

TEACHING PRACTICES ACTIVITY DESIGN

1. Basic Information / Name of learning session	Provider: spok gmbh Kitchen Trainer: Udo Paulke Date: 08.07.25 Class/Grade/Target group: Apprentices in the 2nd year of chef training VET Area: Dual Gastronomy Name/Subject/Topic: Applying Kitchen Terminology – Learning How to Learn in the Kitchen Duration: Approx. 2 teaching hours Age of Students: 19-24 System: Dual system (vocational school) Background: students in 2nd year VET kitchen training must learn professional kitchen terminology (native language /French) according to the curricula. They mean that this is not as important as the trainer says, because they are doing training in the kitchen and not doing “some language training”. They are therefore not motivated to learn and think it is only “complicated theory” which they don’t really need in their future kitchen job. The trainer thinks that some of the reasons for disinterest and underachieving while learning this, might come from wrong learning techniques in the group of students.
2. Learning objectives in combination with WP3 learning modules /outcomes	• Cognitive goals: Understand and apply basic kitchen terminology, develop vocabulary learning strategies • Affective goals: Foster mutual support, awareness of individual learning styles • Skill development: Reflection, visual and strategic learning, peer collaboration
3. Didactic methods to decide upon (derived from the WP 3 learning modules)	• Methods: Problem-Based Learning • Also used: Collaborative Learning, Experiential Learning, Discussion-Based
4. Teaching strategies	• Peer learning • Differentiated instruction • Direct instruction (for ways of learning, repeating and using the kitchen terminology)
5. Materials & Resources	• Printed materials (flashcard templates, worksheets) • Hands-on materials (picture cards, kitchen utensils) • Assessment tools (observation checklists, quizzes)
6. Lesson’s content, theme description and structure	Introduction: • Activity: 'What does that actually mean?' – introduction of terms (e.g., Julienne, Sautoir) • Objective: Motivation through real-life connection • Method: Brainstorming; visual support for learners with difficulties Main Activity: • Learning stations: 1. Match terms with images (visual) 2. Explain terms in own words (verbal) • Differentiation: choice of term complexity, visual aids, partner support Application: • Activity: quiz (or memory game) • Goal: Reinforce terminology

	- Alternative: Picture-word memory game for weaker learners Reflection & Discussion: - Activity: Learning style test, group reflection - Questions: What helped you? How do you learn best? - Materials: Symbol-supported questionnaires Conclusion: - Summary of strategies and terminology outcomes
7. Assessment & evaluation	- Teacher Observation: Participation, communication, teamwork - Self-Assessment: Reflection on learning preferences and progress - Peer Assessment: Support and collaboration 70% teacher and learner satisfaction aimed
8. Teacher´s expected outcomes and experience and reflection afterwards	- Expected student response: High engagement due to practical and varied tasks - Challenges: Differences in prior knowledge and motivation; Solutions: Visual aids, peer support, real-world context Adaptations for learners with special needs: Pictograms, structured phases, if needed: social support - Adaptations for different VET settings: Flexible implementation for different kind of kitchen or company based training