

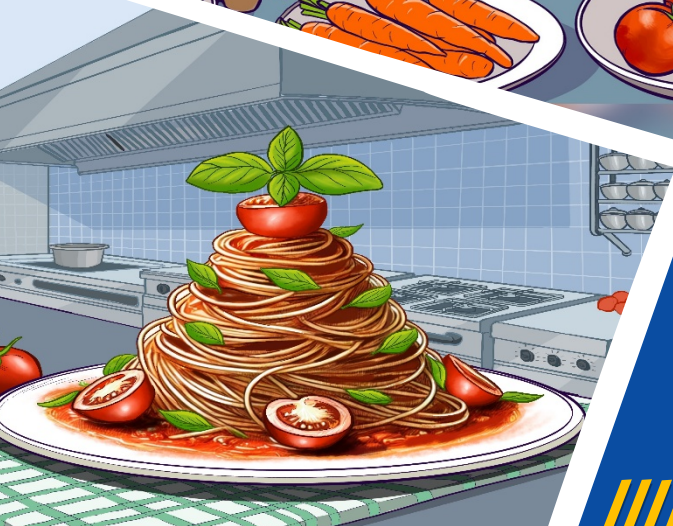


Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



FOOD AND BEVERAGE OPERATIONS

FBOID501

Italian Hot Dishes
Production

TRAINER'S MANUAL

April 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

ITALIAN HOT DISHES PRODUCTION



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Base Education and Training
PPE:	Personal Protective Equipment
RQF:	Rwanda Qualification Framework
RTB:	Rwanda TVET Board
TVET:	Technical and Vocational Education and Training
Tbsp.:	cucchiaino da tavola (tablespoon)
tsp:	cucchiaino da tè (teaspoon)
g:	grammo (gram)
kg:	chilogrammo (kilogram)
ml:	millilitro (milliliter)
L:	litro (liter)
°C:	grado Celsius (degree Celsius)
min:	minuto (minute)
h:	ora (hour)
gr:	grammo (gram)
kg:	chilogrammo (kilogram)
dl:	decilitro (deciliter)
cl:	centilitro (centiliter)
pt.:	pizzico (pinch)
qb:	quanto basta (as much as is needed)
q.s.:	quanto serve (as needed)
c:	tazza (cup)
c/s:	cucchiaino da cucina (tablespoon)
cuc:	cucchiaino (teaspoon)
pan:	pane (bread)

INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: Italian Hot Dishes Production. Students undertaking this module shall be exposed with practical activities that will develop and nurture their competences. 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 the 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.

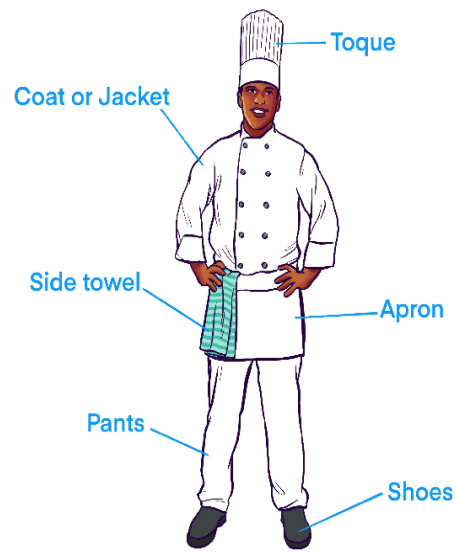
After going through all activities, you shall help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify your strengths, weaknesses and areas for improvements.

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

Italian Hot Dishes Production

Learning Outcomes	Learning Hours	Topics
1. Perform pre-preparations activities	15	1.1: Description of Italian hot kitchen Stations
		1.2: pre-preparations activities Italian hot kitchen
2. Mise-en place of Italian Hot dishes	20	2.1: Preparation of ingredients for the meat and seafood Italian dishes
		2.2: Preparation of ingredients for starch and pasta dishes
		2.3: Preparation of ingredients for Italian Vegetable dishes
		2.4: Preparation of ingredients for Italian soup dishes
		2.5: Preparation of ingredients for Italian sauce dishes
		2.6: Preparation of ingredients for Italian pizza and hot snacks
3. Cook Hot Italian dishes	30	3.1: Cooking methods for meat and seafood Italian dishes
		3.2: Cooking methods for starch and pasta dishes
		3.3: Cooking methods for Italian Vegetable dishes
		3.4: Cooking methods for Italian soup dishes
		3.5: Cooking methods for Italian sauce dishes
		3.6: Cooking methods for Italian pizza and hot snacks
4. Presenting Italian hot dishes	15	4.1: Presentation techniques of meat and seafood Italian dishes
		4.2: Presentation techniques of starch and pasta dishes
		4.3: Presentation techniques of Italian Vegetable dishes
		4.4: Presentation techniques of Italian soup dishes
		4.5: Presentation techniques of Italian sauce dishes
		4.6: Presentation techniques of Italian pizza and hot snacks

LEARNING OUTCOME 1: PERFORM PRE-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 prepare bakery products. They will cover learning of Italian hot kitchen, application of cleaning procedures for Italian kitchen sections, checking personal grooming and selection of tools & equipment for Italian hot kitchen.
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 are 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. Identify cleaning agents suitable for tools and equipment in an Italian kitchen.	1. Use cleaning agents effectively for tools and equipment maintenance.	1. Show attention to detail when cleaning tools and stations.
2. Explain proper procedures for cleaning Italian hot kitchen stations.	2. Apply step-by-step cleaning procedures for Italian kitchen sections.	2. Demonstrate pride in maintaining cleanliness and organization.
3. Recognize tools and equipment used for Italian mise-en-place.	3. Select and organize appropriate tools and equipment for preparation.	3. Exhibit responsibility in handling tools and equipment.
4. Explain personal grooming standards and dressing codes for Italian kitchen staff.	4. Follow personal grooming and dress code guidelines.	4. Value professionalism and hygiene as key components of kitchen safety.
5. Differentiate between dry and moist heat cooking tools used in Italian hot kitchens.	5. Arrange and prepare dry and moist heat tools for efficient cooking.	5. Maintain a proactive approach to readiness and efficiency.
6. Recognize tools required for Italian dish presentation.	6. Handle presentation tools with care and accuracy.	6. Foster a positive attitude toward creating visually appealing dishes.
7. Identify the roles of cleaning agents in maintaining kitchen hygiene.	7. Perform sanitation tasks using correct cleaning methods.	7. Demonstrate patience and thoroughness in all pre-preparation tasks.

Knowledge	Skills	Attitudes
8. Explain the importance of maintaining a clean and organized workspace.	8. Organize the workspace for maximum efficiency during cleaning and preparation.	8. Commit to maintaining a safe and hygienic kitchen environment.
9. Recognize the significance of aligning pre-preparation activities with Italian culinary standards.	9. Execute preparation tasks in alignment with Italian culinary requirements.	9. Show respect for traditional practices and high standards in Italian cuisine.



Steps:



Discovery



Task

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 1 and answer the questions provided under 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. Encourage all students to give their views.
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. Introduce **Topic 1.1: Description of Italian hot kitchen Stations**

Topic 1.1: Description of Italian hot kitchen Stations

Objectives:

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



- a. Identify the functions and key components of various Italian hot kitchen stations, including the Appetizer and Cold Station, Pizza or Display Oven Station, Grill and Roast Station, Sauté Station, and Pasta Station.
- b. Describe the role of each station in the overall flow of Italian kitchen operations and the preparation of Italian hot dishes.
- c. Apply techniques and skills to work effectively across different stations within the Italian hot kitchen environment.



Time Required: 7 hours



Learning Methodology: Group discussion, Trainer guided, Videos, brainstorming and demonstration

Materials, Tools and Equipment Needed:

Tools:



Knives, cutting boards, tongs, spatulas, ladles, pizza peel, pasta fork, thermometer, whisks, meat mallet, grater, pestle and mortar, spoon rest, pasta strainer, pizza cutter, cooking spoons, tong lifters, basting brushes.

Equipment:

Pizza oven, display oven, grill, roasting pans, sauté pans, pasta cooker, deep fryer, stovetops, salamander broiler, counter space, holding trays, warming trays, heat lamps, pizza stone, grill grates, pasta boiling pot.

Materials:

Olive oil, butter, herbs (e.g., basil, rosemary, thyme), garlic, Parmesan cheese, mozzarella, tomatoes, pasta, dough, vegetables, meats (e.g., chicken, beef, lamb), seafood (e.g., clams, shrimp), seasonings (e.g., salt, pepper), flour, breadcrumbs.



Preparation:

- ☐ Preparation for a workshop
- ☐ Avail tools and equipment to be used for describing every single station

Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Promote standardization culture among students through realizing the need/importance of selecting standards tools and equipment



Prerequisites:

- ✓ Ensure Safety, Health and environment at a workplace



Activity 1: Problem-Solving



Task 2:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 2 and answer the questions provided **under task 2** 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. 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.

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:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to refer to and analyze scenario 2 and answer the questions provided under **task 3** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 1.1.** and discuss them together while harmonizing their responses provided in the sharing session and answer any question they have.



Activity 3: Application



Task 4:

- Using an appropriate methodology such as individual work, pairs or small groups trainees read the scenario and answer the questions under **task 4** in the trainee's manual.

Criteria	Indicator	Observation		Marks	Comments
		Yes	No		
1. Cleaning agents and equipment are properly prepared	Cleaning agents are suitable for specific sections			/4	
	Tools and equipment are gathered and ready			/3	
	Equipment is in good condition for use			/3	
2. Kitchen sections are properly cleaned	Workstations are cleaned of oils, grease, and stains			/4	
	Floors are cleaned and not slippery			/3	
	High-heat equipment is thoroughly cleaned			/3	
3. Maintenance schedule is properly developed	Schedule covers daily, weekly, and monthly tasks			/4	
	Tasks are assigned to appropriate staff			/3	
	Schedule ensures minimal disruption to kitchen operations			/3	
Total marks					/ 30

1. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
2. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
3. Checklist:

Topic 1.2: pre-preparations activities for Italian hot kitchen

	Objectives: By the end of the topic, trainees will be able to: a. Identify cleaning agents suitable for tools and equipment in an Italian kitchen. b. Use cleaning agents effectively for tools and equipment maintenance. c. Explain procedures for cleaning Italian hot kitchen stations. d. Apply step-by-step cleaning procedures for Italian kitchen sections.
	Time Required: 8 hours
	Learning Methodology: Group discussion, Trainer guided, Videos, brainstorming and demonstration
	Materials: • Cleaning agents: ✓ Detergents: Dish soap, all-purpose cleaner, oven cleaner ✓ Sanitizers: Bleach, alcohol-based sanitizer, hydrogen peroxide, chlorine dioxide ✓ Degreasers: Grease cutter, kitchen degreaser, oven degreaser • Protective gear: Rubber gloves, aprons, disposable masks

Tools:

- **Cleaning tools:** Sponges, scrub brushes, scouring pads, microfiber cloth, dish brushes, steel wool
- **Station-specific tools:**
 - ✓ Pasta Station: Pasta strainer, scrubbing pads for cookers
 - ✓ Pizza Station: Pizza peel brush, pizza stone scraper
 - ✓ Sauces Station: Whisks, ladles for deep cleaning pots
 - ✓ Grill Station: Grill brush, scraper, degreaser pad
 - ✓ Fryer Station: Fryer brush, oil skimmer
 - ✓ Prep Station: Knife sharpener, cutting board scraper

Equipment:

- **Cleaning equipment:** Squeegees, brooms and dustpans, mop, vacuum cleaner, steam cleaner, cleaning cart, bucket
- **Kitchen equipment for cleaning:**
 - ✓ Pasta Cooker, Pizza Oven, Sauce Pots, Grills, Fryers, and Prep Stations
 - ✓ Hood and Exhaust Fans (for deep cleaning)

**Preparation:**

- ☐ Preparation for a workshop
- ☐ Avail tools and equipment to be used for cleaning

Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
- ✓ Promote financial education by emphasizing the need/importance of taking care of tools and equipment
- ✓ Promote standardization culture among students through realizing the need/importance of selecting standards tools and equipment

**Prerequisites:**

- ✓ Always ensure Safety, Health and environment at a workplace



Activity 1: Problem-Solving



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 scenario 2 and answer the questions provided under **task 5** 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. Using an appropriate methodology such as interactive presentation, 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.
3. After the sharing session, refer students to **Key facts 1.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions, they have.



Activity 2: Guided Practice



Task 6:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze scenario and answer the questions provided under **task 3** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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.

- During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 to **Key Facts 1.2.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 7:

- Using an appropriate methodology such as trainer guided, individual work, pairs or small groups trainees or trainer guided read the scenario and perform the activities under **task 7** in trainee's manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Checklist:**

Assessment Criteria	Indicators	Observation		Marks Allocation
		Yes	No	
1. Workspace is properly organized based on Italian kitchen preparation guidelines	Work surface is cleaned and sanitized			/3
	Tools and equipment are cleaned and arranged			/2
	Waste disposal area is maintained properly			/2

2. Personal hygiene and grooming are maintained as per Italian kitchen standards	Hands are washed and sanitized			/2
	Work attire is clean and appropriate			/2
	Hair is properly covered			/2
3. Selection of tools and equipment is appropriate for vegetable dish preparation	Proper knives and cutting boards are selected			/2
	Cooking equipment (skillet, baking sheet, etc.) is chosen according to dish requirements			/2
	Tools are functional and ready for use			/2
4. Ingredients and equipment are well prepared for cooking methods (roasting, simmering, frying)	Ingredients are properly organized			/2
	Cooking equipment is preheated or prepared as needed			/2
	Workspace is set up according to the required cooking technique			/2
Total marks				/25



Formative Assessment

- Define well the following terms used in Italian Cuisine
 - Pastas:** Pastas are staple Italian foods made from a dough of wheat flour and water, sometimes with eggs, shaped into various forms like spaghetti, penne, or ravioli. They are often boiled and served with sauces.
 - Pizza:** Pizza is a popular Italian dish consisting of a flatbread base topped with tomato sauce, cheese, and various ingredients like vegetables, meats, and herbs, then baked in an oven.
- What is the main herb used in pesto sauce?
Answer: The main herb used in pesto sauce is **basil**
- Write any two (2) Classification of Italian Tools and Equipment and then two (2)

examples on each class

a. **Cooking Tools:** Examples: Pasta pot, sauté pan.

b. **Preparation Tools:** Examples: Rolling pin, pasta cutter

4. Define the term cleaning as it mostly used in Italian Cuisine

Answer: Cleaning in Italian cuisine refers to the process of ensuring that tools, equipment, and kitchen surfaces are free from food residue, grease, and contaminants to maintain hygiene and food safety.

5. What is the name of the Italian dish made with thin sheets of pasta layered with sauce and cheese?

Question 5: The name of the Italian dish made with thin sheets of pasta layered with sauce and cheese is **lasagna**.

6. What are the three (3) main ingredients in pizza dough?

Answer: The three main ingredients in pizza dough are **flour, water, and yeast**.

7. Match the terminologies in column A with their corresponding description in column B by writing the number corresponding to the correct answers in the space provided in column C"

A	B	C (responses)
Mise-en-place	Creamy rice dish	
Al dente	Everything in place	
Pesto	Flatbread with toppings	
Risotto	Firm to the bite	
Pasta	Dough-based food	
Pizza	Green sauce with basil	

Answers:

A	B	C (responses)
a. Mise-en-place	1. Everything in place	A=2
b. Al dente	2. Firm to the bite	B=4
c. Pesto	3. Green sauce with basil	C=6
d. Risotto	4. Creamy rice dish	D=1
e. Pasta	5. Dough-based food	E=5
f. Pizza	6. Flatbread with toppings	F=3

8. **Answer the following questions by True or False**

- a. A chef's knife is a versatile tool used for chopping, slicing, and dicing. **True**
 - b. A whisk is used for measuring ingredients. **False**
 - c. A food processor can be used for chopping, slicing, and grating. **True**
9. Indicate any two (2) pastas names that are used in Italian cuisine
Answer: Any two pasta names used in Italian cuisine are **spaghetti** and **fettuccine**.
10. Write any three (3) ingredients used in hot Italian dishes
Answer: Any three ingredients used in hot Italian dishes are **olive oil, garlic, and tomatoes**.



Points to Remember

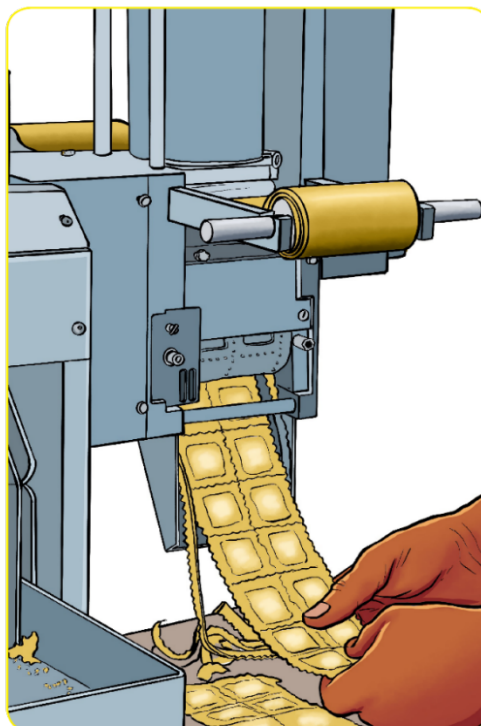
- Italian hot kitchen includes key stations: Appetizer, Pizza, Grill, Sauté, and Pasta.
- Use appropriate cleaning tools, equipment, and agents; handle and store them safely.
- Follow station-specific cleaning procedures to maintain hygiene standards.
- Adhere to kitchen cleaning schedules: daily, weekly, and periodic deep cleaning.
- Italian staff must follow strict dress codes and personal cleanliness standards.



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 ITALIAN 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 to prepare bakery products. They will cover the preparation of ingredients for the meat and seafood for Italian dishes, ingredients for Italian starch and pasta dishes, ingredients for Italian Vegetable dishes, ingredients for Italian soup dishes, ingredients for Italian sauce dishes and ingredients for Italian pizza and hot snacks.
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 are 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. Identify ingredients for Italian meat dishes (e.g., Chicken Parmesan, Fileto demanzo).	1. Measure and prepare ingredients accurately.	1. Show attention to ingredient quality.
2. List seafood ingredients for Italian dishes (e.g., Seppie in Umido, Risotto Con gamberi).	2. Organize ingredients systematically for preparation.	2. Value precision in mise-en-place tasks.
3. Recognize pasta ingredients for Italian dishes (e.g., Carbonara, Spaghetti Bolognese).	3. Prepare pasta components efficiently and neatly.	3. Appreciate the importance of consistency.
4. Identify starch components for Italian dishes (e.g., Risotto alla Fiorentina, Potato alla forno).	4. cut vegetables and starches effectively.	4. Demonstrate respect for culinary traditions.
5. Describe vegetable ingredients for Italian dishes (e.g., Ciambotta, Ratatouille).	5. Assemble vegetable ingredients with care.	5. Exhibit pride in preparation tasks.
6. Identify ingredients for soups (e.g., Minestrone soup, Zuppa divongole).	6. Portion soup ingredients for consistency.	6. Maintain focus on freshness and balance.
7. Recognize Italian sauces' key ingredients (e.g., Pesto, Alfredo Sauce).	7. Blend sauce ingredients to achieve desired flavors.	7. Commit to achieving flavor excellence.
8. List essential pizza ingredients (e.g., Prosciutto e Funghi, Quattro Formaggi).	8. Arrange toppings with precision and balance.	8. Show creativity within traditional pizza-making standards.
9. Identify ingredients for Italian meat dishes (e.g., Chicken Parmesan, Fileto demanzo).	9. Measure and prepare ingredients accurately.	9. Show attention to ingredient quality.



Discovery Activity



Task 8:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 1 and answer the questions provided under **task 8** 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. Encourage all students to give their views.
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. Introduce **Topic 2.1: Preparation of ingredients for the meat and seafood Italian dishes**

Topic 2.1: Preparation of ingredients for the meat and seafood Italian dishes

	Objectives: By the end of the topic, trainees will be able to: - Identify essential ingredients for Italian white and red meat dishes and seafood dishes. - Apply preliminary preparation (mise-en-place) techniques for various proteins, vegetables, and herbs. - Demonstrate step-by-step ingredient preparation for Italian meat dishes, including seasoning and marinating techniques. - Prepare ingredients for Italian seafood dishes while ensuring cleanliness, freshness, and optimal flavor enhancement.
	Time Required: 4 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Chicken, merluzza, salmon, blanzino, beef fillet, lamb, pork, squid, mixed seafood, scallops, shrimp, rice, fresh herbs, seasonings, olive oil, butter, wine, cream, cheese, bread crumbs, flour, eggs. Tools: Chef's knives, cutting boards, measuring cups, mixing bowls, whisks, spatulas, wooden spoons, mortar and pestle, microplane/grater. Equipment: Stove, frying pans, saucepans, baking trays, oven, blender/food processor, meat thermometer, seafood tongs, filleting knife, stockpot, ladle, skimmer.
	Preparation: ☐ Ensure availability of all ingredients for meat and seafood dishes. ☐ Arrange tools and equipment required for mise-en-place (knives, cutting boards, mixing bowls, etc.).

- ☐ Set up the workstation for practical demonstrations.
- ☐ Prepare a recipe list and portion sizes for each dish.
- ☐ Ensure cleanliness and readiness of the kitchen area.

Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups and during practical tasks.
- ✓ Promote inclusivity by accommodating diverse dietary needs and preferences.
- ✓ Emphasize financial education by teaching cost-effective ingredient sourcing for dishes.
- ✓ Advocate for environmental sustainability by encouraging waste reduction and sustainable sourcing of ingredients.
-  ✓ Ensure peace and values education by fostering teamwork and respectful collaboration.
- ✓ Incorporate comprehensive sexuality education by discussing responsible food handling in relation to health.
- ✓ Introduce genocide studies by highlighting the cultural significance of the dishes and their history.
- ✓ Promote standardization culture by ensuring adherence to recipe guidelines and consistent quality in preparation.



Prerequisites:

- Knowledge of Italian meat and seafood dishes
- Knife skills for meat and seafood
- Understanding of Italian herbs and spices
- Familiarity with kitchen safety and hygiene
- Knowledge of basic cooking techniques for meat and seafood
- Equipment for cooking meat and seafood dishes
- Knowledge of food pairing and plating techniques



Activity 1: Problem-Solving



Task 9:

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 answer the questions provided under **task 9** 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. 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.
3. After the sharing session, refer students to **Key facts 2.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 10:

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 answer the questions provided 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.

- During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial 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 to **Key Facts 2.1.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 11:

- Using an appropriate methodology such as individual work, pairs or small groups trainees read the scenario 3 and perform the tasks related to it.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Assessment Criteria	Indicator	Observation		Marks Allocation
		Yes	No	
1.1. Chicken Cacciatore ingredients are properly prepared	Chicken is cleaned, trimmed, and seasoned correctly			/3
	Vegetables (onions, garlic, bell pepper) are diced/minced/sliced as required			/3
	Tomatoes are peeled and chopped or drained correctly			/2
	Rosemary and thyme are properly bundled			/2

1.2. Merluzzo (Codfish) ingredients are properly prepared	Cod fillets are rinsed, dried, and seasoned correctly			/3
	Garlic is minced and parsley is chopped properly			/3
	Marinade (olive oil, wine, garlic, parsley) is well combined			/3
1.3. Fritto Misto (Mixed Fried Seafood) preparation is done correctly	Calamari is cut into rings properly			/2
	Small fish are scaled and gutted as needed			/2
	Seafood is dried to remove excess moisture			/2
	Flour is prepared for dredging			/2
	Seafood is properly dredged in flour for frying			/3
Total Marks:				/30

Topic 2.2: Preparation of ingredients for starch and pasta dishes

Objectives: By the end of the topic, trainees will be able to: - Identify the key ingredients for popular Italian pasta and starch dishes. - Describe the preliminary preparation methods for each ingredient required in pasta and starch dishes. - Demonstrate the correct techniques for pre-preparing ingredients, including chopping, mincing, and pureeing.	
	
	Time Required: 3 hours
	Learning Methodology: Group discussion and presentation, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Flour, eggs, ricotta, parmesan, prosciutto, cheese (varieties), spinach, beetroot,

tomatoes, onions, garlic, olive oil, rice, potatoes, butter, cream, fresh herbs, salt, pepper, Italian seasoning.

Tools:

Rolling pins, pasta cutters, chef's knives, cutting boards, measuring cups, mixing bowls, spatulas, whisks, potato masher, grater/microplane.

Equipment:

Stove, pasta machine, saucepans, frying pans, baking trays, oven, stockpot, ladle, blender/food processor, rice cooker.

Preparation:



- ☐ Gather ingredients for pasta and starch dishes (e.g., pasta, rice, potatoes, cheese, vegetables, spices).
- ☐ Prepare the kitchen workstation with necessary tools and equipment.
- ☐ Ensure availability of recipe sheets for Carbonara, Arrabbiata, Ricotta Gnocchi, and other dishes.
- ☐ Pre-check the functionality of stoves, ovens, and blenders.
- ☐ Arrange for pre-prepared flavored and colored pasta dough (spinach and beetroot).
- ☐ Organize mise-en-place demonstration materials (measuring cups, knives, cutting boards, bowls).
- ☐ Verify stock of cleaning supplies for post-session cleaning.

Cross Cutting Issues:

- ✓ Gender: Ensure balanced group tasks and presentations.
- ✓ Inclusivity: Allow participation of all, with accessible facilities.
- ✓ Financial Education: Emphasize cost-effectiveness in ingredient selection.
- ✓ Environment & Sustainability: Promote eco-friendly sourcing and disposal of ingredients.
- ✓ Genocide Studies: Promote awareness through cultural dishes and history.
- ✓ Comprehensive Sexuality Education: Encourage healthy food choices linked to well-being.
- ✓ Peace & Values Education: Foster teamwork and respect during group work.

- ✓ Standardization Culture: Ensure consistency in ingredient measurement and cooking processes.

Prerequisites:



- Knowledge of Italian pasta types
- Knowledge of Italian starch dishes
- Knife skills for chopping and slicing
- Cooking techniques for pasta and risotto
- Familiarity with Italian seasonings and herbs
- Understanding of food safety and hygiene
- Basic understanding of mise-en-place
- Familiarity with kitchen tools and equipment for pasta and starch dishes



Activity 1: Problem-Solving



Task 12:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 2 and answer the questions provided under **task 12** 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. 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.
3. After the sharing session, refer students to **Key facts 2.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 13:

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 answer the questions provided under **task 13** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 2.2.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 14

1. Using an appropriate methodology such as individual work, small groups trainees or trainer guided read the scenario and perform activities under **task 14** provided in trainees manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. **Checklist:**

Assessment Criteria	Indicator	Observation		Marks Allocation
		Yes	No	
1.1. Ingredients for Carbonara are properly prepared	Pasta is portioned and set aside			/2
	Guanciale is sliced correctly			/3
	Eggs and cheese mixture is prepared			/3
	Black pepper is freshly ground			/2
1.2. Ingredients for Risotto alla Florentine are properly prepared	Arborio rice is measured and rinsed			/2
	Spinach is cleaned and chopped			
	Spinach is cleaned and chopped			/3
	Garlic and onions are finely chopped			/2
	Broth is preheated and ready for use			/3
1.3. Ingredients for Potato alla Forno are properly prepared	Potatoes are washed, peeled, and sliced			/3
	Herbs (rosemary, thyme) are measured and set aside			/2
	Olive oil and seasoning are prepared			/2
1.4. Organization and labeling of ingredients is done correctly	Ingredients are neatly arranged on the workstation			/3
	Each dish's ingredients are labeled properly			/3
Total Marks:				/30

Topic 2.3: Preparation of ingredients for Italian Vegetable dishes

	Objectives: By the end of the topic, trainees will be able to: - Identify essential ingredients and their preparation requirements for Italian vegetable dishes. - Demonstrate appropriate techniques for washing, slicing, salting, and seasoning vegetables. - Perform preliminary steps for ingredient preparation to ensure efficient assembly and cooking of Italian vegetable dishes.
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Eggplant, cauliflower, mixed vegetables (zucchini, bell peppers, tomatoes, onions), Parmesan cheese, mozzarella, breadcrumbs, olive oil, fresh herbs (basil, parsley), garlic, salt, pepper, tomato sauce, flour, eggs. Tools: Chef's knives, cutting boards, measuring cups, mixing bowls, vegetable peeler, grater, spatulas, wooden spoons. Equipment: Stove, frying pans, baking trays, casserole dishes, oven, blender/food processor, stockpot, ladle.
	Preparation: ☐ Organize and prepare the workshop or kitchen area for vegetable preparation activities. ☐ Ensure availability of all ingredients for Italian vegetable dishes (vegetables, cheese, seasonings, oils). ☐ Check and arrange tools and equipment such as knives, cutting boards, mixing bowls, ovens, and baking trays.

- ☐ Pre-wash and sort vegetables needed for demonstration or practice.
- ☐ Set up a workstation for trainees with individual portions of ingredients.

Cross Cutting Issues:

- ✓ Gender: Ensure gender balance in group work and task allocation.
- ✓ Inclusivity: Provide an environment that accommodates all students' needs.
- ✓ Financial Education: Highlight the cost-effectiveness of using seasonal vegetables.
-  ✓ Environmental Sustainability: Promote waste reduction during ingredient preparation.
- ✓ Peace and Values Education: Encourage collaboration and respect in group activities.
- ✓ Genocide Studies: Integrate awareness of cultural food history in discussions.
- ✓ Comprehensive Sexuality Education: Promote healthy eating habits through ingredient choices.
- ✓ Standardization Culture: Ensure consistency in ingredient measurements and cooking methods

Prerequisites:



- Tools and equipment for vegetable preparation
- Types of vegetables used in Italian dishes
- Basic knowledge of knife skills
- Cooking methods for vegetables
- Understanding of Italian seasoning and herbs
- Food safety and hygiene practices



Activity 1: Problem-Solving



Task 15

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 2 and answer the questions provided under task 2 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. 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.
3. 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 16:

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 answer the questions provided under **task 16** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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.

- 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 3: Application



Task 17:

- Using an appropriate methodology such as individual work, small groups of trainees or trainer guided, read the scenario and perform the tasks provided under task 17 in the trainee's manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Checklist:**

Assessment Criteria	Indicator	Observation		Marks Allocation
		YES	NO	
1. Proper preparation of vegetable ingredients	Eggplant, zucchini, peppers, potatoes, tomatoes, and onions are washed and diced			/3
	Eggplant is salted, rested, rinsed, and patted dry			/3
	Garlic, onions, basil, and parsley are finely chopped			/3
3. Workspace and tool organization	Tools and equipment are selected for each task			/2
	Workspace is organized for preparation			/2
4. Ingredient presentation	Ingredients are neatly presented for review			/2
	Garnishes (if needed) are prepared			/1
Total Marks:				/20

Topic 2.4: Preparation of ingredients for Italian soup dishes

	Objectives: By the end of the topic, trainees will be able to: - Identify properly key ingredients used in Italian soup dishes. - Prepare vegetables and other ingredients according to Italian soup recipes. - Explain clearly the importance of ingredient preparation in Italian soup dishes. - Demonstrate properly cutting, peeling, and chopping techniques for soup ingredients.
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Vegetables (carrots, celery, onions, zucchini, spinach, pumpkin), beans (white beans), clams, stock (vegetable, chicken), olive oil, garlic, tomatoes, bread (for serving), herbs (basil, parsley), salt, pepper. Tools: Chef's knives, cutting boards, measuring cups, mixing bowls, whisks, wooden spoons, ladle. Equipment: Stove, stockpot, saucepans, blender, skimmer, baking trays, oven.
	Preparation: ☐ Ensure availability of ingredients for Minestrone soup, Tuscan white beans soup, Kellutata di Zucca, and Zuppa di Vongole. ☐ Set up kitchen workspace with tools and equipment for soup preparation. ☐ Prepare recipe cards or guides for trainees. ☐ Arrange demonstration materials (e.g., pre-measured ingredients). ☐ Check the functionality of kitchen appliances (e.g., stove, blender, stockpot).

Cross Cutting Issues:

- ✓ Gender: Ensure gender balance in groupings and task allocations.
- ✓ Inclusivity: Provide equal participation opportunities for all, regardless of background.
- ✓ Financial Education: Emphasize cost-effective sourcing of ingredients for soups.
- ✓ Environmental Sustainability: Promote waste reduction by utilizing seasonal ingredients.
- § ✓ Genocide Studies: Highlight the historical significance of ingredients in regional dishes.
- ✓ Comprehensive Sexuality Education: Use cooking activities as opportunities to promote healthy lifestyles.
- ✓ Peace and Values Education: Foster teamwork and cooperation in soup preparation.
- ✓ Standardization Culture: Teach standardized methods of soup preparation and ingredient handling.

Prerequisites:



- Ingredients for Italian soups
- Knife skills
- Knowledge of Italian soup types
- Understanding of flavor profiles
- Cooking techniques for soups
- Food safety and hygiene standards



Activity 1: Problem-Solving



Task 18:

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 the questions provided under **task 18** 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. 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.
3. After the sharing session, refer students to Key facts 2.4 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 19:

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 answer the questions provided under **task 19** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 2.4.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 20:

1. Using an appropriate methodology such as individual work, pairs, small groups trainees or trainer guided guide the trainees to read the scenario and perform activities under **task 20** in their manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
4. **Checklist:**

Assessment Criteria	Indicator	Observation		Marks
		YES	NO	Allocation
1. Proper preparation of vegetables for Minestrone Soup	Vegetables (carrots, celery, onions, zucchini, potatoes) are washed, peeled, and diced			/3
	Garlic is minced and basil is chopped			/2

2. Proper preparation of beans for Minestrone Soup	Canned beans are rinsed and drained or dried beans are soaked			/2
3. Proper preparation of ingredients for Tuscan White Bean Soup	Beans (canned or soaked) are ready for use			/2
	Onions, carrots, and celery are finely diced			/3
	Garlic, rosemary, and thyme are minced and chopped			/2
4. Proper preparation of ingredients for Kellutata di Zucca	Pumpkin and potatoes are peeled and cubed			/3
	Onions are finely diced and garlic is minced			/2
	Parmesan cheese is grated and cream is set aside			/2
5. Proper preparation of ingredients for Zuppa di Vongole	Clams are scrubbed and soaked in salted water			/3
	Garlic, onions, and parsley are minced and chopped			/2
	Cherry tomatoes are halved			/2
Total Marks:				/24

Topic 2.5: Preparation of ingredients for Italian sauce dishes

	Objectives: By the end of the topic, trainees will be able to: - Identify ingredients required for various Italian sauces. - Describe effectively the preliminary preparation steps for key Italian sauces. - Apply techniques to prepare ingredients for Italian sauce dishes. - Demonstrate the correct order of steps for preparing ingredients for Italian sauces.
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Basil, garlic, olive oil, Parmesan cheese, cream, butter, mushrooms, tomatoes, marinara sauce, black pepper, pecorino cheese, pasta water, salt, flour, milk. Tools: Chef's knives, cutting boards, spatulas, whisks, wooden spoons, garlic press, microplane/grater, measuring cups, mixing bowls. Equipment: Blender/food processor, stove, frying pans, saucepans, stockpot, ladle, skimmer, oven.
	Preparation: ☐ Organize the kitchen workstation for sauce preparation. ☐ Ensure the availability of all ingredients (basil, garlic, olive oil, cheese, cream, mushrooms, tomatoes, pasta water, etc.). ☐ Check the availability of tools and equipment (saucepans, blender, knives, cutting boards, whisks, ladles). ☐ Prepare handouts or visual aids on sauce preparation techniques. ☐ Set up tasting stations for trainees to evaluate prepared sauces.

Cross Cutting Issues:

- ✓ Ensure gender balance in group tasks and presentations.
- ✓ Promote inclusivity by allowing all students to participate.
- ✓ Encourage financial education by emphasizing cost-effective ingredient selection.
- ✓ Advocate for environmental sustainability by minimizing food waste.
- § ✓ Promote awareness of peace by fostering teamwork and respect.
- ✓ Integrate comprehensive sexuality education by fostering respectful communication.
- ✓ Encourage standardization culture in preparation and presentation of sauces.
- ✓ Support inclusivity by providing appropriate learning resources for all students.

Prerequisites:

- Tools and equipment used in Italian Hot Kitchen
- Basic Italian cooking techniques
- Safety, health, and environment in the kitchen
- Knowledge of Italian herbs and spices
- Understanding of sauces and their types
- Knife skills for ingredient preparation
- Pasta cooking methods
- Dairy products handling and preparation
- Working knowledge of oils and fats



Activity 1: Problem-Solving



Task 21

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 2 and answer the questions provided under **task 21** 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. 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.
3. After the sharing session, refer students 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 2: Guided Practice



Task 22:

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 answer the questions provided under **task 22** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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.

- After the sharing session, refer students 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 23:

- Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform activities under **task 23** in their manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Checklist:**

Assessment Criteria	Indicator	Observation		Marks
		YES	NO	Allocation
1. Ingredient preparation for selected sauce	All ingredients for the chosen sauce are identified and gathered			/3
	Ingredients are properly cleaned, peeled, or washed as required			/2
2. Preliminary preparation of ingredients	Garlic, herbs, and spices are chopped, minced, or grated as needed			/3
	Cheese is grated or measured correctly (if applicable)			/2
	Vegetables (e.g., mushrooms, tomatoes) are chopped or diced			/3
3. Correct	Ingredients are measured accurately			/2

handling of ingredients for the sauce	(e.g., oil, cream, broth)			
	Prepared ingredients are organized and ready for cooking			/3
Total Marks:				/18

Topic 2.6: Preparation of ingredients for Italian pizza and hot snacks

Objectives: By the end of the topic, trainees will be able to: - Identify the key ingredients required for preparing various Italian pizza and hot snack dishes. - Demonstrate the correct preliminary preparation steps for ingredients used in Italian pizza and hot snacks. - Explain the process of forming and shaping dough for different Italian pizza and hot snack recipes. - Apply the techniques for preparing and breading ingredients for Italian hot snacks.	
	Time Required: 4 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
Materials: Pizza dough, prosciutto, mushrooms, mozzarella, ricotta, Parmesan, Gorgonzola, anchovies, tomato sauce, olives, zucchini, bread crumbs, rice, flour, eggs, oil, herbs, seasonings.  Tools: Chef's knives, cutting boards, rolling pins, dough cutters, mixing bowls, measuring cups, spatulas, graters. Equipment: Oven, pizza stone, frying pans, deep fryer, baking trays, food processor, ladle,	

pizza cutter.

Preparation:



- ☐ Ensure availability of ingredients: Prosciutto, fungi, quattro formaggi, mozzarella, dough, tomato sauce, olive oil, zucchini, rice, breadcrumbs, flour, eggs, spices, herbs.
- ☐ Organize tools: Pizza cutters, pizza peels, rolling pins, knives, mixing bowls, ladles, tongs, piping bags.
- ☐ Check equipment: Oven, pizza stone, deep fryer, baking trays, serving platters.
- ☐ Set up workstation for practical demonstrations and theory lessons.
- ☐ Prepare recipe cards or handouts for trainees.

Cross Cutting Issues:



- ✓ Ensure gender balance in group work and presentations.
- ✓ Promote inclusivity by allowing all students to participate.
- ✓ Encourage financial education by stressing cost-effectiveness of ingredients.
- ✓ Promote environmental sustainability by minimizing food waste and sourcing local ingredients.
- ✓ Incorporate peace and values by fostering teamwork and respect in the kitchen.
- ✓ Integrate comprehensive sexuality education by highlighting healthy lifestyle choices (e.g., balanced diets).
- ✓ Promote standardization culture by emphasizing consistency in ingredient preparation and cooking methods.
- ✓ Ensure inclusivity by accommodating dietary restrictions or preferences.

Prerequisites:



- Knowledge of Italian pizza dough preparation
- Knowledge of Italian cheese types
- Understanding of Italian cooking techniques
- Familiarity with Italian hot snacks preparation methods
- Safety, Health, and hygiene practices in food handling
- Knowledge of ingredients for Italian pizza and hot snacks



Activity 1: Problem-Solving



Task 24:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario and answer the questions provided under **task 24** 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. 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.
3. After the sharing session, refer students to **Key facts 2.6** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 25:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to refer to and analyze scenario 2 and answer the questions provided under **task 25** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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.

- After the sharing session, refer students to Key Facts 2.6. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 26:

- Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform activities under **task 26** in their manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Checklist:**

Assessment Criteria	Indicators	Observation		Marks
		YES	NO	Allocation
1. Ingredients are properly selected for the chosen pizza	Correct ingredients gathered			2
	Fresh and high-quality ingredients used			2
2. Ingredients are correctly prepared for the chosen pizza	Cheese is grated/sliced			2
	Meats and vegetables are properly sliced/diced			2
	Dough is portioned and rested			2

	Sauce is prepared and seasoned			2
3. Ingredients are properly selected for hot snacks	Correct ingredients gathered			2
	Ingredients are fresh and suitable			2
4. Ingredients are correctly prepared for hot snacks	Rice for Arancini is cooked and seasoned			2
	Dough for Panzerotti is kneaded and portioned			2
	Fillings are chopped correctly			2
5. Workstation is clean and organized	Ingredients are neatly arranged			2
	Proper hygiene and food safety standards maintained			3
Total Marks:				25



Formative Assessment

A. Multiple Choice Questions: Read the statement and choose the correct answer

1. Which of the following ingredients is commonly used in Italian seafood dishes?

- a. Chicken
- b. Salmon
- b. Pork
- d. Beef

Answer: b) Salmon

2. What is the primary ingredient in the dish "Spaghetti Bolognese"?

- a Musanze) Ground chicken
- b) Ground beef
- c) Seafood
- d) Tofu

Answer: b) Ground beef

3. Which Italian dish uses a base of ricotta cheese?

- a) Spaghetti Napolitano
- b) Ricotta gnocchi ala prosciutto

- c) Risotto alla Fiorentina
- d) Seppie in Umido

Answer: b) Ricotta Gnocchi alla Prosciutto

4. Which vegetable is typically used in the dish "Ciambotta"?
- a) Eggplant
 - b) Zucchini
 - c) Potatoes
 - d) Cauliflower

Answer: a) Eggplant

5. What is the main protein in the dish "Chicken Parmesan"?
- a) Pork
 - b) Beef
 - c) Chicken
 - d) Fish

Answer: c) Chicken

B. True/False Questions

6. "Seppie in Umido" is a traditional Italian seafood dish primarily made with squid.

Answer: True

7. "Spaghetti Napolitano" is prepared using tomatoes, garlic, and basil, and does not include meat.

Answer: True

8. The primary ingredient in "Fileto di Manzo" is lamb.

Answer: False (It is beef.)

9. "Zuppa di Vongole" is a classic Italian seafood soup made with clams.

Answer: True

10. The sauce for "Carbonara" is made with eggs, cheese, pancetta, and pepper.

Answer: True

C. Short Answer Questions

11. List two ingredients used in preparing "Chicken Cacciatore."

Answer: Chicken, tomatoes (other common ingredients include onions, bell peppers, and herbs).

12. Identify the main ingredients for an Italian-style "Pork Chops" dish.

Answer: Pork chops, olive oil, garlic, and rosemary.

13. Briefly explain the preparation process for "Risotto alla Fiorentina."

Answer: Risotto alla Fiorentina is made by sautéing onions in butter, adding Arborio rice, and gradually cooking it in broth while stirring. Fresh spinach and Parmesan cheese are added toward the end for flavor.

14. What ingredients are typically used to make "Eggplant Parmesan"?

Answer: Eggplant, tomato sauce, mozzarella cheese, Parmesan cheese, and breadcrumbs.

15. Highlight the key difference between "Risotto alla Norma" and "Risotto alla Fiorentina."

Answer: "Risotto alla Norma" includes eggplant and often ricotta salata, while "Risotto alla Fiorentina" features spinach and Parmesan cheese as key ingredients.

D. Fill in the Blanks using the listed given words

16. "_____" is an Italian pasta dish made with a tomato-based sauce, chili peppers, and garlic.

Word List:

✓ Carbonara

✓ Gnocchi

✓ Arrabbiata

✓ Spaghetti Bolognese

17. The dish "Gnocchi alla Cheese Sauce" primarily features _____ as the key pasta ingredient.

Word List:

✓ Spinach pasta

✓ Risotto

✓ Gnocchi

✓ Spaghetti

18. The traditional sauce for "Cacio e Pepe" includes _____ cheese and black pepper.

Word List:

✓ Parmesan

✓ Mozzarella

✓ Ricotta

✓ Pecorino

19. "Minestrone Soup" typically contains a variety of _____ vegetables.

Word List:

✓ Leafy

✓ Seasonal

✓ Root

✓ Starchy

20. "Arancini" are Italian snacks made from _____ and typically stuffed with meat or cheese.

Word List:

✓ Rice

✓ Pasta

✓ Potatoes

✓ Bread



Points to Remember

- Use fresh, high-quality ingredients for all Italian dishes to ensure authentic flavors.
- Follow proper food safety and hygiene standards during preparation.
- Organize all ingredients systematically before cooking to save time and ensure efficiency.
- Ensure precise preparation of ingredients for meat, seafood, pasta, starch, vegetables, soups, sauces, and pizzas to maintain dish consistency.
- Adhere to portion sizes and presentation standards for Italian hot kitchen dishes.



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 ITALIAN DISHES



Learning outcome 3: 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 prepare bakery products. They will cover the cooking of meat and seafood for Italian dishes, starch and pasta dishes, cook Italian Vegetable dishes, Italian soup dishes, Italian sauce dishes and Italian pizza and hot snacks.
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 are 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. Explain cooking methods for white and red meat dishes like Chicken Parmesan and Fileto demanzo.	1. Cook meat dishes using appropriate techniques for flavor and texture.	1. Describe care in ensuring proper cooking of meats.
2. Identify techniques for preparing seafood dishes like Risotto Con gamberi and Seppie in Umido.	2. Handle and cook seafood carefully to preserve freshness.	2. Value precision and timing in seafood preparation.
3. Recognize traditional methods for cooking pasta dishes like Carbonara and Gnocchi alla cheese sauce.	3. Boil and mix pasta with sauces to achieve balanced flavors.	3. Appreciate the authenticity of Italian pasta preparation.
4. Describe techniques for starch-based dishes like Risotto alla Florentine and Parmesan potato.	4. Cook starch dishes with attention to consistency and seasoning.	4. Demonstrate patience for achieving perfect textures.
5. Explain preparation methods for vegetable dishes like Ratatouille and Ciabatta.	5. cook by Sauté, roast, or stew vegetables as per recipe requirements.	5. Show commitment to enhancing the natural flavors of vegetables.
6. Describe cooking methods for soups like Minestrone and Zuppa divongole.	6. Combine ingredients to create flavorful and hearty soups.	6. Exhibit focus on achieving the right balance of flavors in soups.

Knowledge	Skills	Attitudes
7. Explain sauce preparation techniques for Alfredo, Marinara, and Pesto.	7. Simmer and blend sauces to achieve smooth textures.	7. Show pride in creating versatile and flavorful sauces.
8. Describe pizza cooking methods like Quattro Formaggi and Sicilian-style.	8. Bake pizzas to achieve a perfect crust and topping balance.	8. Appreciate the artistry of crafting traditional pizzas.
9. Explain techniques for hot snacks like Arancini and Mozzarella sticks.	9. Fry or bake snacks to golden perfection.	9. Foster enthusiasm for creating appealing and delicious snacks.
10. Describe methods for preparing flavored fresh pasta like Spinach and Beetroot pasta.	10. Cook and present fresh pasta with vibrant flavors.	10. Show creativity and respect for traditional pasta-making



Discovery Activity



Task 27:

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 the questions provided under **task 27** 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. Encourage all students to give their views.

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. Introduce **topic 3.1: Cooking methods for meat and seafood Italian dishes.**

Topic 3.1: Cooking methods for meat and seafood Italian dishes

	Objectives: By the end of the topic, trainees will be able to: a. Identify the appropriate cooking methods for Italian meat dishes, including chicken, beef, pork, and lamb. b. Explain the key differences between the cooking methods for Italian red and white meat dishes. c. Apply the correct techniques for grilling, sautéing, and simmering seafood and meat in an Italian kitchen. d. Demonstrate the step-by-step preparation of selected Italian seafood dishes, such as Seppie in Umido, Fritto Misto, and Risotto con Gamberi.
	Time Required: 6 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Chicken, merluzza, salmon, blanzino, beef fillet, lamb, pork, squid, mixed seafood, scallops, shrimp, rice, fresh herbs, seasonings, olive oil, butter, wine, cream, cheese, bread crumbs, flour, eggs, stock, garlic, onion. Tools: Chef's knives, cutting boards, mixing bowls, measuring cups, whisks, spatulas, tongs, wooden spoons, mortar and pestle, kitchen thermometer, grater. Equipment: Stove, oven, frying pans, saucepans, baking trays, casserole dishes, grill, blender/food processor, roasting pans, stockpots, ladles, strainers, deep fryer.

Preparation:

- ☐ Organize and ensure availability of all required ingredients for meat and seafood dishes.
- ☐ Prepare the kitchen workstation and ensure cleanliness and organization.
- ☐ Check the functionality of cooking equipment (stove, oven, deep fryer).
- ☐ Gather all necessary tools (knives, cutting boards, pans, tongs).
- ☐ Prepare demonstration samples of cooking techniques for each dish.
- ☐ Print or prepare instructional materials, including recipes and method guides.

Cross Cutting Issues:

- ✓ Ensure gender balance in group work and task allocation.
- ✓ Promote inclusivity by accommodating diverse participation during cooking activities.
- ✓ Emphasize financial education by highlighting cost-effective ingredients and techniques.
- ✓ Encourage environmental sustainability by focusing on responsible sourcing of ingredients and minimizing waste.
- ✓ Integrate peace and values by fostering teamwork and respect during activities.
- ✓ Raise awareness on comprehensive sexuality education through healthy eating and lifestyle discussions.
- ✓ Promote standardization culture through consistent cooking techniques and measurements.
- ✓ Ensure inclusivity by addressing dietary restrictions and preferences during meal preparation.

**Prerequisites:**

- Basic cooking methods
- Knife skills
- Knowledge of Italian ingredients
- Hygiene and safety practices in the kitchen
- Understanding of meat and seafood cuts
- Familiarity with cooking equipment
- Temperature control in cooking



Activity 1: Problem-Solving



Task 28:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario and answer the questions provided 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. 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.
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 29:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to refer to and analyze scenario 2 and answer the questions provided under **task 29** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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.

- 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 3: Application



Task 30:

- Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform activities under **task 30** in their manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
- Checklist:**

Assessment Criteria	Indicators	Observation		Marks
		YES	NO	Allocation
1. Meat Dishes are Prepared and Cooked Using Correct Techniques	Correct meat selection based on dish requirements			3
	Meat is properly cleaned, trimmed, and portioned			2
	Appropriate seasoning and marination techniques applied			3
	Proper cooking method used (roasting, grilling, sautéing, baking)			3
	Meat is cooked to the correct doneness and rested before serving			2
2. Seafood Dishes are Prepared and	Fresh and appropriate seafood selected			3

Cooked Using Correct Techniques	Seafood is cleaned, deveined, and portioned correctly			2
	Proper cooking method used (braising, frying, sautéing, simmering)			3
	Seafood is cooked to the correct doneness without overcooking			3
Total Marks:				30

Topic 3.2: Cooking methods for starch and pasta dishes

Objectives: By the end of the topic, trainees will be able to: - Identify key ingredients and equipment used in Italian pasta and starch dishes. - Demonstrate the proper techniques for preparing and cooking pasta dishes like Carbonara, Arrabbiata, and Spaghetti Bolognese. - Explain the cooking process and variations of classic Italian starch dishes such as Risotto alla Fiorentina and Potato alla Forno. - Apply correct cooking methods for creating different types of Italian pasta and starch dishes, ensuring quality and flavor consistency.	
	Time Required: 5 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
Materials: Pasta (spaghetti, gnocchi, flavored pasta), rice, potatoes, ricotta cheese, Parmesan cheese, prosciutto, spinach, beetroot, fresh herbs, olive oil, butter, cream, tomato sauce, wine, garlic, onions, seasonings.  Tools: Chef's knives, cutting boards, measuring cups, mixing bowls, spatulas, whisks, ladles, pasta cutter, potato masher. Equipment:	

Stove, stockpots, saucepans, frying pans, baking trays, oven, pasta machine, food processor, skimmer, blender.

Preparation:



- ☐ Prepare the kitchen workstation for pasta and starch dish demonstrations.
- ☐ Ensure the availability of all ingredients for pasta and starch dishes.
- ☐ Check the functionality of all cooking equipment (stoves, pots, pans).
- ☐ Arrange tools such as knives, cutting boards, ladles, and strainers.
- ☐ Pre-measure and portion ingredients for each dish.
- ☐ Print or display recipes and step-by-step cooking methods for trainees.
- ☐ Conduct a brief review of safety and hygiene practices in the kitchen.

Cross Cutting Issues:



- ✓ Ensure gender balance in group formation and task allocation.
- ✓ Promote inclusivity in activities and provide accessible environments.
- ✓ Encourage financial education by emphasizing cost-effective ingredient choices.
- ✓ Advocate environmental sustainability by minimizing food waste.
- ✓ Integrate peace and values by fostering teamwork and respect in group cooking tasks.
- ✓ Raise awareness of comprehensive sexuality education through discussions on healthy diets and lifestyles.
- ✓ Incorporate standardization culture by maintaining consistent cooking methods and ingredient quality.
- ✓ Ensure inclusivity by catering to diverse dietary needs and preferences.

Prerequisites:



- Knowledge of Italian pasta varieties
- Basic cooking methods for pasta
- Knowledge of types of Italian starch dishes
- Basic risotto preparation
- Knowledge of pasta sauces and seasonings
- Knife skills for preparing ingredients

- Safe handling of kitchen tools and equipment
- Awareness of kitchen safety, hygiene, and sanitation



Activity 1: Problem-Solving



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 read scenario and answer the questions provided under **task 31** 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. 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.
3. 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 32:

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 answer the questions provided under **task 32** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **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 33:

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities provided under **task 33** in their manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicators	Observation		Marks Allocation	Comments
		YES	NO		
1. Pasta Dish is Properly Cooked Using Appropriate Methods	Correct ingredients are selected for the chosen pasta dish.			2	
	Pasta is cooked to the correct texture (e.g., al dente).			3	
	Sauce is prepared using the correct method and combined well.			3	
	Appropriate cooking method (boiling, sautéing, baking) is applied.			3	
2. Starch Dish is Properly Cooked Using Appropriate Methods	Correct starch ingredients are selected for the chosen dish.			2	
	Proper cooking technique (boiling, baking, frying) is applied.			3	
	Texture and consistency match dish requirements.			2	
	Dish is seasoned correctly for authentic flavor.			3	
Total Marks					20

Topic 3.3: Cooking methods for Italian Vegetable dishes

Objectives:

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



- Identify the cooking methods used in Italian vegetable dishes, such as braising, baking, frying, and simmering.
- Demonstrate the correct technique for preparing a vegetable stew, such as Ciabatta, using proper cooking methods.
- Explain the process of frying eggplant slices to create dishes like Eggplant Milanese and Eggplant Parmesan.
- Apply the correct cooking method for making Italian Roasted Vegetables, ensuring optimal texture and flavor.



Time Required: 5 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Eggplants, cauliflower, mixed vegetables (zucchini, bell peppers, onions, tomatoes), olive oil, garlic, cheese (parmesan, mozzarella), bread crumbs, flour, eggs, tomato sauce, seasonings (salt, pepper, herbs).



Tools:

Chef's knives, cutting boards, measuring cups, mixing bowls, vegetable peeler, graters, whisks, spatulas, tongs.

Equipment:

Stove, oven, frying pans, baking trays, saucepans, casserole dishes, blender/food processor.

Preparation:



- ☐ Prepare the kitchen workstation with necessary tools and equipment.
- ☐ Ensure availability of all ingredients for Italian vegetable dishes.
- ☐ Verify functionality of stoves, ovens, and cookware.

- ☐ Prepare recipe cards and handouts for each dish.
- ☐ Organize a demonstration setup for cooking methods.
- ☐ Arrange cleaning materials for post-cooking cleanup.

Cross Cutting Issues:

- ✓ Ensure gender balance in group work and presentations.
- ✓ Promote inclusivity by ensuring all students can participate in activities.
- ✓ Emphasize financial education in budgeting for ingredients and cooking tools.
- ✓ Encourage environmental sustainability by reducing waste during food preparation.
- § ✓ Integrate comprehensive sexuality education by fostering a safe learning environment.
- ✓ Teach peace and values by promoting teamwork and respect in group tasks.
- ✓ Integrate genocide studies by addressing the importance of cultural diversity in cooking.
- ✓ Foster standardization culture through consistent and accurate recipe execution.

Prerequisites:



- Knowledge of Italian cuisine and its regional vegetable dishes
- Basic knife skills and vegetable preparation techniques
- Familiarity with common Italian cooking herbs and spices
- Understanding of different cooking methods (boiling, roasting, frying, etc.)
- Knowledge of food safety and hygiene practices in the kitchen
- Experience in using kitchen tools and equipment for vegetable-based dishes
- Understanding of portion control and presentation for Italian vegetable dishes



Activity 1: Problem-Solving



Task 34:

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 the questions provided under **task 34** 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. 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.
3. 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 35

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 answer the questions provided under **task 35** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **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 36:

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 36** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
4. **Checklist:**

Criteria	Indicators	Observation		Marks	Comments
		YES	NO	Allocation	
1. Correct Preparation of Ingredients	Correct ingredients are selected for the chosen dishes.			4	
	Correct ingredients are selected for the chosen dishes.			4	
2. Correct Cooking Methods	The proper cooking methods (e.g., roasting, frying, sautéing) are applied.			5	
	Cooking times and temperatures are followed for optimal results.			4	
3. Hygiene and Efficiency in the Kitchen	Hygiene standards are maintained throughout preparation.			3	
	Preparation is done efficiently with minimal waste.			3	
Total Marks					23

Topic 3.4: Cooking methods for Italian soup dishes

Objectives:

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



- Identify different types of Italian soup dishes and their specific ingredients.
- Demonstrate the proper use of simmering as a cooking method for Italian soup dishes.
- Explain the key steps involved in preparing traditional Italian soups, such as Minestrone and Tuscan White Bean Soup.

- d. Apply correct techniques for cooking, pureeing, and seasoning Italian soups to achieve the desired flavor and texture.



Time Required: 4 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Noodles, carrots, peas, onions, peppers, white beans, Irish potatoes, pumpkin, clams, olive oil, herbs, vegetables, pasta, stock, cream, seasoning.

Tools:



Chef's knives, cutting boards, ladles, spoons, measuring cups, wooden spoons, strainers, whisks, mixing bowls.

Equipment:

Stove, stockpots, soup pots, saucepans, ladles, blenders, immersion blenders, oven, ladles, soup bowls.

Preparation:



- ☐ Prepare the kitchen workstation for soup preparation.
- ☐ Ensure availability of ingredients: vegetables, beans, pumpkin, clams, herbs, and seasonings.
- ☐ Gather tools: knives, cutting boards, ladles, pots, and immersion blenders.
- ☐ Set up equipment: stove, stockpots, and soup bowls for serving.
- ☐ Review and organize recipes for Minestrone, Tuscan White Bean, Kellutata di Zucca, and Zuppa di Vongole.

Cross Cutting Issues:



- ✓ Ensure gender balance in group tasks and presentations.
- ✓ Promote inclusivity in participation and task allocation.
- ✓ Emphasize financial education by focusing on cost-effective ingredients and proper planning.

- ✓ Encourage environmental sustainability by minimizing food waste during preparation.
- ✓ Foster peace and values by promoting teamwork and collaboration.
- ✓ Incorporate comprehensive sexuality education by discussing health-conscious cooking.
- ✓ Promote standardization culture through consistent use of recipes and techniques.
- ✓ Ensure accessibility for all learners through adaptable cooking methods and tools.

Prerequisites:



- Knowledge of Italian soup types
- Familiarity with basic cooking techniques
- Knife skills and food preparation
- Understanding of flavor balancing
- Knowledge of stock and broth preparation
- Safety and hygiene standards in food preparation
- Equipment used in soup cooking



Activity 1: Problem-Solving



Task 37:

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 the questions provided under **task 37** 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. 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.
3. 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 38:

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 answer the questions provided under **task 38** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 3.4.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 39:

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 39** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. **Checklist:**

Criteria	Indicators	Observation		Marks	Comments
		YES	NO	Allocation	
1. Ingredients are properly selected and prepped	Vegetables are washed and chopped correctly.			2	
	Beans and pasta are prepared for Minestrone.			3	
	Clams are cleaned and prepared for Zuppa di Vongole.			2	
2. Soups are cooked following traditional methods	Soups are cooked to the right texture.			3	
	Proper cooking techniques are used for each soup (e.g., simmering, braising).			2	
3. Hygiene and time management are maintained	Work area and tools are kept clean throughout preparation.			3	
	Soups are prepared within the time limits.			2	
4. Adaptations are made with available resources	Missing ingredients are substituted correctly.			3	
Total Marks					20

Topic 3.5: Cooking methods for Italian sauce dishes

Objectives:

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

- Identify clearly the key ingredients required for preparing different Italian sauce dishes, such as pesto sauce and cheese sauce.
- Demonstrate properly cooking techniques for Italian sauces, including blending, sautéing, and simmering.
- Explain appropriately cooking times and temperatures for various Italian sauces, such as the Aglio e Olio and Mushroom Marinara sauce.
- Apply effectively step-by-step procedures for preparing and presenting Italian sauces, ensuring proper use of tools and equipment.



Time Required: 4 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Basil, garlic, olive oil, Parmesan cheese, pecorino cheese, heavy cream, butter, mushrooms, tomatoes, black pepper, pasta, flour, eggs, white wine, chicken stock, salt, pepper, various herbs (oregano, thyme).



Tools:

Chef's knives, cutting boards, measuring cups, wooden spoons, whisks, ladles, mixing bowls, microplane/grater, strainer.

Equipment:

Stove, frying pans, saucepans, stockpots, blender/food processor, whisk, pasta cooker, heat-resistant spatula, double boiler, induction cooktop.

Preparation:



- ☐ Preparation of kitchen for cooking Italian sauce dishes
- ☐ Availability of tools and equipment to be used (saucepans, ladles, spatulas, whisk)

- ☐ Ensure all ingredients for sauces are ready (pesto, garlic, olive oil, cream, cheese, mushrooms, etc.)
- ☐ Set up workstations for trainees (cutting boards, knives, mixing bowls)
- ☐ Check availability of stovetops, blenders, and food processors for sauce preparation
- ☐ Prepare teaching materials (recipe cards, demonstration videos, etc.)
- ☐ Arrange for appropriate storage containers for prepared sauces
- ☐ Ensure proper cleaning and sanitizing of kitchen stations before starting
- ☐ Check availability of ingredients in correct quantities and quality for each sauce

Cross Cutting Issues:

- ✓ Ensure gender balance when forming groups and assigning tasks for cooking.
- ✓ Promote inclusivity by providing equal participation opportunities for all trainees.
- ✓ Emphasize financial education by highlighting cost-effective ingredient use.
- ✓ Encourage environmental sustainability through waste reduction and recycling during preparation.
- § ✓ Integrate peace and values by fostering teamwork and respect during group activities.
- ✓ Raise awareness of comprehensive sexuality education by discussing safe food handling practices.
- ✓ Implement standardization culture by following precise recipes and techniques.
- ✓ Ensure accessibility by accommodating diverse learning needs in lesson delivery.

Prerequisites:



- Knowledge of Italian sauce types
- Basic cooking techniques
- Knowledge of ingredients for Italian sauces
- Knife skills for preparing ingredients
- Food safety and hygiene practices



Activity 1: Problem-Solving



Task 40:

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 the questions provided under **task 40** 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. 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.
3. After the sharing session, refer students to Key facts 3.5 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 41:

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 answer the questions provided under **task 41** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 3.5.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 42:

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 42** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicators	Observation		Marks	Comments
		YES	NO	Allocation	
1. Ingredients are prepared correctly	Ingredients are gathered and prepped properly.			3	
	Ingredients are gathered and prepped properly.			2	
	Seasoning and texture are adjusted based on feedback.			3	

2. Sauces are cooked correctly	Pesto is not overheated to keep color.			2	
	Alfredo is emulsified properly.			3	
	Marinara is simmered to develop flavors.			2	
3. Hygiene and time management	Work area and tools are clean during prep.			3	
	Sauces are prepared on time.			2	
Total Marks					20

Topic 3.6: Cooking methods for Italian pizza and hot snacks

Objectives: By the end of the topic, trainees will be able to: a. Identify various cooking methods for Italian pizza and hot snacks. b. Demonstrate preparation and cooking techniques for different types of Italian pizza. c. Explain differences in cooking methods for various Italian hot snacks. d. Apply cooking temperatures and times for each Italian hot snack and pizza type.	
	Time Required: 6 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
Materials: Pizza dough, prosciutto, mushrooms, mozzarella, Parmesan, ricotta, tomatoes, olives, zucchini, rice, breadcrumbs, flour, eggs, oil (olive, vegetable), herbs (basil, oregano), cheese for frying.  Tools: Rolling pins, pizza cutters, mixing bowls, spoons, spatulas, pastry brushes, tongs,	

ladles, measuring cups and spoons, knives, grater.

Equipment:

Oven, pizza stone or baking tray, deep fryer or fryer basket, frying pans, saucepans, mixing stand or handheld mixers, baking sheets, cooking thermometer, skewers.

Preparation:



- ☐ Preparation of kitchen space for cooking pizza and hot snacks.
- ☐ Availability of ingredients for pizza dishes (Prosciutto e Funghi, Quattro Formaggi, etc.).
- ☐ Availability of ingredients for hot snacks (Arancini, Panzerotti, etc.).
- ☐ Check readiness of cooking tools (pizza peels, frying pans, etc.).
- ☐ Ensure oven and fryer are operational.
- ☐ Prepare workstations for trainees (cutting boards, knives, etc.).
- ☐ Set up ingredient stations for each dish.
- ☐ Ensure safety equipment is available (PPE, fire extinguisher).
- ☐ Prepare recipes and cooking methods for demonstration.

Cross Cutting Issues:



- ✓ Ensure gender balance in group tasks and presentations.
- ✓ Promote inclusivity in task allocation and classroom environment.
- ✓ Emphasize financial education in selecting and managing ingredients.
- ✓ Encourage environmental sustainability through efficient ingredient usage and waste reduction.
- ✓ Integrate peace and values education through teamwork and collaboration.
- ✓ Discuss comprehensive sexuality education by promoting health-conscious eating.
- ✓ Foster standardization culture by maintaining consistency in cooking methods.
- ✓ Support inclusivity by accommodating dietary preferences and restrictions.



Prerequisites:

- Basic knowledge of Italian pizza ingredients
- Familiarity with Italian hot snacks ingredients
- Understanding of Italian pizza cooking techniques
- Understanding of hot snacks cooking methods
- Knowledge of kitchen safety and hygiene practices
- Knowledge of proper use of kitchen equipment



Activity 1: Problem-Solving



Task 43:

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 the questions provided under **task 43** 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. 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.
3. 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 44:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to refer to and analyze scenario 2 and answer the questions provided under **task 44** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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.

- 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 3: Application



Task 45:

- Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 45** in their trainee manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicator	Observation		Marks	Comments
		YES	NO	Allocation	
1. Ingredient Preparation	Ingredients are properly selected and prepared			/3	
	All ingredients are measured and ready before cooking			/2	
2. Cooking Methods	Pizzas are baked at the correct temperature			/3	
	Hot snacks are fried at the correct oil temperature			/2	

3. Balance of Flavors	Toppings (ham, mushrooms, cheese) are well-balanced			/3	
	Seasoning and cheese are adjusted for balance			/2	
4. Consistency and Texture	Pizza crust is crispy, toppings evenly cooked			/3	
	Hot snacks are crispy and not greasy			/2	
Total marks					20



Formative Assessment

1. Circle the correct answers

a. Which of the following ingredients is NOT typically used in *Zuppa di Vongole*?

i. Clams

iii. **Pasta**

ii. Tomatoes

iv. Garlic

b. What is the primary ingredient in *Beetroot Pasta*?

i. **Beetroot puree**

iii. Beetroot juice

ii. Beetroot chunks

iv. Dried beetroot powder

c. How is *Zucchini Crocche* typically prepared?

i. Baked

ii. Boiled

iii. **Fried**

iv. Grilled

2. True/False Questions

- a. Arrabbiata Sauce is characterized by its mild and creamy flavor.

Answer: False (Arrabbiata Sauce is known for its spicy and tangy flavor.)

- b. Risotto alla Fiorentina includes spinach as a key ingredient.

Answer: True

3. List Three Traditional Italian Cooking Methods for White and Red Meat Dishes

Answer:

Braising

Grilling

Roasting

4. Explain the Key Steps in Preparing Chicken Cacciatore

Answer:

Sear the chicken pieces until golden brown.

Remove the chicken and sauté onions, garlic, and bell peppers.

Add tomatoes, herbs (e.g., rosemary, thyme), and chicken broth to the pan.

Return the chicken to the pan and simmer until tender.

Adjust seasoning and serve.

5. What is the Main Difference Between Chicken Parmesan and Eggplant Parmesan in Terms of Preparation?

Answer:

Chicken Parmesan uses breaded and fried chicken cutlets, while Eggplant Parmesan substitutes thinly sliced, breaded, and fried eggplant.

6. Describe How to Prepare Risotto alla Norma

Answer:

Sauté diced eggplant in olive oil until tender.

Cook Arborio rice with onions, garlic, and vegetable stock, stirring frequently.

Stir in tomato sauce, cooked eggplant, and grated ricotta salata.

Finish with fresh basil and adjust seasoning.

7. Identify Three Ingredients Commonly Used in Tuscan White Bean Soup

Answer:

Cannellini beans

Garlic

Kale

8. What are the Primary Ingredients in Pesto Sauce?

Answer:

Basil

Parmesan cheese

Garlic

Pine nuts

Olive oil

9. Explain the Importance of Using Fresh Ingredients in Preparing Spinach Pasta

Answer:

Fresh ingredients enhance the flavor, texture, and nutritional value of Spinach Pasta, resulting in a vibrant color and authentic taste.

10. Differentiate Between Pizza Sicilian and Pizza alla Pedellino

Answer:

Pizza Sicilian: Thick crust, baked in a rectangular pan, and often topped with tomato sauce, onions, and anchovies.

Pizza alla Pedellino: Thinner crust, pan-fried, and typically individual-sized.

11. Define the Cooking Method Used for Arancini and How It Affects Texture

Answer:

Cooking Method: Deep frying.

Effect on Texture: Creates a crispy outer crust while keeping the inside creamy and soft.

12. What is the Best Way to Achieve the Creamy Texture of Carbonara Sauce Without Curdling the Eggs?

Answer:

Mix eggs and grated cheese into the pasta off the heat, stirring vigorously while the residual heat from the pasta gently cooks the sauce.

13. Match the following dishes to their respective categories:

Dishes	Categories
Minestrone Soup	Meat dishes
Mozzarella Sticks	Soups
Prosciutto e Funghi Pizza	Snacks
Filetto di Manzo	Pizza

Answer:

Dishes	Categories
1. Minestrone Soup	b. Soups
2. Mozzarella Sticks	c. Snacks
3. Prosciutto e Funghi Pizza	d. Pizza
4. Filetto di Manzo	a. Meat dishes

**Points to Remember**

- Always follow safety and hygiene practices while preparing and cooking Italian dishes.
- Use fresh, authentic ingredients to preserve the traditional flavors of Italian cuisine.
- Apply the correct cooking methods for each dish to achieve the desired texture and flavor.
- Ensure portion control and plating aesthetics for an authentic Italian presentation.
- Maintain consistency and precision while preparing pasta, sauces, and pizza bases.

**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 ITALIAN HOT DISHES



Learning outcome 4: 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 prepare bakery products. They will cover the presentation of Italian meat and seafood dishes, Italian starch and pasta dishes, Italian Vegetable dishes, Italian soup dishes, Italian sauce dishes and Italian pizza and hot snacks.
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 are 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.
 - e. 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. Explain principles of plating for white and red meat dishes like Chicken Parmesan	1. Arrange meat dishes visually appealing on plates.	1. Show dedication to high-quality presentation.

Knowledge	Skills	Attitudes
and Fileto demanzo.		
2. Describe seafood presentation styles like Risotto Con gamberi and Seppie in Umido.	2. Plate seafood dishes maintaining balance and elegance.	2. Value precision in seafood dish arrangement.
3. Identify techniques for presenting pasta dishes like Carbonara and Gnocchi alla cheese sauce.	3. Garnish pasta dishes appropriately for visual impact.	3. Appreciate the artistry in pasta dish presentations.
4. Explain presentation styles for starch dishes like Risotto alla Fiorentina and Parmesan potato.	4. Create appealing plating designs for starch dishes.	4. Demonstrate care in showcasing starch textures.
5. Identify plating techniques for vegetable dishes like Ratatouille and Eggplant Parmesan.	5. Arrange vegetables to highlight colors and textures.	5. Value natural aesthetics in vegetable presentation.
6. Explain soup presentation techniques for Minestrone and Tuscan white bean soup.	6. Serve soups with garnishes to enhance visual appeal.	6. Exhibit mindfulness in achieving clean and elegant presentations.
7. Identify plating strategies for sauces like Alfredo and Pesto.	7. Drizzle or spread sauces artfully on dishes.	7. Show creativity in sauce placement for elegance.
8. Explain pizza presentation methods for Sicilian and Quattro Formaggi.	8. Slice and arrange pizzas for accessibility and style.	8. Appreciate the value of symmetrical and tidy servings.
9. Describe hot snack presentation styles like Arancini and Mozzarella sticks.	9. Plate snacks in appetizing and portioned arrangements.	9. Demonstrate enthusiasm for creating inviting snack displays.
10. Identify techniques for presenting fresh pasta like Spinach and Beetroot pasta.	10. Highlight unique colors and textures in fresh pasta plating.	10. Show pride in showcasing vibrant pasta dishes.



Discovery Activity



Task 46:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario and answer the questions provided under **task 46** 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. Encourage all students to give their views.
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. Introduce **Topic 4.1**: Presentation techniques of meat and seafood Italian dishes.

Topic 4.1: Presentation techniques of meat and seafood Italian dishes

Objectives:

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



- a. Identify the key components of plating for Italian meat and seafood dishes.
- b. Explain importance of garnishing and its impact on dish presentation.
- c. Apply techniques for plating Italian white and red meat dishes.
- d. Demonstrate presentation of Italian seafood dishes using appropriate garnishes and accompaniments.



Time Required: 3 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Plates, garnishes (herbs, microgreens, edible flowers), sauces (for drizzling), decorative ingredients (vegetables, citrus slices), side dishes (pasta, risotto), specialty salts and spices, serving boards.



Tools:

Tongs, spoons, ladles, squeeze bottles (for sauces), plating rings, tweezers (for garnishing), pastry brushes, serving spoons.

Equipment:

Chafing dishes, heat lamps, presentation trays, serving platters, carving knives, serving utensils, display stands, food warmers.

Preparation:



- ☐ Prepare workstations for plating and presentation.
- ☐ Ensure availability of all required ingredients for meat and seafood dishes.
- ☐ Set up tools for garnish, plating, and serving (e.g., tweezers, brushes).
- ☐ Ensure proper cooking equipment is ready (ovens, grills, fryers).
- ☐ Prepare visual examples of presented dishes for demonstration.
- ☐ Arrange serving platters, plates, and presentation accessories.
- ☐ Confirm availability of garnishes (herbs, microgreens, sauces).
- ☐ Prepare safety equipment (PPE) for handling hot dishes.

Cross Cutting Issues:



- ✓ Ensure gender balance when forming groups and assigning tasks.
- ✓ Promote inclusivity by providing opportunities for all students to participate.
- ✓ Encourage financial education by emphasizing cost-effectiveness in ingredient selection.
- ✓ Foster environmental sustainability by using eco-friendly ingredients and minimizing food waste.
- ✓ Promote peace and values education through team cooperation and respect in the kitchen.

- ✓ Integrate comprehensive sexuality education by discussing health-conscious food choices.
- ✓ Advocate for standardization by ensuring consistent dish presentation.
- ✓ Incorporate gender equality by highlighting equal opportunities in the culinary field.



Prerequisites:

- Techniques of presenting meat and seafood dishes
- Knowledge of Italian meat dishes (e.g., Chicken calcinatory, Chicken parmesan)
- Knowledge of Italian seafood dishes (e.g., Seppie in Umido, Foritto misto)
- Basic cooking skills for Italian meat and seafood
- Understanding of plating and garnishing
- Knowledge of flavor pairings in Italian cuisine
- Food safety and hygiene practices



Activity 1: Problem-Solving



Task 47:

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 the questions provided under **task 47** 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. 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.
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 48:

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 answer the questions provided under **task 48** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 Key Facts 4.1. and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 49

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 49** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicator	Observation		Marks allocation	Comments
		Yes	No		
1. Dish is properly presented	Plate is clean and free from smears			/3	
	Plating arrangement highlights the meat or seafood as the focal point			/2	
	Meat/seafood is arranged attractively, with consideration for portion size			/3	
2. Garnishing enhances the dish	Fresh herbs or garnishes are used, appropriately placed for visual appeal			/2	
	Garnish complements the flavor and appearance of the meat or seafood			/3	
3. Textures and colors are thoughtfully applied	Contrast between textures (e.g., crispy, tender, creamy) is evident			/2	
	Color contrasts (vibrant vegetables, herbs) enhance visual appeal			/3	
Total Marks					20

Topic 4.2: Presentation techniques of starch and pasta dishes

Objectives:

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



- Identify plating and garnishing techniques for pasta and starch dishes.
- Explain the importance of visual appeal in the presentation of Italian starch and pasta dishes.
- Demonstrate the arrangement of pasta and starch dishes for optimal presentation.
- Apply presentation techniques specific to various pasta and starch dishes.



Time Required: 3 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Pasta (spaghetti, gnocchi, flavored pasta), rice (for risotto), potatoes, Parmesan cheese, ricotta, prosciutto, tomatoes, basil, garlic, cream, olive oil, butter, herbs (oregano, thyme, rosemary), red wine, flour, spinach, beetroot.

Tools:



Serving spoons, ladles, tongs, pasta forks, cheese graters, peelers, measuring spoons, mixing bowls, strainers, piping bags, pastry brush, chopping boards, knives, mandolin slicer.

Equipment:

Stove, pots, saucepans, frying pans, sauté pans, risotto pans, pasta cooker, colander, serving platters, heat lamps, food warmers, presentation stands, chafing dishes.

Preparation:



- ☐ Organize ingredients for pasta and starch dishes.
- ☐ Ensure availability of pasta tools (e.g., pasta maker, cutting tools).
- ☐ Gather various pasta types (e.g., gnocchi, spaghetti, colored pasta).
- ☐ Prepare risotto pans, sauté pans, and cooking stations.
- ☐ Set up tasting stations for different pasta and starch dishes.
- ☐ Ensure availability of serving platters and garnishing tools.
- ☐ Arrange for appropriate plating equipment (e.g., spoons, tongs).
- ☐ Organize teaching materials (e.g., presentation slides, recipes).
- ☐ Ensure oven and stove are functional and set for cooking.



Cross Cutting Issues:

- ✓ Ensure gender balance in group tasks and presentations.
- ✓ Foster inclusivity in task allocation and provide accessible participation environments.

- ✓ Promote financial education by emphasizing cost-effective presentation techniques.
- ✓ Encourage environmental sustainability by minimizing food waste in presentations.
- ✓ Incorporate peace and values by promoting respect and teamwork during tasks.
- ✓ Include comprehensive sexuality education by integrating healthy dietary practices.
- ✓ Promote standardization by adhering to presentation guidelines for consistency.
- ✓ Support gender equality by offering equal roles in preparing and presenting dishes.

Prerequisites:



- Knowledge of Italian pasta varieties
- Knowledge of Italian starch dishes
- Skills in pasta cooking techniques
- Skills in starch dish preparation
- Safety, health, and environment in the kitchen
- Tools and equipment used in pasta and starch dish preparation
- Presentation techniques for hot dishes



Activity 1: Problem-Solving



Task 50:

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

3. 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 51

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 answer the questions provided under task **51** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 Key **Facts 4.2.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 52

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 52** in their trainee manual.

2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. **Checklist:**

Criteria	Indicator	Observation		Mark allocation	Comments
		Yes	No		
1. Dish is properly presented	Plates are clean and free from spills or smudges			/3	
	Pasta and starch dishes are neatly arranged with proper portion sizes			/2	
	The pasta/starch is the focal point, garnishes and sides are secondary			/3	
2. Garnishes enhance the dish visually	Garnishes (herbs, cheese, etc.) are fresh, properly placed, and complement the dish			/3	
	Garnishes add color and texture contrasts to the dish			/3	
3. Plate arrangement emphasizes aesthetic appeal	The arrangement of food follows balance and symmetry			/2	
	Use of contrasting colors enhances visual appeal			/3	
Total Marks					= 20

Topic 4.3: Presentation techniques of Italian Vegetable dishes

Objectives:

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



- a. Identify the key factors that contribute to the visual appeal of Italian vegetable dishes.
- b. Apply color and texture principles to enhance the presentation of Italian vegetable dishes.
- c. Demonstrate the use of garnishes to complement Italian vegetable dishes.
- d. Present the variety of Italian vegetable dishes using appropriate plating techniques.



Time Required: 2 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Ciambotta, cauliflower, eggplant, zucchini, bell peppers, tomatoes, onions, garlic, Parmesan cheese, breadcrumbs, herbs, olive oil, vinegar, seasoning.

Tools:



Chef's knives, cutting boards, measuring spoons, mixing bowls, graters, spoons, tongs, pastry brushes, serving platters, plating rings.

Equipment:

Stove, frying pans, roasting pans, oven, sauté pans, blender/food processor, deep fryer, convection oven, heat lamps.

Preparation:



- ☐ Prepare ingredients for Ciambotta, Cauliflower Parmesan, Ratatouille, Roasted Vegetables, Eggplant Parmesan, and Eggplant Milanese.
- ☐ Ensure availability of kitchen tools (knives, peelers, graters, etc.).
- ☐ Set up cooking stations with required equipment (oven, sauté pans, trays).
- ☐ Arrange serving platters and garnish tools for presentation.

- ☐ Prepare visual aids for presentation techniques.
- ☐ Ensure proper lighting for demonstrating presentation.

Cross Cutting Issues:

- ✓ Ensure gender balance when forming groups and assigning tasks.
- ✓ Promote inclusivity by creating an environment that allows participation of all.
- ✓ Encourage financial education by highlighting the cost-effectiveness of using locally sourced vegetables.
- ✓ Promote environmental sustainability by focusing on reducing food waste during preparation.
- § ✓ Integrate peace and values by encouraging teamwork and collaboration in dish presentations.
- ✓ Promote awareness of comprehensive sexuality education by encouraging healthy eating habits.
- ✓ Standardize presentation techniques to align with Italian culinary standards.
- ✓ Incorporate inclusivity by considering dietary restrictions in dish preparation and presentation.

Prerequisites:



- Knowledge of Italian vegetable dishes
- Techniques of plating and garnishing
- Use of kitchen tools for vegetable preparation
- Knowledge of flavor pairing in Italian cuisine
- Understanding of cooking methods for vegetables
- Safety, health, and hygiene in food presentation



Activity 1: Problem-Solving



Task 53:

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 the questions provided under **task 53** 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. 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.
3. 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 54

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 answer the questions provided under **task 54** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 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 3: Application



Task 55:

- Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 55** in their trainee manual.
- Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
- This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicator	Observation		Marks allocation	Comment
		Yes	No		
1. Dish is properly presented	Plates/bowls are clean, with no smudges or spills			/4	
	Dishes are arranged with balanced portions and clean lines			/3	

2. Garnishes enhance the dish visually	Garnishes are fresh, visually appealing, and placed appropriately			/4	
	Garnishes add vibrant color and texture contrasts to the dish			/3	
3. Arrangement highlights dish's appeal	Vegetables are arranged in an aesthetically pleasing and consistent manner (e.g., circular, layered)			/3	
	The dish emphasizes key ingredients with proper layering and spacing			/3	
Total marks					

Topic 4.4: Presentation techniques of Italian soup dishes

Objectives: By the end of the topic, trainees will be able to: a. Identify the key elements for presenting Italian soup dishes. b. Explain how to garnish and plate different types of Italian soups. c. Demonstrate the techniques for serving Italian soups at the right temperature. d. Apply creative garnishing and plating techniques to enhance the visual appeal of Italian soups.	
	Time Required: 2 hours
	Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration
	Materials: Minestrone ingredients, Tuscan white beans, pumpkin, clams, vegetables, herbs, olive oil, stock (chicken/vegetable), bread, cheese (Parmesan), cream, spices

(garlic, pepper, thyme).

Tools:

Ladles, soup spoons, carving knives, tongs, measuring spoons, mixing bowls, soup bowls, garnish spoons, whisk, strainer, chopping boards.

Equipment:

Stove, saucepan, stockpot, immersion blender, ladle, serving trays, soup tureens, decorative plates, garnish containers.

Preparation:



- ☐ Organize ingredients for each soup dish (minestrone, tuscan white beans, kellutata di zucca, zuppa di vongole).
- ☐ Prepare cooking utensils and tools (knives, cutting boards, ladles).
- ☐ Set up workspace for food presentation (serving bowls, garnishes).
- ☐ Ensure availability of kitchen equipment (stoves, pots, blenders).
- ☐ Pre-arrange presentation examples for demonstration.

Cross Cutting Issues:

- ✓ Ensure gender balance in group activities and presentations.
- ✓ Promote inclusivity by providing equal opportunities for all trainees in task allocation.
- ✓ Highlight financial education by emphasizing cost-effective ingredients and efficient use of resources.
- ✓ Promote environmental sustainability by reducing food waste and using locally sourced ingredients.
- ✓ Encourage peace and values by fostering teamwork and cooperation during preparation.
- ✓ Integrate genocide studies through discussions on food cultures and history.
- ✓ Encourage comprehensive sexuality education by discussing healthy eating habits and their impact on reproductive health.
- ✓ Emphasize standardization culture by adhering to set recipe standards and consistent presentation methods.



Prerequisites:

- Knowledge of Italian soup dishes
- Knowledge of presentation techniques
- Knife skills and cutting techniques
- Food garnishing methods
- Understanding of soup textures and consistency
- Knowledge of food safety and hygiene
- Familiarity with kitchen equipment



Activity 1: Problem-Solving



Task 56:

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 the questions provided under **task 56** 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. 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.
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 57

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 answer the questions provided under **task 57** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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.

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 3: Application



Task 58:

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 58** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.

3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicator	Observation		Marks allocation	Comment
		Yes	No		
1. Soup is properly presented	Soup is served in clean, appropriate bowls matching the event's theme			/4	
	Soups are served at the correct temperature			3	
2. Dish is garnished effectively	Garnishes are fresh, vibrant, and appropriate for each soup (e.g., herbs, croutons, drizzle)			/3	
	Garnish placement enhances the soup's visual appeal			/4	
3. Soup arrangement is neat and appealing	Soup is evenly distributed in the bowl with no spills			/3	
	The serving station is clean, organized, and visually inviting			/3	
Total marks					20

Topic 4.5: Presentation techniques of Italian sauce dishes

Objectives:

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



- Identify the key elements of visually appealing sauce presentations, including color, texture, and temperature.
- Demonstrate garnishing techniques to enhance the visual appeal of Italian sauce dishes.

- c. Explain the presentation techniques for specific Italian sauces like Pesto, Aglio e Olio, and Alfredo.
- d. Apply plating and garnishing techniques to create a visually appealing presentation for different Italian sauce dishes.



Time Required: 2 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Pesto, garlic, olive oil, cheese, cream, mushrooms, tomatoes, pepper, herbs, pasta, fresh basil, Parmesan, ricotta, butter, flour.



Tools:

Plates, serving bowls, spoons, ladles, tongs, pastry bags, squeeze bottles, garnishing tools, piping tips, measuring spoons, brushes.

Equipment:

Stove, sauté pans, saucepans, blender/food processor, double boiler, whisk, induction cookers, heat lamps, chafing dishes, serving trays.

Preparation:



- ☐ Prepare workspace for sauce preparation.
- ☐ Ensure availability of ingredients (pesto, garlic, cheese, cream, mushrooms, etc.).
- ☐ Set up necessary cooking equipment (pans, spoons, measuring cups).
- ☐ Prepare serving plates and presentation tools.
- ☐ Organize the space for demonstration and practice.
- ☐ Arrange for tasting and feedback materials.
- ☐ Prepare any visual aids or recipe handouts.

Cross Cutting Issues:



- ✓ Ensure gender balance in group tasks and presentations.
- ✓ Promote inclusivity in task allocation and participation.
- ✓ Encourage financial literacy in selecting ingredients and resources.

- ✓ Highlight environmental sustainability through ingredient sourcing and waste reduction.
- ✓ Promote peace and values by fostering a collaborative cooking environment.
- ✓ Integrate HIV/AIDS awareness by emphasizing food hygiene and safety practices.
- ✓ Foster standardization culture through consistent recipe presentation and techniques.
- ✓ Ensure inclusivity by accommodating diverse dietary needs and preferences.

Prerequisites:



- Techniques of sauce preparation
- Basic knowledge of Italian cuisine
- Knife skills for garnishing
- Food plating techniques
- Knowledge of sauce consistency and textures
- Understanding of flavor combinations in Italian sauces
- Use of kitchen tools and equipment for sauce preparation
- Hygiene and safety in the kitchen



Activity 1: Problem-Solving



Task 59:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read scenario 2 and answer the questions provided under **task 59** 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. 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.
3. 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 60:

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 answer the questions provided under **task 60** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 4.5.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 61

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 51** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

4. Checklist:

Criteria	Indicator	Observation		Marks allocation	Comments
		Yes	No		
1.Sauces are prepared correctly	Correct texture and consistency (e.g., smooth, creamy)			/4	
	Balanced and authentic flavors (e.g., garlic and oil in Aglio e Olio)			/3	
2. Sauces are presented appropriately	Sauces served in suitable containers or plates			/3	
	Garnishes complement flavor (e.g., herbs, cheese, drizzle)			/4	
3.Presentation is visually appealing	Portion sizes are consistent and symmetrical			/3	
	Neat, organized, and event-appropriate presentation			/3	
Total marks					/20

Topic 4.6: Presentation techniques of Italian pizza and hot snacks

Objectives:

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

1. Describe general presentation techniques for Italian pizza, including visual appeal, temperature, and plating.
2. Demonstrate proper plating and garnishing techniques for a variety of Italian hot snacks, including arancini and panzerotti.
3. Identify suitable accompaniments and garnishes for enhancing the presentation of Italian pizza and hot snacks.
4. Apply specific presentation techniques for at least three Italian pizza varieties, such as Prosciutto e Funghi and Quattro Formaggi.



Time Required: 3 hours



Learning Methodology: Group discussion, Trainer guided, Site visit, brainstorming and demonstration

Materials:

Prosciutto, fungi, quattro formaggi cheese, mozzarella, dough, tomato sauce, olive oil, zucchini, rice, breadcrumbs, flour, eggs, spices, herbs.

Tools:



Pizza cutters, pizza peels, pastry brushes, rolling pins, knives, cutting boards, mixing bowls, ladles, tongs, piping bags, heat-resistant gloves.

Equipment:

Oven, pizza stone, deep fryer, fryer baskets, sauté pans, baking trays, serving platters, heat lamps.

Preparation:



- ☐ Prepare workstation for pizza and snack presentations.
- ☐ Ensure availability of ingredients for each pizza and snack recipe.
- ☐ Set up equipment: ovens, fryers, pizza peels, and baking trays.
- ☐ Organize tools: pizza cutters, tongs, knives, and mixing bowls.

- ☐ Arrange serving platters and garnishing tools.
- ☐ Prepare demonstration area for pizza and snack plating.
- ☐ Ensure all tools and materials are sanitized and accessible.

Cross Cutting Issues:

- ✓ Ensure gender balance in group formations and task allocation during presentations.
- ✓ Foster inclusivity by providing equal participation opportunities for all students.
- ✓ Promote financial education by emphasizing cost-effective sourcing of ingredients.
- ✓ Encourage environmental sustainability by minimizing food waste during preparation and presentation.
- ✓ Integrate peace and values education by fostering cooperation and respect during group work.
- ✓ Raise awareness on comprehensive sexuality education by ensuring safe and hygienic kitchen practices.
- ✓ Uphold standardization culture by maintaining consistency in ingredient usage and presentation techniques.
- ✓ Promote understanding of cultural inclusivity in the presentation of regional variations of dishes.

Prerequisites:



- Knowledge of Italian pizza types
- Knowledge of Italian hot snacks
- Basic cooking techniques
- Knife skills for ingredient preparation
- Understanding of plating techniques
- Knowledge of food garnishing methods
- Safety and hygiene practices in food presentation



Activity 1: Problem-Solving



Task 62:

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 the questions provided under **task 62** 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. 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.
3. After the sharing session, refer students to Key facts 4.6 and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have



Activity 2: Guided Practice



Task 63:

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 answer the questions provided under **task 63** in their trainee's manuals. Make sure instructions are understood, all the students are actively participating.
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 education, inclusivity, standardization culture among others. Also attitudes and behavior changes should be promoted 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 **Key Facts 4.6.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 64:

1. Using an appropriate methodology such as individual work, pairs, small groups or trainer guided, ask trainees to read the scenario and perform the activities under the **task 61** in their trainee manual.
2. Make sure instructions are understood, all the students are actively participating and necessary materials/tools are provided and being used.
3. This activity requires students to work independently with limited support from the trainer. During the task, students should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.
4. **Checklist:**

Criteria	Indicator	Observation		Marks allocation	Comments
		Yes	No		
1. Pizza is presented correctly	Ingredients are accurately arranged before baking			/2	
	Pizza is baked evenly and maintains a proper crust texture			/2	
	Garnishes are used appropriately to enhance visual appeal			/2	

2. Hot snacks are presented correctly	Snacks are assembled using the correct techniques			/2	
	Snacks are cooked to the right texture (crispy, golden, etc.)			/3	
	Snacks are presented in an aesthetically pleasing manner			/2	
3. Presentation is culturally authentic	Presentation reflects Italian cultural techniques			/2	
	Presentation respects traditional Italian plating styles			/3	
	Dishes are plated to emphasize authentic ingredients and flavors			/2	
Total marks					20



Formative Assessment

1. Name Two Techniques for Presenting Italian White Meat Dishes

Answer:

Slicing and Layering: Thinly slice the cooked meat and layer it neatly on the plate with a drizzle of sauce for elegance.

Accompanied Plating: Pair the meat with a side of sautéed vegetables or mashed potatoes, ensuring balanced colors and textures on the plate.

2. List Three Italian Seafood Dishes and One Way to Present Each

Answer:

Zuppa di Vongole: Serve in a shallow bowl, garnished with fresh parsley and lemon wedges.

Seppie in Umido: Plate with a side of polenta, ensuring the sauce is elegantly drizzled.

Grilled Branzino: Present whole or filleted, garnished with grilled lemon slices and herbs.

3. How Would You Present a Carbonara Pasta to Make It Look Appealing?

Answer:

Serve the pasta in a deep dish, twirled neatly into a mound. Top with freshly grated Pecorino cheese, cracked black pepper, and crispy pancetta for texture and visual appeal.

4. What Toppings Are Used to Decorate a Quattro Formaggi Pizza?

Answer:

Quattro Formaggi pizza is topped with a combination of cheeses such as mozzarella, gorgonzola, fontina, and Parmesan. Fresh basil leaves or a drizzle of olive oil can be added for decoration.

5. Give Two Examples of Italian Starch Dishes and How to Plate Them Beautifully

Answer:

Risotto alla Milanese: Plate in a shallow bowl, spreading the risotto slightly and topping with a sprig of parsley or grated Parmesan.

Gnocchi with Pesto: Arrange the gnocchi in a circular pattern on a plate, drizzle with pesto sauce, and garnish with pine nuts and basil leaves.

6. Name Two Sauces Used in Italian Cooking and the Dishes They Are Paired With

Answer:

Marinara Sauce: Paired with Spaghetti or as a dipping sauce for Mozzarella sticks.

Bechamel Sauce: Used in Lasagna or Cannelloni.

7. What Should You Consider When Plating Minestrone Soup?

Answer:

Use a deep bowl for serving.

Ensure the vegetables and beans are evenly distributed for a colorful presentation.

Garnish with a sprinkle of grated Parmesan and a drizzle of olive oil.

8. How Can You Make Vegetable Dishes Like Eggplant Parmesan More Attractive?

Answer:

Layer the eggplant slices neatly, alternating with sauce and cheese. Garnish with fresh basil leaves and a drizzle of balsamic glaze for added color and shine.

9. What Are the Key Elements of Presenting Snacks Like Arancini?

Answer: Arrange the Arancini in a pyramid or circular pattern on the plate.

Serve with a dipping sauce in a small bowl and garnish with fresh parsley or grated Parmesan.

10. How Does the Color of Beetroot or Spinach Pasta Improve Presentation?

Answer: The vibrant red or green hue adds a striking visual appeal to the plate, making the dish stand out. Complementary garnishes like contrasting sauces or white cheese enhance the color contrast.



Points to Remember

- Ensure proper techniques for presenting Italian meat, seafood, starch, pasta, vegetable, soup, sauce, pizza, and hot snack dishes.
- Maintain authentic Italian culinary aesthetics and garnish methods for appealing presentation.
- Adhere to food safety and hygiene standards during preparation and plating.
- Incorporate traditional and modern plating styles to enhance dish appeal.
- Balance colors, textures, and portions for visual and sensory harmony.



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

Organize the integrated situation for the trainee, here below is a situation as well as

1. required tools, materials and equipment you should avail before you administer to the trainees an assessment
2. The XY is a five stars Hotel located in MUSANZE District, Muhoza sector and is hosting a group of 10 people for lunch Hot Italian dishes will be served as accompaniments on their menu. However, the hotel does not have enough kitchen staffs. You are hired as a cook to prepare; Seppie in Umido, Penne Arrabbiata, Chicken calcinatory, Cauliflower parmesan, Risotto alla Norma , cream Alfredo Sauce. All equipment, material tools and Consumables are available in The Y hote, The task must be completed within three (3) hours

Resources		
Materials	Tools	Equipment
1. Flour, Leavening agents,	1. Measuring	1. Dish
2. seasonings, Spices and	tools,	washer,
Herbs,	2. mixing tools,	2. Pot washer,
3. Milk and milk products,	3. Presentation	3. Dough
4. Vegetables,	tools,	Mixer,
5. Meat and meat	4. knives,	4. Italian pasta
products,	Cutters,	5. making
6. Eggs,	5. serving	machine
7. Fats,	spoons	6. Dough
8. Plastic wrap,	6. Rolling pins,	cutter
9. Aluminium foil,	7. Plates,	7. pizza Oven,
10. Condiments,	8. Cooking	8. Cookers,
11. Flipcharts, Mark	utensils	9. Refrigerator
12. pens,	9. pizza wood	10. Working
13. Chalks	platters,	tables,
14. Detergents,	10. pasta	11. Computer,
15. wipers,	strainer,	12. Projectors,
16. cleaning towels,	11. grater for	13. Board,
17. paper rolls,	cheese,	14. boiler for
18. sanitizer	12. pans	blanching
19. fresh Italian herbs and	13. cutting	15. pasta/cooki
spices	board,	ng pot,
20. Balsamic vinegar	14. knives,	16. blenders

21. Pasta sauces (pomodoro) , 22. All Italian cheese (parmesan cheese, mozzarella, mascarpone, ricotta), 23. Porcini mushrooms, 24. Saffron, 25. Truffle oil, 26. Basil, 27. Red wine, 28. white wine, 29. Oregano, 30. Black and green 31. olives, 32. Capers, 33. Risotto rice, 34. Italian nuts (cashnuts,pitstacho, 35. Homemade Italian pasta)	15. gastronomic containers,	
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Checklist

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1. Perform pre-dish preparations activities /20	1.1. Workplace is properly cleaned based on Italian kitchen preparation guidelines	Workplace are cleaned			2
		Tools are cleaned			2
		Equipment are cleaned			2
	1.2. Personal grooming is appropriately checked as per Italian kitchen safety and hygiene practices	Hands are washed			2
		Nails are trimmed			2
		Work attire are cleaned			2
	1.3 Tools, material and equipment are well selected according to the type of the dish	Tools are selected			2
		Materials are selected			3
		Equipment is selected			2

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
2. Mise-en place of Italian Hot dishes /30	2.1. Dish Ingredients are well prepared according to the name of the meat and seafood Italian dishes and preparation techniques	Ingredients are prepared			3
		Preparation techniques are applied			2
	2.2 Dish Ingredients are well prepared according to the name of the Italian starch and pasta dishes and preparation methods	Starch are prepared			2
		Pasta are prepared			2
		Preparation tools are used			2
		Preparation method are applied			3
	2.3 Dish ingredients are well prepared according to the name of Italian Vegetable dishes and preparation techniques	Vegetable are selected			3
		Vegetables are washed			2
		Vegetables are well trimmed			2
		Vgetable cut are well performed			2
	2.4 Dish ingredients are well prepared according to the name of Italian soup dishes and preparation techniques	Ingredients are well prepared			2
		Preparation techniques are applied			2
	2.5 Dish ingredients are well prepared according to the name of Italian sauce dishes and preparation methods	Ingredient for hot Italian sauce dishes are well prepared and preparation methods			2
	2.6 Dish ingredients are well prepared according to the name of Italian pizza and hot snacks preparation methods	Ingredients are well prepared for hot Italian pizza			2
3. Cook Hot Italian dishes /30	3.1 Meat and seafood are appropriately cooked according to the Italian meat and seafood Dishes'	Meat and sea food are well cooked			4

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
	Cooking techniques				
	3.2 Starch and pasta Cooking techniques are appropriately applied according to the Italian starch and pasta Dishes' Cooking procedures	Starch are well cooked			3
		The procedures for cook hot Italian starches are performed			4
		Pasta are well cooked			3
		The procedures for cook hot Italian pasta are performed			3
	3.3 Vegetables cooking techniques are appropriately applied according to the Italian vegetable Dishes' Cooking procedures	Cooking techniques are applied			4
	3.4 soup Cooking techniques are appropriately applied according to the Italian soup recipe Cooking methodology	Cooking techniques are appropriately			3
	3.5 Italian sauces are appropriately Cooked according to the name of the Italian sauce Dishes' Cooking technology	The sauce are well cooked			2
	3.6 Italian pizza are appropriately cooked according to the name of the Italian pizza and hot snacks Dishes' and Cooking techniques	The pizza is well cooked			4
	4.Presenting Italian hot dishes	The dishes are well presented			2
		The appropriately tools			1

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
/20	meat and seafood dishes presentation design	are used			
		he garnishing are performed			2
	4.2 The dishes are appropriately presented according to the Italian starch and pasta dishes presentation design	The starches and pasta dishes are well presented			1
		The garnishing are well performed			2
	4.3 The dishes are appropriately presented according to the Italian vegetables dishes presentation design	The vegetables are well presented			1
	4.4 The dishes are appropriately presented according to the Italian soup dishes presentation design	The soup are well presented			2
		The garnished are well performed			1
	4.5 The dishes are appropriately presented according to the Italian sauces dishes presentation	The sauce are well presented			2
		The equipment for sauce are well are used			1
		The sauce is well garnished			2
	4.6 The pizza dishes are appropriately presented according to the Italian pizza and hot snacks dishes presentation	The hot Italian pizza is well presented			1
		The garnishing are well performed			2
Total marks					100
Percentage Weightage					100%
Minimum Passing line % (Aggregate): 70%					

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