



**STAFF  
TRAINER**  
TOURISM SECTOR

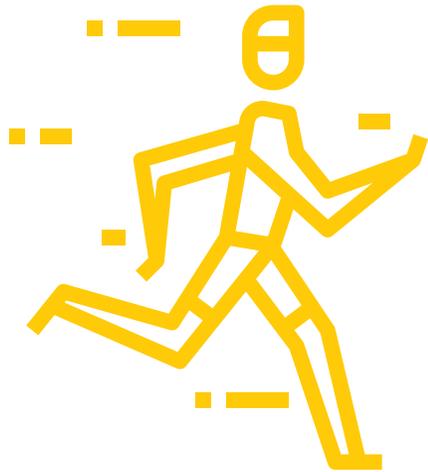


Co-funded by the Erasmus+ Programme of the European Union

## PREPARING TRAINING (2) CHEF

4

# AIM OF TRAINING PREPERATION



RIGHTLY SELECTED METHODS OF TEACHING  
ALLOW TO ACHIEVE THE SET GOALS .

THANKS TO THAT , THE SKILLS ACQUIRED  
DURING TRAINING APPLY TO EVERYDAY  
WORK EXERCISES.

IN ORDER TO CHOOSE THE MOST  
EFFECTIVE METHODS, YOU HAVE TO THINK  
ABOUT MANY ASPECTS



# AIM OF TRAINING PREPERATION

IN THIS MODULE, WE WILL LOOK AT PREPARING TRAINING FROM THE TECHNICAL SIDE, AND SELECT THE BEST METHODS OF WORKING WITH THE GROUP AND TEACHING RESOURCES.



# EFFECTIVE TEACHING

YOU LEARN THROUGH  
WHAT YOU...

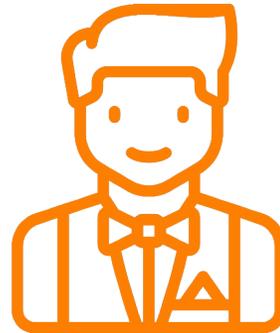
→ SEE

→ HEAR

→ TASTE

→ SMELL

→ TOUCH



→ DO

→ IMAGINE

→ FEEL

→ THINK



**YOU KNOW WHAT YOU HAVE TO  
LEARN BUT HOW TO DO IT BEST?**

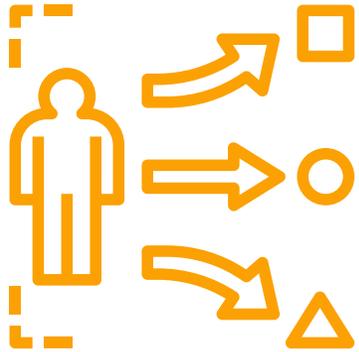


In order to transfer new knowledge to the chefs and teach them new skills, the trainer should know that the effect depends on the ways of communication and the preferred learning style

### **We learn from :**

- ➔ What we read - 10%,
- ➔ What we hear - 20%,
- ➔ What we see - 30%,
- ➔ What we see and hear - 50%,
- ➔ What we say - 70%,
- ➔ What we say and do - 90%.

## HOW TO RECOGNISE TYPES OF LEARNERS?



**YOU KNOW WHAT YOU HAVE  
TO LEARN.  
BUT HOW TO DO IT BEST?**

### VISUAL

Usually sits straight and follows the lecturer with his eyes. To recall information, he often recreates the image associated with it

### AUDITORY

He can repeat words silently or nod. In order to remember the information, he "is listening to the recording in his head"

### KINESTHETIC

usually it sits comfortably on a chair, sways or moves in a different way

### TACTILE

likes to play with various objects while listening, can also play with hair or rub his hands

**KINESEHTIC AND TACTILE ARE OFTEN REFFERED TO AS THE  
„ACTIVE” TYPE**



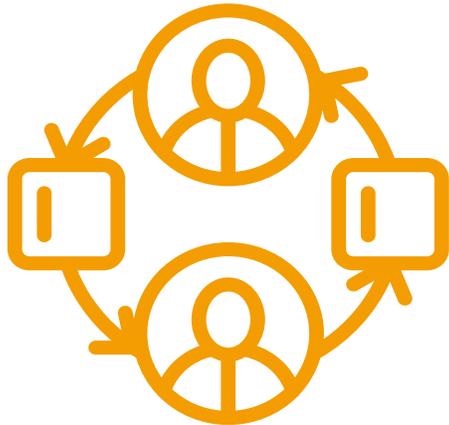


## DURING A FIRST DEGREE CARVING COURSE:

- ➔ **A visual learner** will benefit the most from viewing carving knives, photographs depicting the course of creating particular sculptures, observing the show, colleagues at work and remembering the picture of what he is doing, he will remember the colours of vegetables and fruits he sees and uses.
- ➔ **A listener** will benefit most from the use the commentary for the presentation, lecture, and instruction preceding the exercises,
- ➔ **An active learner** will benefit the most from practical exercises: cutting, sculpting and arranging compositions

# EFFECTIVE TEACHING

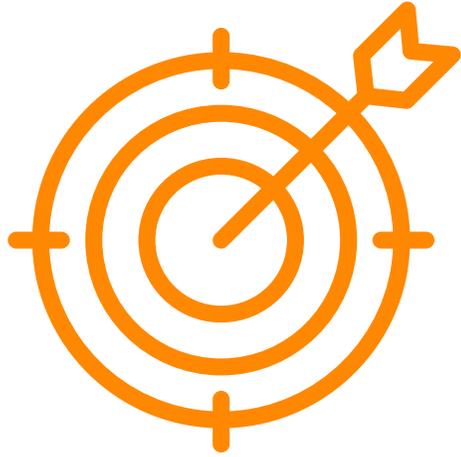
**EACH OF THE PARTICIPANTS HAS ALL OF THE LEARNING STYLES COMBAINED.**



Regardless of their interests and predispositions, both participants of cooking courses or carving of various degrees, confectionary as well as specialist trainings concerning eg vegan, French, Italian or Thai cuisine, use all kinds of learning and skills.

Differences between learners depend on different proportions in the participation of individual types of reception and, in general, the domination of one of them.

# EFFECTIVE TEACHING



**SELECT APPROPRIATE METHODS  
OF TRANSFERRING KNOWLEDGE**

**ALL KEYWORDS CAN BE PRESENTED USING  
VARIOUS METHODS. SELECT AND APPLY THOSE  
WHICH:**

- ➔ Give the best effects,
- ➔ Guarantee a clear message,
- ➔ Allow to create a good atmosphere,
- ➔ Are able to be applied in specified conditions.



## EXPOSITORY METHODS

They are traditional methods of transferring knowledge.

Remember that focusing on what you hear does not last long.

Listeners will only come out with around 20% of what you said in the lecture.



EXAMPLE DOCUMENTS  
Work Card 2



PODCAST  
Recording no 1

# METHOD SELECTION

## EXPOSITORY METHODS MOST OFTEN USED IN TRAINING

- **LECTURE**      verbal information transfer  
*Eg the differences between hard and soft fruits*
  
- **DISCUSSION**      A discussion with participants of the training and referring to their knowledge and experience  
*g. About using fruits and their characteristics*
  
- **NARRATIVE**      Verbal presentation of some action or event  
*Eg. The last carving contest*

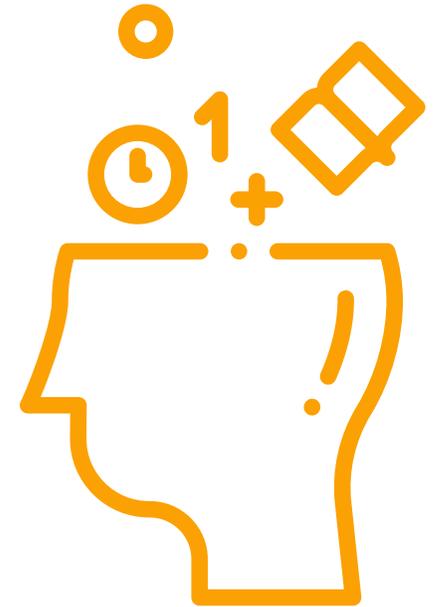
## EXPOSITORY METHODS MOST OFTEN USED IN TRAINING

- **DESCRIPTION** characterisation of objects, phenomena, activities unknown to participants – e.g. Carving techniques used by master chefs from Thailand
- **ANECDOTE** short story about some funny or unusual event, ended with a surprising, witty point, for example about exchanging sentences with guests, such as: a story about a swan carved from a watermelon which fell apart during a party
- **INSTRUCTION** explanation for understanding the phenomenon, Eg why should we keep sculptures from fruit and vegetables in cold water

## PROBLEM METHOD

These methods are much more effective than expository methods. Thanks to the involvement of the participants in solving problems set up by the trainer, they become active and strive for the final solution.

It should not be forgotten that such methods are more demanding from the participants, but also from the trainer, who must actively correct and determine the way to solve the problem.



EXAMPLE DOCUMENTS  
Work Card 3



PODCAST  
Recording no 2

## PROBLEM METHOD

### MOST OFTEN USED DURING TRAINING AND COURSES

- **PROBLEM LECTURE** Lecture consisting in proposing a problem by the trainer and then pointing out possible solutions and consequences, for example: Herring was ordered for a wedding reception of 60 people. The recipe assumes a 10% vinegar use however, there is not enough of it in storage but there is enough of wine vinegar 6%.
- **CONTROVERSIAL LECTURE** It consists in interleaving it with the participants' statements or carrying out their tasks E.g. The strengths and weaknesses of using the cook&chill system during organising large events.
- **CLASSIC PROBLEM METHOD** It consists in solving the problem situation by the learners themselves and indicating possible solutions, e.g. the trainer describes a situation where a chef gets a complaint that the guest who ordered the roasted pheasant found a bullet in it.

## **ACTIVATING METHODS MOSTLY USED AT TRAININGS AND COURSES**

- ➔ **CASE AND SITUATIONAL METHODS** rely on presenting participants with a description of a case or situation and motivating them to evaluate events, indicating possible solutions, eg there is a reservation for 60 people however, 10 more show up
- ➔ **DIFFERENT TYPES OF DISCUSSION** they rely on the exchange of ideas and views on a given topic in a different way, they support both substantive training and social competences, eg. Is it worth to apply the sous vide method in gastronomical establishments?
- ➔ **PRACTICAL METHODS** rely on practicing practical exercises including new professional tasks. They are discussed later.

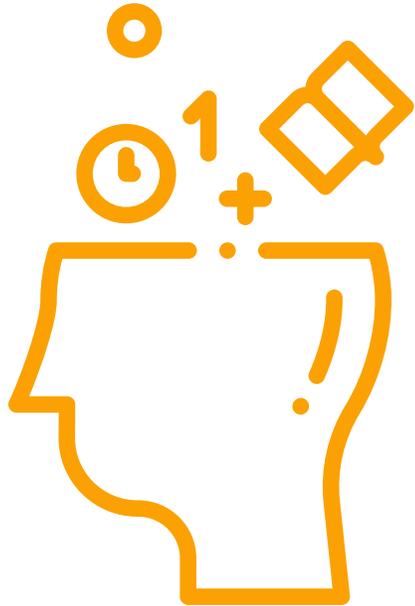


## PROBLEM METHODS-ACTIVATING

Activity and creativity is the quintessence of every chef's work. These methods involve all the senses of participants in the training, which makes them the best for learning new knowledge and gaining skills.

Their use makes learning become active and creative just like the work in the kitchen.

# METHOD SELECTION



## PROGRAM METHODS

The most important element of this kind of teaching is a proper computer program, in which a properly ordered set of commands is contained.

The execution of the command may be conditioned by the execution of the previous one. This process does not have to involve a trainer.

### AN EXAMPLE:

**Creating a raw material order using a computer software for a work anniversary party.**

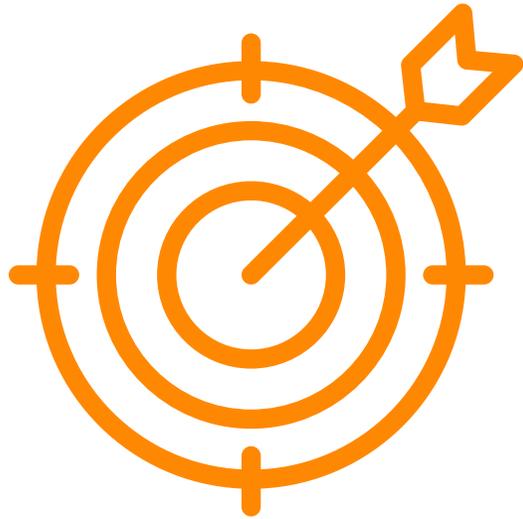
# METHOD SELECTION

## EXPOSITORY METHOD

(engaging mainly the visual sense) used in training and courses

- ➔ **SHOWS**      they rely on the presentation of the way the task is performed, eg the trainer shows how to carve a rose in a watermelon
  
- ➔ **FILMS**      they are particularly useful when the training conditions differ significantly from the actual ones in which the vocational training tasks are to be performed or when they do not allow to conduct a demonstration or exercises  
e.g. roasting a salmon on a spit during a garden party
  
- ➔ **SCENES**      used mainly during the training of social competences, they show possible responses and behaviours of people e.g the chef's reaction to negative feedback from the customers
  
- ➔ **EXHIBITIONS**      they are extensive expositions, organized mainly at trade fairs and competitions e.g an exhibion of sculptures done using the carving method





## PRACTICAL METHODS

Commonly used in the training of chefs, because they are connected directly with the activities that are to be mastered. These methods have the best effect, because they combine the verbal message, image and activation of the participant.

They assume the full activity of participants on training.



EXAMPLE DOCUMENTS  
Work Card 2



PODCAST  
Recording no 1 and 2

# METHOD SELECTION

## **PRACTICAL METHODS** **Most often used in training of chefs**

➔ **SHOW WITH  
EXPLANATION**

Connecting the show with explanations regarding the presented object or phenomenon, e.g. a show of a new convection oven with an explanation of its functions

➔ **SHOW WITH  
INSTRUCTIONS**

a combination of a demonstration explaining how to proceed and the order in which the activity is carried out, e.g. showing how to carve a flower from a courgette with instructions

# METHOD SELECTION

## **PRACTICAL METHODS** Most often used in training of chefs

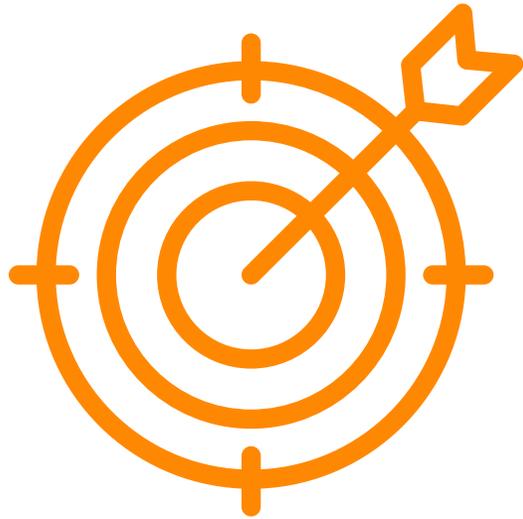
➔ **COURSE, LABORATORY  
AND PRODUCTION  
EXERCISES**

practical execution of professional tasks in contractual, low-simulated and real conditions, eg Using sweet potato in dishes

➔ **PREPARING THE PROJECT**

development of a service, system or object design along with relevant information, e.g a project of banquet table decoration using sculptures from fruit done by the carving technique

# METHOD SELECTION



## PRACTICAL METHOD

Demonstrations, exercises, projects are very effective methods, thanks to which one can acquire knowledge and skills gradually and with increasing difficulty.

The action learning method is constructed "vice versa". It focuses on the analysis of actions already taken, from which knowledge emerges leading to the improvement of skills and quality of future behaviours. This analysis includes answering questions:

**Where?, who?, when?, what?, why?, how big?, how many?**



## PRACTICAL METHOD – action learning

**For example after an observation of :**

- ➔ Carving sculptures from hard vegetables (carott, cellery, raddish)
- ➔ Making decorations from caramel
- ➔ A film which shows how to compose dishes based on molecular kitchen

you should point out all correctly completed activities, all errors noticed, consider how many of them were, why they were committed and what to do to avoid them in the future.

# METHOD SELECTION



## PRACTICAL METHODS

**JUST DO IT !**

There are no skills that can be taught efficiently without practical exercises.

**Without effort it won't work!**

# METHOD SELECTION

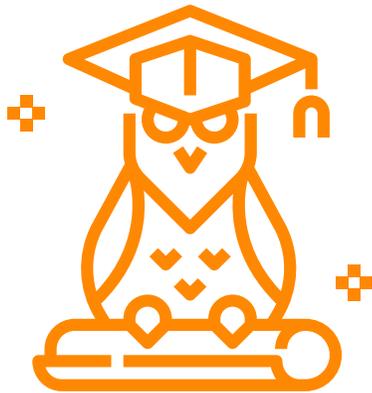


## DURING METHOD WORK THE TRAINER SHOULD CONSIDER:

- ➔ set goals,
- ➔ types and scope of the content of education,
- ➔ diversity of participants,
- ➔ training conditions (time, number of participants, available funds, etc.).

**The methods can be combined with each other which will enable a flexibility of going from one keyword to another.**

## METHOD SELECTION



**BECAUSE THE BRAIN CANNOT FOCUS ON EVERYTHING, THE BORING AND MONNOTONE WORKSHOPS WILL NOT BE REMEMBERED**



These are the specific objects which facilitate the proces of gaining and transfeering of skills and knowledge

They can fulfill their task of facilitating learning if they:

- trigger certain stimuli for sight, hearing, touch and smell,
- teach what they should,
- unambiguously present the characteristics of objects, phenomena,
- Are consistent with the content and purpose of the message





**TEACHING AIDS**

**TECHNICAL AIDS**

**LEARNING MATERIALS**

**PEDAGOGICAL WORKING AIDS**



## TEACHING AIDS

### VISUAL

- ➔ graphic (maps, charts)
- ➔ pictorial (illustrations, photographs)
- ➔ books

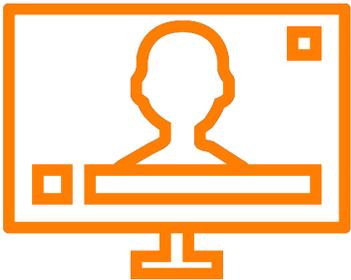
Example: A diagram of a convection oven

### SPATIAL

- ➔ static (exhibits, models)
- ➔ movable (exhibits, models)

Example: movable confectionery model





## TEACHING AIDS

### VISUAL

#### SLIDES

- ➔ e.g. a slide show on CCP monitoring
- ➔ **PRINT OUTS**
- ➔ E.g. recepies

### AUDITORY

#### RECORDINGS

- ➔ e.g. An interview with a chef on student nutrition in schools

### AUDIO-VISUAL

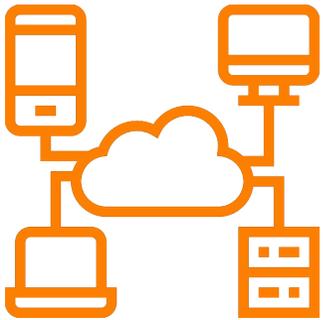
#### FILMS

- ➔ E.g. presentation of preparing a pasta by a Chinese chef by stretching method

#### PROGRAMMS

- ➔ e.g. a report on a carving contest





## TECHNICAL AIDS

### COMPUTER

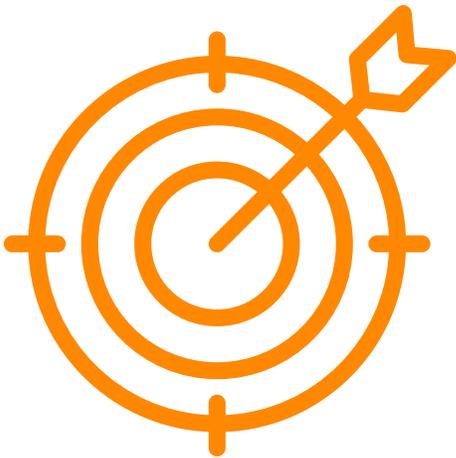
- INTERNET
- MULTIMEDIA
- PRESENTATIONS

### RECORDING

- CAMERA
- VIDEO CAMERA
- DICTAPHONE
- TAPE RECORDER

### PLAYERS

- MULTIMEDIA
- CD
- DVD



## DIDACTIC RESOURCE CHARACTERISTICS:

- ➔ Resources which are visual should be clear, highlighting the details you need,
- ➔ Exhibitions and models should be close to reality,
- ➔ Print out materials should relate only to the subject of the training,
- ➔ Recorded materials should be of good quality, clear and without any unnecessary background noises
- ➔ Films and short programs which from a few to several minutes,
- ➔ multimedia presentations clear, clearly visible, without excess text,
- ➔ technical means efficient, adapted to the training conditions

## PEDAGOGICAL WORKING AIDS

### MACHINES AND DEVICES

for example: freezer, convection oven, electric grill

### TOOLS

for example: scales, can openers



### ITEMS / RAW MATERIALS

e.g. meat, flour, dishes

### INSTRUMENTS

e.g. carving knife, cutting knife

# MUTUAL SUPPORT OF METHODS AND DIDACTIC RESOURCES



**ALLOWS FOR A FULL AND CLEAR KNOWLEDGE AND SKILL TRANSFER.**

**ACTIVATES THE SENSES, FACILITATES REMEMBERING AND ACHIEVING SET GOALS.**



## APPLICATION OF **EXPOSITORY** METHODS IN THE TRAINING "FIRST DEGREE CARVING"

- You can start with a short story about why carving is used.
- To present the history of carving use an information lecture interspersed with anecdotes and fun facts.
- To illustrate the lecture, you can use: photography, film or slides from a multimedia presentation.
- If you want to relax the atmosphere a bit, talk about your own experience related to the topic.

**EXPOSITORY METHODS**



**PROBLEM METHODS**

## APPLICATION OF **PROBLEM** METHODS IN THE TRAINING "FIRST DEGREE CARVING"

Provide a description of the situation when you or your colleague started for the first time in the "Art of carving" contest or a similar event and something unexpectedly happened.

Provoke a brainstorming discussion of how you can behave in a similar situation and what the consequences may be.

You can show a fragment of a similar event on a film reconstructed from the Internet using a computer or a player.

# SELECTING METHODS AND DIDACTIC RESOURCES- EXAMPLES



**PRACTICAL METHODS**

## APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "FIRST DEGREE CARVING"

Prepare a stand for the preparation of carving from fruit and vegetables. Show products that are best for this.

Using the presentation with explanation, present the knives used for carving and their uses.

Then do the demonstration with instructions on how to perform the sample sculpture from for example a carrot.

To carry out the exercise you will still need work items; a bowl, water, chopping board



**PRACTICAL METHODS**

## APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "FIRST DEGREE CARVING"

Participants should join individual exercise classes, i.e. each of them has the task to perform;  
a number of sculptures from fruit and vegetables according to your instructions with the possibility of using the same means and materials as used during the show.

During the exercise, the trainer shares observations and comments.



**PRACTICAL METHODS**

## APPLICATION OF **PRACTICAL** METHODS IN THE TRAINING "FIRST DEGREE CARVING"

**Based on the observation of direct or filmed participants during work using a camera, you can use the action learning method.**

To do this, the participants should analyse the implementation of the exercise by answering the following questions:

- ④ **Who did what right?**
- ④ **What errors were noted when using the carving knives?**
- ④ **Why did they happen ?**
- ④ **How to avoid them in the future?**



# STAFF TRAINER

TOURISM SECTOR



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**GO TO THE NEXT  
MODULE MATERIALS**

