**Youth Explore Trades Skills Cook**

# Exploring the Culinary Arts – Professionalism

## Description

This will be the students’ introduction to the concept of *professionalism*. Students will brainstorm what they consider to be the professional traits of a chef. The teacher can use “scenario cards” for the students to re-enact or demonstrate the professional traits. The students will understand what personal behaviour traits are and their importance in a professional’s career choice.

## Lesson Outcomes

Students will be able to apply the professional traits of a chef by:

* displaying a positive attitude toward their job
* developing endurance
* demonstrating the ability to work well with others
* demonstrating their eagerness to learn
* demonstrating their dedication to producing quality foods, and
* understanding the importance of experience.

Students will be able to apply the personal behaviour traits of a chef:

* by balancing their professional and personal lives
* while understanding and managing stress, and
* by developing and maintaining good health

## Assumptions

The teacher will become familiar with:

* the correct attire for a chef, and will dress accordingly
* the professional traits of a chef, and
* will demonstrate these traits in class

## Terminology

**attitude**: Attitude is the expression of a person’s favour or disfavour of particular person, place, thing, or event.

**chef**: A chef is a professional trained and skilled in preparing food.

**professionalism**: Professionalism relates to a job that requires special training and experience, skills and qualities to become a member of a profession.

**stress**: Stress is state of mental, emotional, or physical strain or tension that results from demanding conditions.



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## Estimated Time

2 70-minute classes

## Recommended Number of Students

Up to 24

## Facilities

Home Economics teaching lab and/or Culinary Arts teaching kitchen

## Resources

Draz, John, and Christopher Koetke. *The Culinary Professional. 3rd ed*. Goodheart-Willcox, 2017. Pages 52–93.

BC Cook Articulation Committee. *Working in the Food Service Industry*. Go2HR.

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https://opentextbc.ca/workinginfoodserviceindustry/

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# Demonstrating Skills And Knowledge

## Procedure

This Activity Plan will introduce the student to the personal and professional traits of a chef. The students will be expected to demonstrate these traits on a daily basis.

### Day 1: Professional Traits of a Chef

This will be a teacher-led activity. The teacher can brainstorm with students what it means to be a professional. The teacher can then ask the class to brainstorm the traits of a professional chef. Using the list provided by the students, the teacher can lead the discussion into what the actual traits are.

### Day 2: Personal Traits of a Chef

The teacher will list the personal traits on the board. The students will work in pairs and brainstorm situations that demonstrate these personal traits in the workplace. Students can then share their examples with the rest of the class. The teacher will need to make sure the examples the students invent are correct.

## Evaluation Guidelines

**Safety**: This is a continuing objective that can be evaluated by observing whether students demonstrate the professional and personal traits of a chef in class.

**Tools and equipment**: This is a continuing objective that will be assessed using formative methods; students will show evidence of learning by demonstrating the professional traits of a chef.

## Extension Activities

The teacher could extend this lesson by asking students to identify these traits in themselves and how they could improve these traits in themselves.

Interview a chef or email a chef and ask them what characteristics they have that make them a professional chef.

Have students identify the different working requirements for bakers, butchers, breakfast chefs, etc.

Students will be continuously evaluated on this topic throughout the course.

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