



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOCD501

Production of Chinese
hot dishes

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



PRODUCE CHINESE HOT DISHES



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COORDINATION TEAM

Aimable Rwamasirabo

Felix Ntahontuye

Eugène Munyanziza

Production Team

Authoring and Review

Jean Bosco Sibomana

Vianney Gasarasi

Rene David Nsabimana

Conception, Adaptation and Editorial works

Jean Marie Vianney Muhire

Vincent Havugimana

John Paul Kanyike

Formatting, Graphics, Illustrations, and infographics

Jean Claude Asoka Niyonsaba

Patrick Uwineza

Albert Ngarambe

Coordination and Technical support

Ubukerarugendo Imbere Project and RTB

Project Implementation

MCT Global Ltd.

TABLE OF CONTENT

AUTHOR'S NOTE PAGE (COPYRIGHT)	i
ACKNOWLEDGEMENTS	ii
LIST OF ABBREVIATIONS AND ACRONYMS.....	v
INTRODUCTION	1
LEARNING OUTCOME 1: PERFORM PRE-DISH PREPARATIONS ACTIVITIES	3
Topic 1.1: Perform Chinese hot kitchen preliminary activities	6
LEARNING OUTCOME 2: MISE-EN PLACE OF CHINESE HOT DISHES	11
Topic 2.1: Preparation of ingredients for Chinese Meat and sea food hot dishes.....	14
Topic 2.2: Preparation of Ingredients for Chinese Starch and noodles hot dishes	17
Topic 2.3: Preparation of Ingredients for Chinese Vegetable hot dishes.....	20
Topic 2.4: Preparation of Ingredients for Chinese soup dishes.....	23
Topic 2.5: Preparation of Ingredients for Chinese sauce dishes	26
LEARNING OUTCOME 3: COOK HOT CHINESE DISHES	35
Topic 3.1: Application of cooking methods and techniques for Chines hot dishes.....	37
Topic 3.2: Application of Cooking methods and techniques for Chinese sea-food dishes...	40
Topic 3.3: Application of cooking methods and techniques for Chinese Starch and noodles dishes	43
Topic 3.4: Application of ccooking methods and techniques for Chinese Vegetables hot Dishes.....	46
Topic 3.5: Application of cooking methods and techniques for Chinese soups	50
Topic 3.6: Application of cooking methods and techniques for Chinese sauces.....	53
LEARNING OUTCOME 4: PRESENTING CHINESE DISHES	59
Topic 4.1: Presentation of Chinese Meat and sea food dishes	62
Topic 4.2: Presentation of Chinese Starch and noodles dishes.....	65
Topic 4.3: Presentation of Chinese Vegetable dishes	68
Topic 4.4: Presentation of Chinese soups dishes	71
Topic 4.5: Presentation of Chinese sauces' dishes.....	74
REERENCES	86

LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
PPE:	Personal Protective Equipment
RQF:	Rwanda Qualification Framework
RSB:	Rwanda Standards Board
RTB:	Rwanda TVET Board
TVET:	Technical and Vocational Education and Training

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Production of Chinese Hot Dishes**. Students undertaking this module shall be exposed to practical activities that will develop and nurture their competencies. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

The Trainer's Manual is subdivided into Learning Outcomes, each learning outcome has got various topics. You will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help students discover what they already know about the unit.

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify their strengths, weaknesses, and areas for improvement.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

PRODUCE CHINESE HOT DISHES

Learning Outcomes	Learning Hours	Topic
1. Perform pre-dish preparations activities.	15	1.1. Perform Chinese hot kitchen preliminary activities
2. Mise-en place of Chinese hot dishes	15	2.1. Preparation of ingredients for Chinese Meat and sea food hot dishes
		2.2. Preparation of Ingredients for Chinese Starch and noodles hot dishes
		2.3. Preparation of Ingredients for Chinese Vegetable hot dishes
		2.4. Preparation of Ingredients for Chinese soup dishes
		2.5. Preparation of Ingredients for Chinese sauce dishes
3. Cook Hot Chinese dishes	30	3.1. Application of cooking methods and techniques for Chinese Meat dishes
		3.2. Application of Cooking methods and techniques for Chinese sea-food dishes
		3.3. Application of cooking methods and techniques for Chinese Starch and noodles dishes.
		3.4. Application of ccooking methods and techniques for Chinese Vegetables hot Dishes
		3.5. Application of cooking methods and techniques for Chinese soups
		3.6. Application of cooking methods and techniques for Chinese sauces
4. Presenting Chinese dishes	20	4.1. Presentation of Chinese Meat and sea food dishes
		4.2. Presentation of Chinese Starch and noodles dishes
		4.3. Presentation of Chinese Vegetables Dishes
		4.4. Presentation of Chinese soups dishes
		4.5. Presentation of Chinese sauces' dishes

LEARNING OUTCOME 1: PERFORM PRE-DISH PREPARATIONS ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What do the illustrations show?
 - b. What topics do you think will be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to perform pre-dish preparations activities.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:

- a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There is no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
4. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
Describe cleaning principles	Check Chinese kitchen chef personal grooming	Be flexible when Check Chinese kitchen chef attire
Differentiate cleaning tools, equipment and cleaning agents	Select cleaning tools equipment and cleaning agents	Very kin and focus on expired products
Identify kitchen chef attire	Apply cleaning methods	Pay attention to the details and sensitive on Poor Hygiene



Steps:



Discovery Activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 1 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic 1.1: **Perform Chinese hot kitchen preliminary activities**

Topic 1.1: Perform Chinese hot kitchen preliminary activities

	Objectives: By the end of the topic, trainees will be able to: - Check correctly personal grooming for Chinese kitchen chef attire - Clean appropriately Chinese kitchen
	Time Required: 8 Hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit, Trainer guided
	Materials, Tools and Equipment Needed: Personal Protective Equipment: Boots, gloves and uniform Cleaning equipment: Mops, Brooms, pedal bin and vacuums Cleaning agents: Liquid soap, glass cleaner, oven cleaner and disinfectants Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation, individual and group work, group discussion, documentary research ☐ Written assessment, oral presentation
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Inclusivity and gender mainstreaming ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem-Solving



Task 2

Instructions to the trainer:

1. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer asked questions on task 2 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
2. Using appropriate methodologies such as question and answer sessions in large groups, or pair and small group presentations, prompt students to share their answers with the class. As they present, write down their responses for future reference. Encourage all students to contribute their perspectives and ideas during the sharing session.
3. After the sharing session, refer students to **Key facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/roleplay under task 3 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.

- Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
- After the sharing session, refer students have to refer to **Key Facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
- Use the following checklist to check your classmates' performance

Checklist	Observation	
Chef attire is well respected	Yes	No
✓ Chef coat is dressed		
✓ Fitting clothes are dressed		
✓ Apron is worn		
✓ Head covering is dressed		
✓ Protective glove is put on		
✓ Footwear is dressed		
Relevancy of Cleaning tools, materials and Equipment	Yes	No
✓ Both Mechanical and Manual cleaning equipment are selected		
✓ Cleaning and sanitizing agents are selected		
✓ Surface cleaning tools are selected		



Activity 3: Application



Task 4: Instructions to the trainer:

- Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 4 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
- Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
- Encourage all students to give their views.

4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic 1.1: **Perform Chinese hot kitchen preliminary activities**



Formative Assessment

1. Answer by true or false to the statement below:

The following are methods of cleaning the kitchen areas

- a. Pressing ,**Response: False**
- b. vacuuming ,**Response: True**
- c. Scouring, **Response: True**
- d. Steaming ,**Response: False**
- e. Mopping, **Response: True**

2. Circle the best answer

One of the following tools is used for collecting waste from kitchen area

- a. Dust pan
 - b. **Pedal bin**
 - c. Dust bin
 - d. Broom
 - e. Mopping Trolley
3. What do you know about a chef attire?
Response: Chef attire is about a traditional clothing worn by chefs to ensure safety, maintain hygiene, and present a professional appearance
 4. Who supposed to wear chef attire? **Response:** Cooks and executive chefs
 5. What are the components of chef attire?
Responses:
 - a. Chef coat
 - b. Apron
 - c. Head covering
 - d. Head covering (chef hat)
 - e. Protective glove
 - f. Footwear (Boots)



Points to Remember

- Always consider these points:
 - ✓ Never use expired chemicals while cleaning kitchen area
 - ✓ Use always correct PPE when handling chemicals to avoid burns and injuries
 - ✓ Never eat, smoking or drinking when handling chemicals
 - ✓ Select always chef attire when you're going to perform all related kitchen activities



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 2: MISE-EN PLACE OF CHINESE HOT DISHES



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What do the illustrations show?
 - b. What topics do you think will be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes on mise en place of Chinese hot dishes.

3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There is no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate Chinese hot kitchen mise-en place tools and equipment	1. Select ingredients preparation tools and equipment	1. Be protective while selecting tools and equipment
2. Identify weighing tools and equipment	2. Select ingredient for Chinese Meat and sea food hot dishes and Chinese Starch and noodles hot dishes	2. Be punctual and kin on details
3. Describe the ingredients for Chinese food hot dishes	3. Apply different preparation techniques for Chinese hot dishes	3. Be practical when preparing ingredients for Chinese hot dishes



Steps:



Discovery Activity



Task 5.

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 5 in their Trainee's Manuals. Make sure instructions are clear, encourage all students to actively participating into the assignment and then provide all necessary materials/tools needed for them to accomplish the task.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, and facilitate students while sharing their answers to their classmates.
3. Encourage students timely to ask for clarification if any.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the whole unit.
5. Introduce Topic **2.1: Preparation of ingredients for Chinese Meat and sea food hot dishes**

Topic 2.1: Preparation of ingredients for Chinese Meat and sea food hot dishes

	Objectives: By the end of the topic, trainees will be able to: - Select properly the tools and equipment for Chinese hot kitchen Mise-en place - Prepare ingredients for Chinese Meat and sea food hot dishes as follow : ✓ <i>Crispy Pork</i> Belly , Szeshuan chicken ✓ Mongorian Beef , Mongorian chicken ✓ Beef and broccoli, Chinese beef Sizzling ✓ Sezam chicken, Kung pao beef ✓ Chinese BBQ pork, Sea food tofu stew Stir- fry Shrimp ✓ Oyster omelette , Fish ball (yu wan)
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit, Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender mainstreaming ✓ Culture of peace and living together in harmony
	Prerequisites: ➤ Preparation of advanced pastry and bakery products ➤ Kitchen HASSAP



Activity 1: Problem-Solving



Task 6:

Instructions to the trainer:

1. Introduce Topic 2.1: **Preparation of ingredients for Chinese Meat and sea food hot dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 6 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with the classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification.



Activity 2: Guided Practice



Task 7:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, and small group or in large groups guide trainees' activities of analyzing the scenario then after ask them to perform the tasks/role-play under task 7 in their trainee's manuals. Make sure instructions are clear to them, encourage all the students to participate actively and remember to provide all required resources.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? To enable them to come up with true responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender mainstreaming, genocide education among others. Also attitudes and behavior changes should be handled during this activity.

- Using an appropriate methodology such as question and answer, brainstorming in a large group, through group presentations students share their opinions and findings to the rest of the class. Write down their key points of view for further reference. Encourage students promptly to ask for clarification.
- Before closing this session, take students to the **Key Facts 2.1** in their Trainee's Manuals and together compare their findings with the main content, guide them to harmonize their responses with expected outcomes.



Activity 3: Application



Task 8:

Instructions to the trainer:

- Using an appropriate methodology such as individual practical work, work in pair, and small group activities, facilitate the assignment through guiding trainees to read the scenario and work on the task 8 in their Trainee's Manuals. Make sure instructions are clear to them; actively involve all the students unto the session. Prepare and avail all learning resources.
- Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their opinions to their classmate and, you help them to agree on correct responses.
- Use the following checklist to assess trainees' performance

Checklist	Score	
Main ingredients for Crispy pork dish are well identified	Yes	No
✓ Pork belly is mentioned		
✓ Tablespoons salt is listed		
✓ Teaspoon black paper is mentioned		
✓ Teaspoon garlic powder is recommended		
✓ Teaspoon onion is listed		
✓ Teaspoon paprika is mentioned		
✓ Teaspoon olive oil is recommended		
Ingredients preparation techniques are appropriately applied	Yes	No
✓ Ingredients are measured		
✓ Ingredients are washed		
✓ Peeling of ingredients is done		
✓ Ingredients are cut		

Topic 2.2: Preparation of Ingredients for Chinese Starch and noodles hot dishes

	Objectives: By the end of the topic, trainees will be able to: Prepare ingredients for Chinese starch and noodles dishes as listed the below: - Chicken Fried Rice - Fried Chinese Starch Noodle - Chinese style crispy stir-fried potatoes - Minchee (Chinese beef and potato Hash)
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: - Personal Protective Equipment: chef attire like Boots, gloves and uniform - Cooking tools: Pots and pans - Cutting tools: Cutting board, knife, and peeler - Weighing tools and equipment: Measuring cups and spoons, Electrical scale - Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Vegan and food allergies versus Standardization culture ✓ People with disability mainstreaming
	Prerequisites: ➤ Food and beverage HASSAP ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 9:

Instructions to the trainer:

1. Introduce Topic 2.2: **Preparation of Ingredients for Chinese Starch and noodles hot dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 9 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with the classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification.



Activity 2: Guided Practice



Task 10:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/roleplay under task 10 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.

3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing this session, take students to the **Key Facts 2.2** in their Trainee's Manuals and together compare their findings with the main content, guide them to harmonize their responses with expected outcomes.



Activity 3: Application



Task 11:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 8 in their Trainee's Manuals. Make sure instructions are clearly understood,
2. Involve all the students to actively participating into the activity and avail all necessary materials/tools.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
4. After the presentations/sharing session, provide your expert view
5. Use the checklist below to assess trainees' performance

Checklist	Score	
The equipment and tools for stlye crispy stir-fried patatoes preparation are well selected	Yes	No
✓ Sauce pan is availed		
✓ Appropriate Knives are identified		
✓ Cutting board is prepared		
✓ Containers are availed		
✓ Dust bin is ready for use		
✓ Table is prepared		
✓ Water availed		
Ingredients preparation techniques is appropriately applied	Yes	No
✓ Ingredients are measured		
✓ Ingredients are washed (2 times)		
✓ Ingredients are Peeled		
✓ Ingredients Cut		
✓ Mise-en-place is done		

Topic 2.3: Preparation of Ingredients for Chinese Vegetable hot dishes

	Objectives: By the end of the topic, trainees will be able to: Prepare ingredients for Chinese Vegetable hot dishes as listed the below a. Saucy vegetable stir-fried b. Cabbage rolls with tomato and sumac Sauce c. Di San Xian (Stir fried Eggplant, Potato and pepper)
	 Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler

	▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking

Activity 1: Problem Solving

Task 12:

Instructions to the trainer:

1. Introduce Topic 2.3: **Preparation of Ingredients for Chinese Vegetable hot dishes**
2. **of Ingredients for Chinese Starch and noodles hot dishes**
3. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 12 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
4. Using appropriate methodologies such as question and answer sessions in large groups, or pair and small group presentations, prompt students to share their answers with the

class. As they present, write down their responses for future reference. Encourage all students to contribute their perspectives and ideas during the sharing session.

5. After the sharing session, refer students to **Key facts 2.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/roleplay under task 13 in their trainee's manuals.
Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing this session, refer students to the **Key Facts 2.3** in their Trainees' Manual and discuss together to harmonizing their responses with objectives of the session.



Activity 3: Application



Task 14:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 14 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.

Topic 2.4: Preparation of Ingredients for Chinese soup dishes

	Objectives: By the end of the topic, trainees will be able to: Prepare ingredients for Chinese soup dishes as listed the below: a. Wonton Soup b. Chinese Herbal and chicken soup c. Vegetarian Chinese hot and sour soup d. Chinese Noodle soup
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration , Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform

	▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Gender and people with disability mainstreaming ✓ Environment and nature conservation
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 15

Instructions to the trainer:

1. Introduce Topic 2.4: **Preparation of Ingredients for Chinese soup dishes**
2. Use appropriate methodologies such as individual work, think-pair-share-square, or small group discussions, guide trainees to read the scenario provided in the trainee's manual task 6 and ask them to answer related questions. Ensure that scenario is clearly understood; help each student to participate actively in the activity. Provide all necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, through group presentations prompt students to share their points of view with

their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and allow them to ask for clarification.



Activity 2: Guided Practice



Task 16

Instructions to the trainer

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and perform the tasks/role-play under task 16 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students to the **Key Facts 2.4** of their Trainees' Manul and discuss together for harmonizing their responses with session objectives and help them to answer any questions raised during class interaction.



Activity 3: Application



Task 17:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 14 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.

Topic 2.5: Preparation of Ingredients for Chinese sauce dishes

	Objectives: By the end of the topic, trainees will be able to: Prepare properly the ingredients for Chinese soup dishes as listed the below: a. Chinese Garlic Sauce b. Chinese Stir –fried sauce c. Chinese Swe Easy et and sour Sauce d. Chinese White sauce
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler

	▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 18:

Instructions to the trainer:

1. Introduce Topic 2.5: **Preparation of Ingredients for Chinese sauce dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 18 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of

view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.



Activity 2: Guided Practice



Task 19:

Ask trainees in pair to read careful and work the below

Instructions to the trainer

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees while analyzing the scenario and perform the tasks/role-play under task 19 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 2.5** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 20:

Instructions to the trainer

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 20 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.



Formative Assessment

1. Use True or False by answering the following questions

The following are preparation techniques of Saucy vegetable stir-fried

- a. Measuring (**True**)
- b. Cooking (**False**)
- c. Washing (**True**)
- d. Pooling (**False**)
- e. Cutting (**True**)

2. With clear examples explain the kitchen tools as per categorized here below

- a. Weighing tools (**Response: cups and spoons**)
- b. Mixing tools (**Response: wooden spoons and blender**)
- c. Cutting tools (**Response: Cutting board, grater, peeler and knife**)
- d. Cooking tools (**Response: Pots and pans**)
- e. Presentation tools (**Response: chafing dish and plateware**)

3. How the following chine kitchen equipment is useful in kitchen operation?

- a. Blender

Response: Blender Is a kitchen appliance used for mixing, pureeing, chopping and blending various ingredients to create smooth textures such as smoothies, soups, sauces, or even dough's.

- a. Chafing dish

Response: chafing dish is a portable, heated serving dish used to keep food warm during buffets or gatherings.

- a. Electrical scale

Response: Electrical scale is a device used to measure the weight of ingredients accurately, essential for cooking and baking.

- a. What are the main ingredients of wanton soup dish?

Responses

- a. Pound (225 grams) of ground pork or shrimp
- b. Green onions, finely chopped
- c. Tablespoon of soy sauce
- d. Tablespoon of rice wine or sherry
- e. Teaspoon of sesame oil
- f. Clove of garlic, minced
- g. Teaspoon of grated ginger
- h. Teaspoon of white pepper
- i. package of wonton wrappers
- j. Water for sealing the wontons

4. What are the preparation techniques of Chinese Noodle soup?

Responses

- **Measuring:** Accurate measuring ensures that your Chinese Noodle Soup will have the perfect balance of flavors, making it a delicious and satisfying dish.
- **Washing:** When preparing Chinese Noodle Soup, it's essential to wash the ingredients properly to ensure they are clean and safe to eat.
- **Peeling:** you'll have perfectly peeled and prepped ingredients ready for your Chinese Noodle Soup.
- **Cutting:** you'll have perfectly prepped ingredients ready for your Chinese Noodle Soup.

5. What are the preparation techniques of wonton soup dish?

Responses

- **Measuring:** Accurate measuring ensures that your Wonton Soup will have the perfect balance of flavors, making it a delicious and satisfying dish.
- **Washing**
 - a. Rinse under Cold Water: Place the vegetables in a colander and rinse them thoroughly under cold running water to remove any dirt or debris.
 - b. Pat Dry: After rinsing, pat the vegetables dry with paper towels to remove excess moisture. Chop or slice as needed for the soup. You can ensure that your ingredients are clean and ready to use for your Wonton Soup.

Peeling

- a. Peeling the ingredients for Wonton Soup is a straightforward process, but it's important to handle it correctly to ensure the best texture and flavor.

Cutting: Cutting the ingredients properly is essential for making a delicious Wonton Soup.

- a. **Green Onions: Slice:** Trim off the roots and any wilted parts of the green onions. Slice them thinly, both the white and green parts. These will be used in both the filling and as a garnish for the soup.
 - b. **Garlic: Mince:** After peeling the garlic cloves, mince them finely. This will be used in both the filling and the broth.
 - c. **Ginger: Grate or Mince:** After peeling the ginger root, grate it using a fine grater or mince it finely. This will be used in both the filling and the broth.
6. A new restaurant in musanze city is planning a vestival of hot chines dishes. The head chef has requested you to assist in preparing the ingredients for chinese stlye crispy stir-fried patatoes that will served in that event.
- a. List down its main ingredients

Responses

- ✓ Tablespoons vegetable oil
- ✓ Clove garlic, minced
- ✓ Teaspoon grated ginger
- ✓ Bell pepper, sliced
- ✓ Carrot, julienned
- ✓ Cup broccoli florets
- ✓ Cup snap peas
- ✓ Cup sliced mushrooms
- ✓ Block firm tofu, cubed (optional)
- ✓ Green onions, sliced
- ✓ Tablespoons soy sauce
- ✓ Tablespoons hoisin sauce
- ✓ Tablespoon rice vinegar
- ✓ Tablespoon cornstarch mixed with 2 tablespoons water (slurry)

- ✓ Teaspoon sesame oil
- ✓ Red pepper flakes
- b. List down its preparation techniques

Responses

Measuring: Accurate measuring ensures that your Chinese stir-fry will have the perfect balance of flavors, making it a delicious and satisfying dish.

Washing: Washing the ingredients properly is crucial for preparing a clean and healthy Chinese stir-fry.

Peeling: you'll have perfectly peeled and prepped ingredients ready for your Chinese stir-fry.

Cutting: Cutting the ingredients properly is essential for a delicious Chinese stir-fry.

- c. Why is it important to do a mise en place?

Response: It is a crucial culinary practice that involves preparing and organizing ingredients, tools and equipment before cooking



Points to Remember

- **Always consider these points:**
 - ✓ Avoid selecting mall functioning kitchen equipment to avoid accident and loss in kitchen premises
 - ✓ Put on a chef attire for keeping professionals and safety of food items
 - ✓ Use a kitchen scale to measure the fish food items
 - ✓ Ensure that the seafood is fresh for the best flavor and texture
 - ✓ Use a measuring spoon to measure salt, sugar and Peppa
 - ✓ Cutting the beef and vegetables properly is essential for making a delicious Chinese Sizzling Beef dish
 - ✓ When preparing Sesame Chicken, accurate measuring of ingredients is essential to achieve the perfect balance of flavors
 - ✓ Use a clean sturdy cutting board to ensure safety and stability while cutting.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 3: COOK HOT CHINESE DISHES



Self-Assessment: Unit 3

Ask trainees to:

1. Look at the unit illustration in their training manuals and together discuss:
 - a. About what does the illustration show
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. Fill out the below self-assessment. Think about yourself: do you think you can do this? How well? Read the statements across the top. Assess your level of knowledge, skills and attitudes under this unit.

- a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquired during the learning process
- b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
- c. Read the statements across the top and then put a check in a column that best represents your level of knowledge, skills and attitudes.

Remind the trainees that at the end of this unit, they will assess themselves again



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe cooking methods and techniques for cooking different Chinese hot dishes	1. Select Chinese hot kitchen cooking tools, materials and equipment	1. Prudent and enthusiastic
2. Differentiate different tools, materials and equipment used in Chinese hot kitchen	2. Cook Meat, sea food, Starch & noodles, vegetables, soup and sauce Chinese hot Dishes	2. Be protective when cooking Chinese hot dishes
3. Describe Chinese hot dishes purpose (taste and appearance)	3. Prepare Chinese hot Dishes accompaniments and garnishing spices	3. Being poor hygiene sensitive
	4. Prepare and plate Chinese hot dishes	Very keen on details



Discovery activity:



Task 20

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided small or large group discussion, guide trainees to read the scenario

and answer questions under the task 20 in their Trainee's Manuals. Make sure if all instructions are respected, encourage all the students to participating actively and avail necessary materials/tools.

2. Using an appropriate methodology such as question and answer in pair, small or large group presentations whereby students share their answers to the rest of class.
3. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
- 4.

Topic 3.1: Application of cooking methods and techniques for Chines hot dishes

	Objectives: By the end of the topic, trainees will be able to: a. Select of Chinese hot kitchen cooking tools and equipment b. Apply cooking methods and techniques for Chinese hot dishes as categorized here below: ✓ Crispy Pork Belly ✓ Szechuan chicken ✓ Mongolian Beef ✓ Mongolian chicken ✓ Beef and broccoli ✓ Sezam chicken ✓ Kung pao beef ✓ Chinese BBQ pork
	Time Required: 5hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit, Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform

	▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 21:

Instructions to the trainer:

1. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 21 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.

2. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.
3. After the sharing session, refer students to **Key facts 3.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 22:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/roleplay under task 22 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students have to refer to Key Facts 3.1 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 23:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 23 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.

Topic 3.2: Application of Cooking methods and techniques for Chinese sea-food dishes

Objectives:

By the end of the topic, trainees will be able to:

Apply cooking methods and techniques to produce Chinese sea-food dishes as categorized here below:



- a. Sea food tofu stew
- b. Shrimp stir fry
- c. Pan fried Salmon
- d. Sweet and sour Fish
- e. Shrimp lo Mein



Time Required: 5 hours

	Learning Methodology: Brainstorming and demonstration , Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 24:

Instructions to the trainer:

1. Introduce Topic **3.2: Application of Cooking methods and techniques for Chinese sea-food dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and

answer questions on task 24 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.

3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.
4. After the sharing session, refer students to **Key facts 3.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 25:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/roleplay under task 25 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 3.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 26:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 26 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.

Topic 3.3: Application of cooking methods and techniques for Chinese Starch and noodles dishes

Objectives:

By the end of the topic, trainees will be able to:

Apply cooking methods and techniques for Chinese Starch and noodles dishes

as categorized here below



- a. Chicken Fried Rice
- b. Fried Chinese Starch Noodle
- c. Chinese style crispy stir-fried potatoes
- d. Minchee (Chinese beef and potato Hash)



Time Required: 5 hours

	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 27:

Instructions to the trainer:

1. Introduce Topic **3.3: Application of cooking methods and techniques for Chinese Starch and noodles dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and

answer questions on task 27 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.

3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.
4. After the sharing session, refer students to **Key facts 3.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 28:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/roleplay under task 28 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.

5. After the sharing session, refer students have to refer to **Key Facts 3.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 29:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 29 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.

Topic 3.4: Application of cooking methods and techniques for Chinese Vegetables hot Dishes

Objectives:

By the end of the topic, trainees will be able to:

Apply cooking methods and techniques for Chinese Vegetables hot Dishes as categorized here below



- a. Saucy vegetable stir-fried
- b. Cabbage rolls with tomato and sumac Sauce
- c. Di San Xian (Stir fried Eggplant, Potato and pepper)



Time Required: 7hours

	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 30

Instructions to the trainer:

1. Introduce Topic **3. 4: Application of cooking methods and techniques for Chinese Vegetables hot Dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 30 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.
4. After the sharing session, refer students to **Key facts 3.4** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 31

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and perform the tasks under task 31 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.

2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 3.4**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 32:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 32 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.

Topic 3.5: Application of cooking methods and techniques for Chinese soups

	Objectives: By the end of the topic, trainees will be able to: Apply cooking methods and techniques for Chinese soups Dishes as categorized here below - Wonton Soup - Chinese Herbal and chicken soup - Vegetarian Chinese hot and sour soup - Chinese Noodle soup
	Time Required: 5hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: Personal Protective Equipment: chef attire like Boots, gloves and uniform Cooking tools: Pots and pans Cutting tools: Cutting board, knife, and peeler Weighing tools and equipment: Measuring cups and spoons, Electrical scale Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education

✓ Standardization culture	
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking

Activity 1: Problem Solving

Task 33

Instructions to the trainer:

1. Introduce Topic **3.5: Application of cooking methods and techniques for Chinese soups**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 33 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.



Activity 2: Guided Practice



Task 34:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and perform the tasks under task 34 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.
2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 3.5**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 35

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 35 in their Trainee's Manuals. Make sure

instructions are followed, all the students are actively participating and necessary materials/tools are given.

2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production.

Topic 3.6: Application of cooking methods and techniques for Chinese sauces

	Objectives: By the end of the topic, trainees will be able to: Apply cooking methods and techniques for Chinese soups Dishes as categorized here below a. Chinese Garlic Sauce b. Easy Chinese Sweet and sour Sauce c. Chinese Stir –fried d. Chinese White sauce
	Time Required: 4 hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale

	▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ❑ Brainstorming, demonstration and simulation ❑ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 36

Instructions to the trainer:

1. Introduce Topic **3. 6: Application of cooking methods and techniques for Chinese sauces**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 36 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of

view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.

4. After the sharing session, refer students to **Key facts 3.6** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 37

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and perform the tasks under task 37 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.
2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 3.5**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 38

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 38 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about cooking prepared ingredients to complete the dish production



Formative Assessment

Use True or False by answering the following questions

1. The following are the main cooking techniques of Sea food tofu stew
 - a. Simmering (**Response: True**)
 - b. Boiling (**Response: False**)
 - c. Stir-Frying (**Response: True**)
 - d. Shallow Frying (**Response: False**)
 - e. Grilling (**Response: False**)
2. What are the preparation techniques of crispy pork belly?

Responses

- a. Select and clean the pork belly rinse under cold water and pat it dry with paper towels
- b. Blanch purposely to soften the skin and remove impurities and simmer for 10-15
- c. use a skew or a fork to poke tiny holes all over the skin to release moisture and create crispiness during cooking

- d. season the meat by flipping the pork belly so the meat side faces up and avoid seasoning to the skin to prevent burning
 - e. then prepare skin for crispiness by rubbing the skin with vinegar or lemon juice and sprinkle a generous amount and allow the pork belly to air-dry by refrigerator for 6-12 hours
 - f. Pre-heat the oven to 180°C (350°F) for roasting.
 - g. Prepare a baking tray lined with aluminum foil to catch drippings and place a wire rack on top for even air circulation.
 - h. Place the pork belly on the wire rack, and skin side up and flat
 - i. Then roast to 40-50 minutes
 - j. After initial roasting, increase temperature to 220°C (430°F) and roast to 10-15 minutes
 - k. To this stage there should be a way to keep eye during this stage to prevent skin from burning
 - l. Remove the pork belly from the oven and let it rest for 10-15 minutes on the wire rack.
 - m. Use a sharp knife to slice the pork belly into bite-sized pieces, ensuring you don't crush the crispy skin.
3. What are the cooking techniques of wonton soup dish?

Responses

- **Boiling:** The wontons are boiled in water or broth until cooked through.
- **Simmering:** The soup broth is simmered to extract flavors from the aromatics like garlic, ginger, and soy sauce.
- **Steaming:** In some variations, the wontons are steamed before being added to the soup, although this is less common than boiling.



Points to Remember

- **Always consider these points:**
 - ✓ Put on a chef attire for keeping professionals and safety of food items
 - ✓ Use a kitchen scale to measure the fish food items
 - ✓ Use recommended time and temperature
 - ✓ Ensure that the seafood is fresh for the best flavor and texture

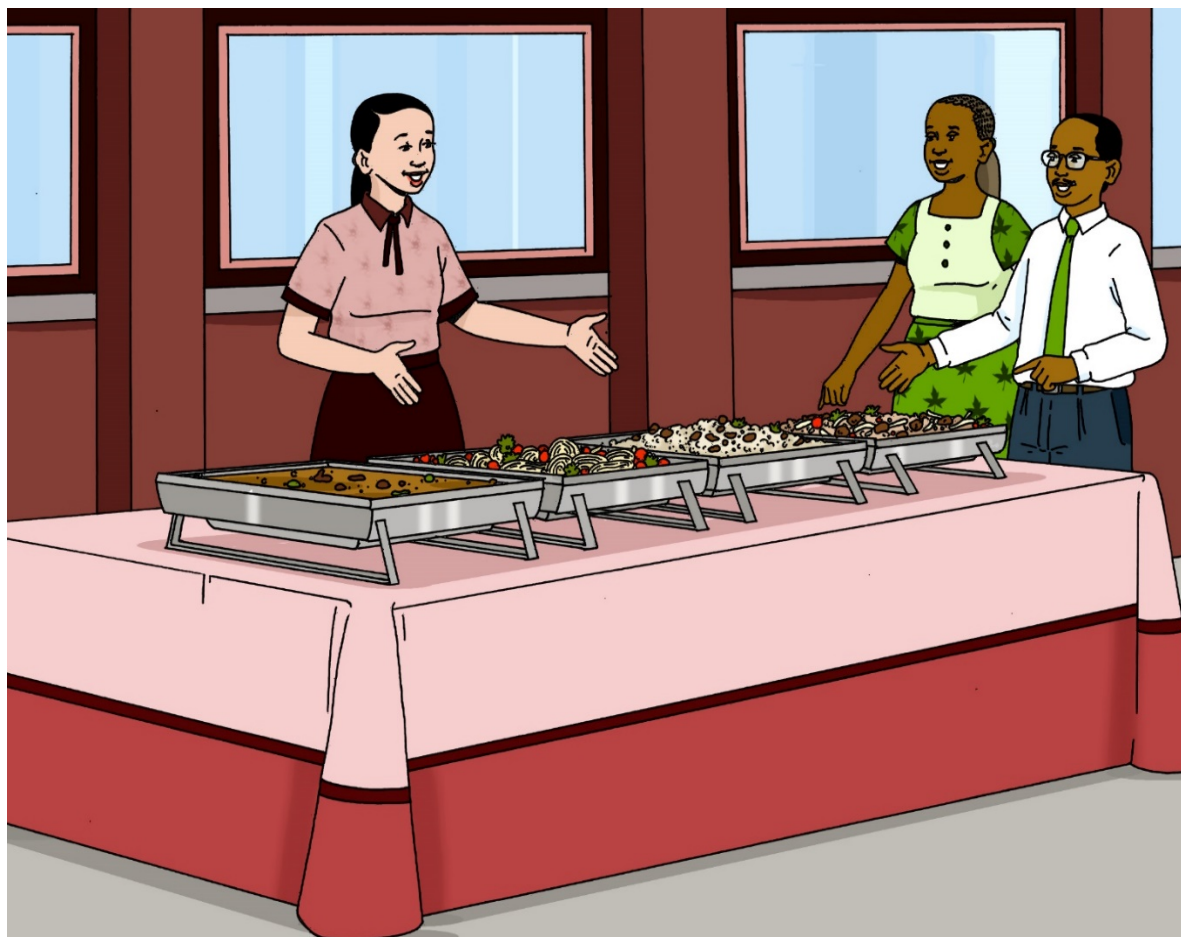
- ✓ Use a measuring spoon to measure salt, sugar and Peppa
- ✓ When preparing Sesame Chicken, accurate measuring of ingredients is essential to achieve the perfect balance of flavors
- ✓ Use a clean sturdy cutting board to ensure safety and stability while cooking.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 4: PRESENTING CHINESE DISHES



Self-Assessment: Unit 4

Ask trainees to:

1. Look at the unit illustration in the Manuals and together discuss:
 - a. About what does the illustration show
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. Fill out the below self-assessment. Think about yourself: do you think you can do this? How well? Read the statements across the top. Assess your level of knowledge, skills and attitudes under this unit.

- a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquired during the learning process
- b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
- c. Read the statements across the top and to put a check in a column that best represents your level of knowledge, skills and attitudes.
- d. Remind the trainees that at the end of this unit, they will assess themselves again

My experience	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills and attitudes					
Describe principles of plating in Chinese culinary presentation					
Select tools, materials and equipment neat for Chinese hot dishes presentation					
Differentiate presentation techniques for Chinese hot dishes					
Describe Chinese hot dishes visually appealing as per traditional presentation practices.					
Set and Arrange buffet of Chinese hot dishes with creativity					
Garnish Chinese hot dishes appropriately to enhance visual appeal without overwhelming flavours.					



Key Competencies:

Knowledge	Skills	Attitudes
Describe principles of plating in Chinese culinary presentation	Select tools, materials and equipment neat for Chinese hot dishes presentation	Respectful to the chef attire when presenting the Chinese hot dishes
Describe Chinese hot dishes visually appealing as per traditional presentation practices.	Set and Arrange buffet of Chinese hot dishes with creativity	Attention to detail in presenting Chinese dishes.to high quality presentation of Chinese hot dishes
Differentiate presentation techniques for Chinese hot dishes	Garnish Chinese hot dishes appropriately to enhance visual appeal without overwhelming flavours.	Be knowledgeable when presenting hot dishes



Discovery activity:



Task 39

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 39 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic **4.1: Presentation of Chinese Meat and sea food dishes**

Topic 4.1: Presentation of Chinese Meat and sea food dishes

	Objectives: By the end of the topic, trainees will be able to: - Select Chinese hot dishes presentation tools and equipment - Present of Chinese meat and sea foods dishes like ✓ Crispy Pork Belly ✓ Szechuan chicken ✓ Mongolian chicken ✓ Beef and broccoli ✓ Chinese beef Sizzling ✓ Sezam chicken
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit, Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity

	✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking

Activity 1: Problem Solving

Task 40

Instructions to the trainer:

1. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario provided in the trainee's manual and answer questions on task 40 in their trainee manuals. Ensure that scenario is clear and understood, and that each student actively participates in the activity. Provide necessary materials and tools for the task.
2. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and ask for clarification if any.
3. After the sharing session, refer students to **Key facts 4.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice

Task 41

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the

scenario and perform the tasks under task 41 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.

2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 4.1**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 42

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 42 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about presenting cooked dishes to complete the final process.

Topic 4.2: Presentation of Chinese Starch and noodles dishes

	Objectives: By the end of the topic, trainees will be able to: Present of Chinese Starch and noodles dishes as categorized here below - Sea food tofu stew - Shrimp stir-fry - Pan fried Salmon - Sweet and sour Fish
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit, Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture



Prerequisites:

- Food and beverage hygiene and safety
- Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 43

Instructions to the trainer:

1. Introduce Topic **4. 2: Presentation of Chinese Starch and noodles dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario and ask them to answer questions on task 43 in their trainee manuals. Ensure that each and every student actively participates in the activity. Provide all necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to be engaged and to ask for clarification.
4. After the sharing session, refer students to **Key facts 4.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 44

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and perform the tasks under task 44 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.

2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 4.2**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 45:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 45 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about presenting cooked dishes to complete the final process.

Topic 4.3: Presentation of Chinese Vegetable dishes

	Objectives: By the end of the topic, trainees will be able to: Present of Chinese Vegetable dishes as categorized here below - Chicken Fried Rice - Fried Chinese Starch Noodle - Chinese color harmony - Chinese style crispy stir-fried potatoes - Minchee (Chinese beef and potato Hash)
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Field visit, Trainer guided
	Materials, Tools and Equipment Needed: Personal Protective Equipment: chef attire like Boots, gloves and uniform Cooking tools: Pots and pans Cutting tools: Cutting board, knife, and peeler Weighing tools and equipment: Measuring cups and spoons, Electrical scale Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture



Prerequisites:

- Food and beverage hygiene and safety
- Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 46:

Instructions to the trainer:

1. Introduce Topic **4.3: Presentation of Chinese Vegetable dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario and ask them to answer questions on task 46 in their trainee manuals. Ensure that each and every student actively participates in the activity. Provide all necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to be engaged and to ask for clarification.
4. After the sharing session, refer students to **Key facts 4.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 47:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the

scenario and perform the tasks under task 47 in their trainee's manuals. Make sure instructions are followed, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.

2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 4.3**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 48

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 48 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about presenting cooked dishes to complete the final process.

Topic 4.4: Presentation of Chinese soups dishes

	Objectives: By the end of the topic, trainees will be able to: Present of Chinese soups dishes as categorized here below - Wonton Soup - Chinese Herbal and chicken soup - Vegetarian Chinese hot and sour soup - Chinese Noodle Soup
	Time Required: 4hours
	Learning Methodology: Brainstorming and demonstration , Individual and group work, Field visit , Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture



Prerequisites:

- Food and beverage hygiene and safety
- Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 49:

1. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario and ask them to answer questions on task 49 in their trainee manuals. Ensure that each and every student actively participates in the activity. Provide all necessary materials and tools for the task.
2. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to contribute and promptly to ask for clarification.
3. After the sharing session, refer students to **Key facts 4.4** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 50:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees analyze the scenario and perform the tasks/role-play under task 50 in their trainee's manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

2. During the task, students should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. After the sharing session, refer students have to refer to **Key Facts 4.4** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 51:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 51 in their Trainee's Manuals. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class.
3. Encourage all students to give their views.
4. After the presentations/sharing session, inform students that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic **4.4: Presentation of Chinese soups dishes**

Topic 4.5: Presentation of Chinese sauces' dishes

	Objectives: By the end of the topic, trainees will be able to: Present of Chinese sauces' dishes as categorized here below: - Chinese Garlic Sauce - Chinese Stir-fried sauce - Easy Chinese Sweet and Sour Sauce
	Time Required: 5hours
	Learning Methodology: Brainstorming and demonstration, Individual and group work, Presentation, Trainer guided
	Materials, Tools and Equipment Needed: ▪ Personal Protective Equipment: chef attire like Boots, gloves and uniform ▪ Cooking tools: Pots and pans ▪ Cutting tools: Cutting board, knife, and peeler ▪ Weighing tools and equipment: Measuring cups and spoons, Electrical scale ▪ Teaching equipment: Computer, projector, white board Marker, pens and papers
	Preparation: ☐ Brainstorming, demonstration and simulation ☐ Individual and group work, group discussion
	Cross Cutting Issues: ✓ Environment and sustainability ✓ Gender ✓ Inclusivity ✓ Peace and values education ✓ Standardization culture
	Prerequisites: ➤ Food and beverage hygiene and safety ➤ Maintaining food nutrition in cooking



Activity 1: Problem Solving



Task 52:

1. Introduce Topic **4. 5: Presentation of Chinese sauces' dishes**
2. Using appropriate methodologies such as individual work, pair-share, or small group discussions, guide trainees to read the scenario and ask them to answer questions on task 43 in their trainee manuals. Ensure that each and every student actively participates in the activity. Provide all necessary materials and tools for the task.
3. Using appropriate methodologies such as brainstorming, trainer guided sessions of small groups, or pair and small group presentations, prompt students to share their points of view with their classmates. When they are presenting, write down their key highlights for future reference. Encourage all students to be engaged and to ask for clarification.
4. After the sharing session, refer students to **Key facts 4.5** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 53:

Instructions to the trainer:

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and perform the tasks under task 53 in their trainee's manuals. Make sure instructions are understood, Ensure that all the students are actively participating and remember to provide all necessary materials/tools and make sure if are being used.
2. During the task, given students the degree of independence to apply the knowledge and skills acquired in previous activity. Your role is to guide them by using probing questions such as why? What? How? To enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, genocide education among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, students share their answers to the class. Write their responses for reference. Encourage all students to give their views.
5. Before closing the session, refer students to **Key Facts 4.5**, ask them to discuss together and come up with agreed responses, Remember to harmonizing their points of view with session expected outcomes.



Activity 3: Application



Task 54:

Instructions to the trainer:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer questions under the task 54 in their Trainee's Manuals. Make sure instructions are followed, all the students are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such demonstration and trainer guided or group presentations, motivate students to produce tangible product and present it to the whole class.
3. Encourage all students to apply relevant skills into real situation basing on assigned task.
4. Before closing the session, inform students that this activity will be linked to the practice of next unit about presenting cooked dishes to complete the final process.



Formative Assessment

1. Use True or False by answering the following questions

The following are the main tips for laying tables clothes for the preparing presentation of Chinese Herbal and chicken soup

- a. Choose the right size tablecloth (**True**)
- b. Smooth out wrinkles (**True**)
- c. Align the cloth correct (**True**)
- d. Allow for proper hanging length (**True**)
- e. Use tablecloth clips or weights (**True**)

2. What should be available before setting tables?

Responses

- a. Table Linens
- b. Table Runners
- c. Multiple Layers

3. What are the presentation techniques of crispy pork belly?

Responses

- a. Flow of Traffic
 - b. Placement
 - c. Condiments & Garnishes
 - d. Labeling chafing dishes
 - e. Positioning
 - f. Insert Water Pan
 - g. Filling the Chafing Dishes with foods
 - h. Temperature Control
4. What to consider when doing the following tasks as per conducting Chinese dishes presentation?
- I. Placing chafing dishes
 - a. Arrange the chafing dishes in a way that allows guests to move easily along the buffet table
 - b. For large events, consider setting up multiple food stations to prevent crowding at a single table
 - c. Group similar food items together for ease of access. For example, place all proteins (chicken, beef, fish) in one area, followed by starches (potatoes, rice), vegetables, and sauces.
 - d. Make sure hot chafing dishes are placed away from cold items to maintain their respective temperatures
 - e. Elevate some chafing dishes using risers or display stands to create a visually dynamic setup
 - f. Ensure each chafing dish has enough space for the serving utensils and plates.

- g. Clearly label each chafing dish with a sign or card that identifies what's inside, including any dietary information (e.g., vegetarian, gluten-free, etc.), so guests can make informed choices.

II. Arranging the meals

- a. **Flow of Traffic:** Organize the buffet in a way that allows guests to move smoothly from start to finish. Arrange the buffet so the plates are at the beginning, followed by appetizers, then main dishes, and finally sides and desserts.
- b. **Placement:** Put hot dishes toward the back of the table and cold items, like salads or desserts, at the front to ensure they stay at the right temperature.
- c. **Condiments & Garnishes:** Place condiments like soy sauce, hoisin sauce, and chili paste on the table for easy access, along with garnishes like sesame seeds, chopped green onions, or cilantro.



Points to Remember

- **Always consider these points:**
 - ✓ Put on a chef attire for keeping professionals and safety of food items
 - ✓ Arrange the chafing dishes in a way that allows guests to move easily along the buffet table
 - ✓ Make sure hot chafing dishes are placed away from cold items to maintain their respective temperatures
 - ✓ Before covering the chafing dishes, remember adding garnishes
 - ✓ Use a clean tools and equipment to ensure safety and professionalism while conducting presentation.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Summative Assessment

A five-star hotel called ISHEMA is located in KIGALI CITY Nyarugenge District, is hosting soon a group of 10 delegate from China, coming for a meeting and wish to take lunch in your hotel as said through their reservation, their buffet will be comprised of the following recipes: Pan fried Salmon, Chicken Fried Rice, Saucy vegetable stir-fried Wonton Soup, Chinese Garlic Sauce. Fortunately, you as an expert in Chinese cuisine, you're hired temporarily to prepare the above-mentioned dishes within 3hours

N.B: All equipment, material tools and Consumables are available in that hotel

Resources

Tools

Chinese Wok, Wok Shovel, wok brush, Ladle , Chinese Scoop Strainer, Fine mesh strainer, Chinese meat cleaver, Cutting Board, Clay pot, mandolin slicer, Metal steamer , Rice cooker, Ginger Grater, Stock Pot, Chinese rolling pins, cooking chop sticks, Porcelain Soup spoon , Mortar and Pestle, Measuring tools, Mixing tools, cooking tools, Presentation tools, Forks, spoons, plates, tongs, presentation bowls, knives Baskets, Pails/Rack, Serving boards, Tongs, Serving dish, baking trays, decoration tools,

Equipment		Deep fryer, Stoves, Tables, Oven, Refrigerator, working tables, Storing shelves, trolley			
Materials/consumables		Fillets salmon. olive oil, capers, salt, ground black pepper, slices lemon Sunflower oil, eggs, pack mixed stir-fry vegetable, mild curry powder, frozen sweet corn, cooked rice see tip, below, roasted chicken breast, finely shredded, low-salt soy sauce, sweet chilli sauce, ketchup Vegetables, mushrooms, tofu, and lots, herbs Soy sauce, vinegar, mirin, sugar, sesame oil, garlic, chili, black bean sauce, and vegetable stock			
Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
Learning outcome 1: Perform pre-dish preparations activities	Workplace is properly cleaned based on Chinese kitchen cleaning guidelines	Personal Protective equipment are worn			2
		Workplace is cleaned and tidy			3
		Workplace free from dirty and bad smell are presented			
	Personal grooming is appropriately checked as per Chinese kitchen	Head coverings and boots is worn			3

	safety and hygiene practices	Well cleaned chef attires clothes are worn			
		Personal hygiene is well appeared			3
	Tools, material and equipment are well selected according to the type of the Chinese dishes	Well-functioning Tools and equipment needed are available enough			3
		Materials / consumables needed are sufficient and quality enough as read to be used			3
Learning outcome 2: Mise-en place of Chinese hot dishes (40%)	Dish Ingredients are well prepared according to the name of the meat and seafood Chinese dishes and preparation techniques	Meats are cut			4
		Meats are washed			2
		Seafoods are removed some unnecessary parts and washed			
	Dish Ingredients are well prepared according to	Noodles are prepared			4

	the name of the Chinese Starch and noodles dishes and preparation methods	Starches are prepared			5
	Dish ingredients are well prepared according to the name of Chinese Vegetable dishes and preparation techniques	Containers are cleaned			
		Vegetables are cut into small pieces			3
		Vegetables are well washed			3
	Dish ingredients are well prepared according to the name of Chinese soup dishes and preparation techniques	Onions, garlic and chicken as main ingredients are washed and cut into small piece			3
		Onions, garlic and chicken as main ingredients are washed and cut are blended			3
					2

	Dish ingredients are well prepared according to the name of Chinese sauce dishes and preparation methods	Main ingredients are washed and cut			3
		Salt and pepper are nearest			3
	Meat and seafood are appropriately cooked according to the Chinese meat and seafood Dishes' Cooking techniques and methods	Meats and sea foods are flavored			4
		Meats and sea foods garnished in way of having better test			4
Learning outcome 3: Cook Hot Chinese dishes	Starch and noodles Cooking techniques are appropriately applied according to the Chinese starch and pasta Dishes' Cooking procedures	Starch and noodles are cooked moderately			
		Starch and noodles are having good test			5
	Vegetables cooking techniques are appropriately applied according to the Chinese vegetable Dishes' Cooking procedures	Vegetables are salted			4
		Vegetables cooked in low heat			5

	Soup Cooking techniques are appropriately applied according to the Chinese soup recipe Cooking methodology	Soups are seasoned and flavored			5
		Soups are thick and kept hot until to be served hot			
	Chinese sauces are appropriately cooked according to the name of the Chinese sauce Dishes' Cooking techniques and cooking technology	Chinese sauces are not thick			4
Learning outcome 4: Presenting Chinese dishes	The dishes are appropriately presented according to the Chinese meat and seafood dishes presentation design	meat and seafood dishes are seasoned and flavorful			3
	The dishes are appropriately presented according to the Chinese starch and noodles dishes presentation design	starch and noodles dishes are garnished and in beginning of Vegetables.			6

	The dishes are appropriately presented according to the Chinese vegetables' dishes presentation design	Vegetables are nest of energetic foods			2
	The dishes are appropriately presented according to the Chinese soup dishes presentation	soup dishes in beginning line at entrance to be served first			4
		Soup dishes are covered to keep heat			
	The dishes are appropriately presented according to the Chinese sauces' dishes presentation	Sauces are in between starches food and fat			3
Total marks		100			
Percentage Weightage		100%			
Minimum Passing line % (Aggregate): 70%					

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