

TEACHING PRACTICES ACTIVITY DESIGN

1. Basic Information / Name of learning session	Provider: spok gmbh Kitchen Trainer: Udo Paulke Date: 07.07.25 Class/Grade/Target group: Apprentices in the 2nd year of chef training VET Area: Dual Gastronomy Name/Subject/Topic: Teamwork and Conflicts in the Kitchen Duration: Approx. 2 teaching hours Age of Students: 19-24 System: Dual system (vocational school) Background: Between students and between students and trainers there are different views of how to cope with a working situation in the kitchen: Buffet planning for new guests. This has resulted in a conflict situation (task conflict /conflict of interest – students and trainers have competing professional interests when planning and implementing a task and disagree on how to accomplish the goal)
2. Learning objectives in combination with WP3 learning modules /outcomes	Cognitive goals: Understanding teamwork dynamics and conflict resolution strategies • Affective goals: Developing teamwork, improving communication • Skill development: Critical thinking, collaboration skills, reflection, constructive feedback techniques
3. Didactic methods to decide upon (derived from the WP 3 learning modules)	• Methods: Problem-Based Learning • Also used: Collaborative Learning, Experiential Learning (Role-plays), Discussion-Based
4. Teaching strategies	• Peer learning • Differentiated instruction • Direct instruction (for buffet planning basics)
5. Materials & Resources	• Printed materials (recipe worksheets, planning templates) • Digital tools (presentation slides, video clips on kitchen teamwork) • Hands-on materials (kitchen equipment, ingredients) • Assessment tools (1x sheet for students, 1x sheet for T/T)
6. Lesson´s content, theme description and structure	Introduction / Theme Description: • Warm-up: Short video on team dynamics in professional kitchens • Relevance: Real-world kitchen environments often involve pressure and team conflict Main Activity: • Teacher explains the scenario: Buffet planning under team conflict • Student-centered tasks: Role-play conflict, plan menu, create kitchen team rules • Hands-on: Prepare and present the buffet in small teams Reflection & Discussion: • Questions: What caused the conflicts? How were they resolved? What helped teamwork improve? • Peer feedback on teamwork experience Conclusion:

	Realization of teamwork strategies and communication skills in the kitchen
7. Assessment & evaluation	- Teacher Observation: Participation, teamwork behavior - Self-Assessment: Reflection sheets - Peer Assessment: Evaluation of contributions 70% teacher and learner satisfaction aimed
8. Teacher's expected outcomes and experience and reflection afterwards	- Expected student response: High engagement, potential emotional tension during role-play - Challenges: Managing real conflict, time constraints; Solutions: clear structure, guided facilitation - Adaptations: Pairing support students with confident peers, scaffolding tasks - For dual/school-based VET: Adjust kitchen logistics, integrate with company experience