Fish
- Prep of Fish (**Dem**)
- Score the flesh (Why)
- Wrap the tail in foil (Why)
- Salad is a cooked salad
- How to shave the fennel without a mandolin (**Dem**)
- **At this point, start making the salad ?**
- **The importance of reading ingredients list to determine basic preparation prior to cooking**

Grilled beef or Lamb chops 1 Portion

- **Which cuts of meat and why**
- **Preheat griddle pan**
- **Why brush the product rather than the grill with oil**
- **How to check doneness**
- **Rare 45-50 med 55-60 wedo 75-77**

Chipped potatoes 400g between 2

- **Variety (Maris Piper)**
- **Removing the starch**
- **Size**
- **Temperature of Oil (140 -160 – 185) triple cooked**

Bearnaise sauce. (Dem**)** 250ml

- **What is a reduction: process of reducing a liquid mixture with the aim of intensifying the flavour.**
- **Make the reduction between 2**
- **Preserve the egg whites for pastry (**chill**), you could use pasteurised egg yolk to reduce waist and ensure safety**
- **What is an emulsion: At its most basic, an emulsion is a suspension of two liquids within each other that would not naturally mix what do you need to create an emulsion: emulsifier, and force**
- **Eggs - lecithin**
- **proper order, temperature and speed of combining**
- **What to do to save a hot butter sauce**

Variations:

- **Choron sauce – tomato concassé, well dried. No herbs.**
- **Foyot or valois sauce – warm meat glaze.**
- **Paloise sauce –mint stalks in place of the tarragon in the reduction. To finish, add chopped mint instead of the chervil and tarragon.**

Grilling



5.Grilling



- Grilling is the placing of foods on grill bars and exposing them to intense radiated heat
- Heat Source
 - Electric elements
 - Gas flame
 - Charcoal
- Also called 'Broiling'

Types of Grilling

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- **Cooking Over radiant heat**
 - Heat coming from below e.g. barbeque
- **Cooking Under radiant heat**
 - Heat coming from above the foods e.g. salamander
 - Placing foods on a tray to cook under a salamander is not true grilling
- **Cooking Between heat**
 - Cooking between two heated plates

The Principles of Cookery

Heat Transfer

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- **Grilling**
 - Food is cooked using radiated heat
 - ✦ In the form of infra-red rays
- **Infra-red rays**
 - Intense heat created using a high temperature
 - Pass instantly and directly to the food
 - Penetrate approx. 1mm into the food
 - Food continues cooking by conduction

The Principles of Cookery

Temperatures

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- **High temperatures needed to produce infra-red rays**
- **Surface temperature of most grilled foods**
 - 149°C to 204°C
- **High Temperature**
 - Develops colour and flavour
 - Increases shrinkage and moisture loss
 - Over-cooked food surface-reduces heat transfer
- **Use of temperature**
 - Care required, not to over cook
 - Food should not be dry, burnt or tough

The Principles of Cookery

Factors influencing the cooking time

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- Type of food
 - ✦ Fish require shorter time
 - ✦ Vegetables with high water content
- Properties of the food
 - ✦ The more tender the shorter the time
- Thickness and size
- Colour of the food
- Fresh vs frozen
- Temperature of the grill
- Degree of cooking required

The Principles of Cookery

Grilling Medium



- As grilling involves the instant transfer of radiated heat to the surface of the food there is no cooking medium
- The practice of using oil
 - Brushing with oil or fat
 - ✦ Prevents drying out during cooking
 - Brushing the grill bars
 - ✦ Prevents sticking

The Principles of Cookery

Equipment



- Underheat grill e.g. Barbeque
- Overheat grill e.g. salamander
- Between grill bars
- Tongs
- Skewers
- Palate knives
- Hollow wire cradles (for fish)

The Principles of Cookery

Foods suitable for Grilling

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- **Tender, prime cuts of meat,**
 - Marbling must be present, small regular shapes
- **Fish**
 - Whole or prepared cuts
 - Very little connective tissue
 - When cooked flesh is fragile
- **Vegetables**
 - Most unsuitable
 - ✦ Intense heat causes skin to shrivel up and form hard exterior
 - Must have a high moisture content
 - Skins brushed with oil
 - Mushrooms, tomatoes, courgettes, peppers

The Principles of Cookery

Advantages

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- **Quick method of cookery**
- **Charring adds a distinct flavour to foods**
- **Ease of control**

The Principles of Cookery