

The table below suggests some activities which could support course delivery

Course aims	Suggested learning activities
<p>Proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes</p>	<ul style="list-style-type: none"> ◆ demonstrations to show the use of ingredients, and a range of techniques and processes when making dishes ◆ watching film clips or TV programmes to reinforce demonstrations and identify new recipes ◆ practical cookery to practise and reinforce skills ◆ worksheets on equipment, techniques, ingredients, processes ◆ matching exercises to link equipment with techniques ◆ group activities to demonstrate processes and techniques in the production of dishes ◆ demonstrations by visiting chefs ◆ chef of the day awards ◆ demonstrations on weighing and measuring, food preparation techniques and cookery processes, followed by monitoring candidate performance ◆ contact with catering colleges, restaurants, industry partners and visits to local food outlets or cookery shows and exhibitions ◆ opportunities to use a variety of equipment appropriate to the techniques, when following a number of different recipes ◆ opportunities to use a variety of cookery processes appropriate to the techniques, when following a number of different recipes ◆ self- and peer-evaluation activities to identify areas for improvement
<p>Select and use ingredients to produce and garnish or decorate dishes</p>	<ul style="list-style-type: none"> ◆ use magazines, cookery books, etc to investigate garnishes/decorations ◆ worksheets on ingredients and use as garnishes/decorations ◆ demonstrations on the use of a range of ingredients to show presentation techniques for finished dishes ◆ demonstrations on a range of garnishes/decorations ◆ contact with catering colleges, restaurants, industry partners, and visits to local food outlets or cookery shows and exhibitions ◆ individual/paired/group practical activities to demonstrate garnishes/decorations ◆ group research and image board on different types of garnishes/decorations ◆ self- and peer-evaluation activities to identify areas for improvement

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Develop an understanding of the characteristics of ingredients and an awareness of their sustainability	<ul style="list-style-type: none"> ◆ using supermarket leaflets/magazines to investigate the types of ingredients available and their seasonality and sustainability ◆ group presentations on local ingredients ◆ food miles challenges ◆ group discussions/presentations on a range of ingredients and their characteristics ◆ current food waste reduction campaigns ◆ research into ingredient availability ◆ case studies to include costing of ingredients and recipes ◆ internet research into functions of ingredients in cookery ◆ ‘what am I?’ game — identifying ingredients from their characteristics ◆ mood boards/storyboards looking at sustainability seasonality/food miles ◆ mind maps/brainstorm sessions — to explain what sustainability looks like ◆ research/class debates — seasonal vs non-seasonal ingredients or local vs imported ingredients ◆ class presentation on importance of sustainable ingredients
Develop an understanding of current dietary advice relating to the use of ingredients	<ul style="list-style-type: none"> ◆ presentations on current dietary advice ◆ group activities on implementing dietary advice ◆ adapt and make a number of recipes to promote health/link to current dietary advice ◆ matching exercises — linking ingredients to current dietary advice ◆ produce current dietary advice leaflets for use within school or other establishments

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Plan and produce meals and present them appropriately	<ul style="list-style-type: none"> ◆ recipe bookmark on tests for readiness ◆ photographs of finished dishes for evaluation ◆ preparing dishes for a range of occasions ◆ recipe research for suitable dishes for specific occasions ◆ group and individual activities to carry out a plan to prepare dishes ◆ team challenges, for example games based on TV cookery competitions ◆ class discussions/quizzes on testing food for readiness ◆ TV cookery programmes and magazines/recipe book research ◆ self- and peer-evaluation activities to identify areas for improvement
Work safely and hygienically	<ul style="list-style-type: none"> ◆ collages/posters/information leaflets linked to safe hygienic practices ◆ environmental health visits ◆ peer support/evaluation of safe hygienic practices ◆ practical food activities to allow candidates to demonstrate safe hygienic practices ◆ work in pairs to identify possible safety and hygiene hazards in a work area ◆ produce hygiene and safety posters, for example 'Handling eggs and raw meat' or 'Storage and cooking of ingredients' ◆ case studies — of a 'disaster kitchen' and identification of hygiene and safety errors