



Republic of Rwanda  
Ministry of Education



RTB | RWANDA  
TVET BOARD

## RQF LEVEL 5



### FOOD AND BEVERAGE OPERATIONS

**FBOBP501**

Advanced  
Bakery and  
Pastry Products  
Preparation



## TRAINER'S MANUAL

April 2025



Republic of Rwanda  
Ministry of Education



# ADVANCED BAKERY AND PASTRY PRODUCTS PREPARATION



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## TABLE OF CONTENT

|                                                                                            |             |
|--------------------------------------------------------------------------------------------|-------------|
| <b>AUTHOR'S NOTE PAGE (COPYRIGHT)</b> .....                                                | <b>ii</b>   |
| <b>ACKNOWLEDGEMENTS</b> .....                                                              | <b>iv</b>   |
| <b>TABLE OF CONTENT</b> .....                                                              | <b>vii</b>  |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....                                            | <b>viii</b> |
| <b>INTRODUCTION</b> .....                                                                  | <b>1</b>    |
| <b>LEARNING OUTCOME 1: PERFORM PRE- BAKING ACTIVITIES</b> .....                            | <b>3</b>    |
| Topic 1.1: Checking personal grooming for pastry chef and kitchen safety .....             | 7           |
| Topic 1.2: Selection of advanced bread and pastry tools and equipment .....                | 11          |
| <b>LEARNING OUTCOME 2: MAKE ADVANCED BREADS</b> .....                                      | <b>25</b>   |
| Topic 2.1: Preparation of sour bread .....                                                 | 28          |
| Topic 2.2: Prepare gluten free bread .....                                                 | 32          |
| Topic 2.3: Preparation of challah bread .....                                              | 36          |
| Topic 2.4: Preparation of ciabatta bread .....                                             | 40          |
| <b>LEARNING OUTCOME 3: MAKE ADVANCED PASTRY PRODUCTS</b> .....                             | <b>52</b>   |
| Topic 3.1: Preparation of custard and cream.....                                           | 56          |
| Topic 3.2: Specialty pastries preparation .....                                            | 60          |
| Topic 3.3: Layered cakes preparation. ....                                                 | 65          |
| Topic 3.4: Filled pastries preparation.....                                                | 71          |
| <b>LEARNING OUTCOME 4: PERFORM POST-BAKING ACTIVITIES</b> .....                            | <b>80</b>   |
| Topic 4.1: Decorating advanced bread and pastry products. ....                             | 84          |
| Topic 4.2: Wrapping and labelling techniques of advanced bread and pastry products. ....   | 88          |
| Topic 4.3: Storage techniques and conditions for advanced breads and pastry products. .... | 92          |
| <b>REFERENCES</b> .....                                                                    | <b>110</b>  |

## LIST OF ABBREVIATIONS AND ACRONYMS

|              |                                                 |
|--------------|-------------------------------------------------|
| <b>CBET:</b> | Competence Base Education and Training          |
| <b>PPE:</b>  | Personal Protective Equipment                   |
| <b>RQF:</b>  | Rwanda Qualification Framework                  |
| <b>RTB:</b>  | Rwanda TVET Board                               |
| <b>TVET:</b> | Technical and Vocational Education and Training |
| <b>RDB:</b>  | Rwanda Development Board                        |

## INTRODUCTION

This Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Prepare Advanced Breads and Pastry products**. 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.

## ADVANCED BAKERY AND PASTRY PRODUCTS PREPARATION

| Learning Units                    | Learning Hours | Topics                                                                         |
|-----------------------------------|----------------|--------------------------------------------------------------------------------|
| 1. Perform pre-baking activities  | 20             | 1.1 Hygiene and safety practices for pastry chefs                              |
|                                   |                | 1.2 Selection of advanced bread and pastry tools and equipment                 |
| 2. Make advanced breads           | 30             | 2.1 Preparation of sour bread                                                  |
|                                   |                | 2.2 Preparation of Free gluten bread                                           |
|                                   |                | 2.3 Preparation of Challah bread                                               |
|                                   |                | 2.4 Preparation of Ciabatta bread                                              |
| 3. Make advanced pastry products  | 30             | 3.1 Preparation of custard and cream.                                          |
|                                   |                | 3.2 Specialty pastries preparation                                             |
|                                   |                | 3.3 Layered cakes preparation                                                  |
|                                   |                | 3.4 Filled pastries preparation                                                |
| 4. Perform post-baking activities | 20             | 4.1 Decorating advanced bread and pastry products                              |
|                                   |                | 4.2 Wrapping and labeling techniques of advanced bread and pastry products     |
|                                   |                | 4.3 Storage techniques and conditions for advanced breads and pastry products. |

## LEARNING OUTCOME 1: PERFORM PRE- BAKING 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 does the illustration 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 required to perform pre- baking activities, tell them that they will cover personal hygiene practices, apply pastry kitchen hygiene and safety and selection of tools and equipment for advanced bread and pastry products.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
  - c. 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.
  - d. 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.
  - e. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
  - f. They should read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
  - g. 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 hygiene and food safety principal        | 1. Apply personal grooming standards                                                          | 1. Exhibit vigilance in monitoring kitchen safety and cleanliness standards |
| 2. Identify cleaning products , tools and equipment | 2. Maintain equipment handling and safety measures                                            | 2. Show self-confidence when preparing the kitchen environment              |
| 3. Describe essential kitchen safety protocols      | 3. Operate equipment safely by adhering to handling guidelines                                | 3. Exhibit tidiness and organized throughout tasks                          |
| 4. Explain the importance of using PPE              | 4. Select appropriate tools and equipment based on pastry or bakery recipe.                   | 4. Demonstrate commitment to maintaining personal grooming and hygiene      |
|                                                     | 5. Apply food safety and hygiene practices                                                    | 5. Encourage a culture of safety and cleanliness by mentoring team members  |
|                                                     | 6. Practice hygiene principals by regularly using PPEs<br>Organize pastry tools and equipment | 6. Show teamwork and Collaboration spirits.                                 |



**Steps:**



### **Discovery Activity**



#### **Task 1**

1. Using suitable methods such as individual work, pair-share, small group discussions, guided discussions, or large group discussions to facilitate trainees in sharing their understanding and prior knowledge of the concept "perform pre-baking activities". Ensure that instructions are clear, all trainees are actively participating, and necessary materials or tools are provided and utilized effectively.
2. Direct the trainees to Task 1 in their manual and instruct them to answer the questions provided.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to share their views and findings.
4. After the presentations or sharing session, explain to the trainees that the purpose of this activity was not to provide correct answers but to give them an overview of what will be covered in the unit.
5. Introduce Topic 1.1: Hygiene and safety practices for pastry chefs

## Topic 1.1: Checking personal grooming for pastry chef and kitchen safety

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Identify correctly kitchen personal protective equipment for pastry chefs</li> <li>Describe properly personal hygiene practices for pastry chefs</li> <li>Select appropriately cleaning tools and equipment for a pastry kitchen</li> <li>Apply correctly cleaning methods and techniques for a pastry kitchen</li> <li>Apply correctly safety measures while working in bakery and pastry section</li> </ol> |
|    | <p><b>Time Required:</b> 10 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Detergents, Flipcharts, Marker pens, Chalks, Projectors, Abrasives, Pastry Chef's uniform, PPEs, cleaning products, cleaning tools and equipment.</p>                                                                                                                                                                                                                                                                                                                                    |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                                                                                                        |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety measures for handling tools and equipment.</li> <li>✓ Ensure environment cleanliness sustainability while disposing waste.</li> </ul>                                                                                 |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |

- ✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 2 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 1.1a: Checking personal grooming for pastry chef and kitchen safety in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 3:

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario in Task 2 and use it to answer the questions under Task 3 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing

questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.

3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education, environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 1.1b pastry kitchen hygiene and safety and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 4

1. Inform the trainees that Task 4 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 4.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on personal hygiene to meet industry standards before handling food.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.

7. Use the following Checklist for assessing trainees' performance on task 4

| Assessment Criteria                           | Indicator                            | Observation |    |         |
|-----------------------------------------------|--------------------------------------|-------------|----|---------|
|                                               |                                      | Yes         | No | Comment |
| 1. Personal hygiene practices are identified. | 1.1 Clean pastry chef attire is worn |             |    |         |
|                                               | 1.2 Chef's hat is worn               |             |    |         |
|                                               | 1.3 Apron is worn                    |             |    |         |
|                                               | 1.4 Chef's shoes are worn            |             |    |         |
|                                               | 1.5 Pastry chef attire is ironed     |             |    |         |
|                                               | 1.6 Hands are frequently washed      |             |    |         |
|                                               | 1.7 Nails are cut / trimmed          |             |    |         |
|                                               | 1.8 Beards are shaved                |             |    |         |
|                                               | 1.9 Hair is well covered             |             |    |         |
|                                               | 1.10 Gloves are worn                 |             |    |         |

## Topic 1.2: Selection of advanced bread and pastry tools and equipment

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Identify correctly tools and equipment for advanced breads and pastry products</li> <li>Classify properly tools and equipment for advanced breads and pastry products.</li> <li>Use correctly tools and equipment for advanced bread and pastry.</li> <li>Maintain properly tools and equipment for advanced breads and pastry products.</li> </ol> |
|   | <p><b>Time Required:</b> 10 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                                                     |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment.</p>                                                                                                                                                                                                                                                                        |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                                             |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety measures for handling tools and equipment.</li> <li>✓ Ensure environment cleanliness sustainability while disposing waste.</li> </ul>                       |

**Prerequisites:**

- ✓ Availability of tools and equipment used in bakery and pastry section
- ✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section

**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 discussions, ask trainees to analyze the scenario and answer the questions in Task 5 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 1.2: Selection of advanced bread and pastry tools and equipment in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have

**Activity 2: Guided Practice****Task 6**

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario in Task 5 and use it to answer the questions under Task 6 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.

2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education, environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key facts 1.2: Selection of advanced bread and pastry tools and equipment in their manual and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### **Activity 3: Application**



#### **Task 7**

1. Inform the trainees that Task 7 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 7.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on selecting the right tools and equipment for baking and proving the artisan sourdough bread.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.

4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 7

| Assessment Criteria                                                       | Indicator                                | Observation |    |         |
|---------------------------------------------------------------------------|------------------------------------------|-------------|----|---------|
|                                                                           |                                          | Yes         | No | Comment |
| 1. Baking tools and equipment are well selected according to their usage  | 1.1 Baking tin/mold are selected         |             |    |         |
|                                                                           | 1.2 Baking sheets are selected           |             |    |         |
|                                                                           | 1.3 Oven gloves are selected             |             |    |         |
|                                                                           | 1.4 Baking tray is selected              |             |    |         |
|                                                                           | 1.5 Electrical or gaz oven is identified |             |    |         |
|                                                                           | 1.6 Pastry trolley is selected           |             |    |         |
|                                                                           | 1.7 Cool rack is selected                |             |    |         |
| 2. Proving tools and equipment are well selected according to their usage | 2.1 Proofing cabinet is identified       |             |    |         |
|                                                                           | 2.2 Dough container is selected          |             |    |         |
|                                                                           | 2.3 Oven thermometer is selected         |             |    |         |





## Formative Assessment

1. Which of the following is cooking equipment used in advanced bread preparation?
  - a. Oven
  - b. Steam table
  - c. Food processor
  - d. Whisk

**Answer: a) Oven**

2. Which one among listed equipment is best for holding finished breads with cold holding?
  - a. Food thermometer
  - b. Refrigerator
  - c. Steam table
  - d. Cutting board
  - e. Mixing bowl

**Answer :b) Refrigerator**

3. Identify personal hygiene practices that should be respected by bakery and pastry chef in His/her working station

**Answer:**

The personal practice hygiene that chef of bakery and pastry chef should be respected are:

- a. Wash hands thoroughly with soap and warm water before handling food, after touching raw meat, and after using the restroom.
- b. Dry hands with disposable paper towels or air dryers; avoid using shared towels
- c. Do not handle food if you're sick with symptoms like vomiting, diarrhea, fever, or respiratory illness.
- d. Report any illnesses or injuries to supervisors, and refrain from food prep until cleared by a doctor.
- e. Cover cuts and wounds with waterproof bandages and gloves
- f. Keep nails trimmed and clean; avoid nail polish or artificial nails.
- g. Tie back long hair to keep it from contaminating food.

4. What are personal protective equipment as well as uniforms of bakery and pastry chef?

**Answer:**

Personal Protective Equipment for pastry chef are:

- a. Chef hat
  - b. Necktie
  - c. Chef Jacket
  - d. Apron
  - e. Trousers/Skirt
  - f. Chef Shoes
  - g. Masks
  - h. Disposable Gloves.
5. Identify cleaning tools and equipment we may found in bakery and pastry section

**Answer:**

| Cleaning equipment | Cleaning tools         |
|--------------------|------------------------|
| a. Wet/Dry vacuums | a. Brooms and dustpans |
| b. Floor scrubbers | b. Mops and buckets    |
| c. Steam cleaners  | c. Spray bottles       |
| d. Vacuum cleaners | d. Garbage bins        |
| e. Steam cleaners  | e. Oven cleaners       |

6. What are cleaning products or agents needed for cleaning kitchen area and surface?

**Answer:**

- a. Detergents
- b. Degreasers:
- c. Sanitizers
- d. Disinfectants
- e. Abrasive cleaners:
- f. Glass cleaners
- g. Oven cleaners
- h. Floor cleaners:
- i. Bleach (Chlorine-Based

- j. Enzyme-Based cleaners
  - k. Wood surface cleaners.
7. Highlight cleaning procedure to follow when cleaning kitchen surface and cooking equipment.

**Answer:**

- a. Prepare for cleaning by:
  - Remove all food items and utensils from the area being cleaned to avoid contamination.
  - Wear appropriate PPE (gloves, apron, hairnet, etc.) to protect yourself and prevent contamination.
  - Gather cleaning tools and agents, including cloths, sponges, disinfectants, detergents, and sanitizers.
- b. Cleaning Surfaces (Counters, Tables, and Workstations) by:
  - Use a brush, cloth, or scraper to remove any leftover food particles or debris from the surface.
  - Apply a food-safe detergent solution to the surface and scrub with a sponge or cloth to remove grease, stains, and dirt.
  - Use clean water to rinse off any soap residue to prevent it from affecting food.
  - Apply a food-safe sanitizer to disinfect the surface and kill any remaining bacteria.
  - Allow to air-dry or use clean, disposable towels to dry the surface.
- c. Cleaning Cooking Equipment (Ovens, Stoves, and Grills) by:
  - Ensuring that the equipment is turned off and has cooled before cleaning.
  - Take out racks, trays, or grills and soak them in a sink filled with warm water and detergent.
  - Use a degreaser or an oven cleaner to break down tough grease and food residue. Use a scrub brush or scouring pad for baked-on grime.
  - Wipe the surfaces with a damp cloth to remove any leftover cleaning solution.
  - Spray sanitizer on food-contact surfaces.
  - Wipe down knobs, handles, and control panels with a damp cloth and mild detergent, then sanitize.

d. Dishwashing (Utensils, Dishes, Pots, and Pans) by:

- Remove food scraps from dishes and soak items with stubborn stains in warm water and detergent.
- Wash dishes in warm, soapy water using a sponge or brush. Use hot water for better grease removal.
- Load dishes, utensils, and pans into the dishwasher, ensuring there is enough space between items for water to reach.
- Ensure dishes are rinsed thoroughly in clean water to remove detergent.
- Use hot water (at least 170°F/77°C) in a dishwasher or dip in a sanitizer solution for manual washing.
- Place clean dishes in a dish rack to air-dry. Avoid towel drying, as it can reintroduce bacteria.

e. Cleaning Floor by:

- Remove loose debris, food particles, and dirt from the kitchen floor.
- Mop the floor with a solution of warm water and a floor detergent to remove grease and stains. Use a mop bucket with a wringer to avoid excess water.
- After mopping, use a sanitizer solution to disinfect high-traffic areas and food prep zones.
- Allow the floor to air-dry or use a dry mop to prevent slips and falls.

f. Cleaning Sinks

- Clear out any remaining food debris or dishwashing utensils.
- Use a scouring pad or brush to scrub the sink with dish soap or a cleaner to remove grease and stains.
- Use clean water to rinse off all cleaning agents.
- Apply a sanitizer to kill any remaining bacteria and let it air-dry.

g. Cleaning Refrigerators and Freezers by:

- Remove all food items and shelves/drawers for cleaning.
- Wash the shelves and drawers with warm, soapy water. Rinse and dry thoroughly before placing them back.
- Use a mild detergent or a solution of vinegar and water to clean the inside surfaces of the refrigerator and freezer.

- Use a clean, damp cloth to wipe off soap residue, then dry the surfaces with a clean cloth.
  - Apply a food-safe sanitizer to food-contact surfaces.
  - Wipe down handles, doors, and control panels.
- h. Cleaning Cutting Boards and Utensils by:
- Scrape off any food remnants.
  - Scrub the board and utensils thoroughly with hot, soapy water.
  - Soak in a sanitizer solution or run through the dishwasher.
  - Rinse thoroughly and allow to air-dry completely before storage.
- i. Garbage Disposal and Trash Cans by:
- Remove trash as needed to avoid odors and bacteria buildup.
  - Wash trash bins with detergent and hot water. Rinse thoroughly and let them air-dry.
  - Apply a disinfectant to kill germs and reduce odor.
  - Always use trash can liners to prevent food residue from sticking to the bin.
- j. Cleaning Ventilation Hoods by:
- Ensure that ventilation systems and exhaust fans are turned off.
  - Take out removable filters and soak them in warm, soapy water to remove grease.
  - Clean the exterior and interior surfaces of the hood with a degreaser.
  - Rinse with water, dry thoroughly, and sanitize if necessary.
- k. Cleaning Small Appliances (Blenders, Mixers, Coffee Machines) by:
- Ensure that appliances are off and unplugged before cleaning.
  - Remove detachable parts like blender jars, mixing bowls, and blades.
  - Clean detachable parts with warm, soapy water, and rinse well.
  - Use a damp cloth with mild detergent to clean the exterior surfaces of the appliances.
  - Once dry, reassemble the parts and sanitize surfaces if necessary.
- l. End-of-Day Cleaning Routine involve:
- Wipe all surfaces with a clean cloth and sanitizer.
  - Remove and replace all garbage bags.

- Sweep and mop the kitchen floor, and make sure it is dry before closing.
  - Ensure all equipment is turned off, cleaned, and ready for the next day.<sup>1</sup>
- m. Discuss on different kitchen safety measure we may follow to work safely and secured in our dairy duties.

**Answer:**

Kitchen safety measures are essential for preventing accidents, injuries, and foodborne illnesses in both residential and commercial kitchens

The measures we may follow are:

n. Personal hygiene

- Always wash hands with soap and water before and after handling food, especially raw meat, poultry, or seafood.
- Use clean, fitted clothing and avoid loose sleeves that could catch fire or get caught in equipment.
- Tie back long hair and wear hairnets or caps to prevent hair from contaminating food.
- Use gloves when handling food, especially when dealing with raw meat or allergens, and change gloves frequently.

o. Safe food handling

- Use separate cutting boards and utensils for raw meat, poultry, and seafood to prevent cross-contamination.
- Keep perishable foods refrigerated and follow FIFO (First In, First Out) practices to use older products first.
- Regularly check and discard expired food items to prevent foodborne illness.

p. Equipment safety

- Check appliances and tools for damage or malfunction to prevent accidents.
- Follow the manufacturer's instructions for using kitchen equipment like knives, mixers, and food processors.
- A sharp knife is safer than a dull one, as it requires less force and reduces the risk of slipping.

- q. Fire safety
  - Ensure that fire extinguishers are accessible and appropriate for kitchen fires (Class K for grease fires).
  - Familiarize yourself with the PASS technique (Pull, Aim, Squeeze, and Sweep).
  - Keep flammable materials (like paper towels and dishcloths) away from heat sources.
  - Always turn off stoves, ovens, and other appliances when not in use.
- r. Chemical safety
  - Keep cleaning supplies and chemicals in a designated area away from food preparation areas.
  - Ensure all cleaning agents are properly labeled to avoid confusion.
  - Follow the instructions on the labels for use and disposal, and wear gloves and masks if necessary.
- s. Prevent slips and falls
  - Immediately clean up spills and wet areas to prevent slipping.
  - Place non-slip mats in areas prone to spills (like near sinks and dishwashing stations).
  - Ensure that walkways and work areas are free of clutter and equipment.
- t. Temperature control
  - Always check the internal temperature of cooked foods to ensure they reach safe levels (e.g., poultry at 165°F/74°C).
  - Do not leave perishable foods out for more than 2 hours (1 hour if the temperature is above 90°F/32°C).
  - Keep refrigerated foods at or below 40°F (4°C) and hot foods at or above 140°F (60°C).
- u. Emergency preparedness
  - Keep a well-stocked first aid kit accessible in the kitchen.
  - Familiarize yourself with emergency contact numbers and procedures for fire, poison control, or medical emergencies.
  - Have a plan for emergencies, including evacuation routes and procedures for handling burns or cuts.

v. Training and awareness

- Provide regular training on kitchen safety practices, food handling, and emergency procedures for all kitchen staff.
- Encourage a culture of safety where staff members feel comfortable reporting hazards or unsafe practices.

w. What are the equipment needed for preparing bakery and pastry products and their use?

**Answer:**

| Equipment         | Use                                                                                                                                                                                                                     |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mixers            | <ul style="list-style-type: none"><li>• Vertical mixers are important and versatile tools for many</li><li>• kinds of food mixing and processing jobs, both in the</li><li>• bakeshop and in the kitchen</li></ul>      |
| Grinder           | <ul style="list-style-type: none"><li>• used to process food into finer textures or specific consistencies.</li></ul>                                                                                                   |
| Range tops/ stove | <ul style="list-style-type: none"><li>• are essential kitchen appliances used for cooking food, and they come in various types, styles, and configurations to suit different cooking methods and preferences.</li></ul> |
| Oven              | <ul style="list-style-type: none"><li>• is an essential kitchen appliance designed specifically for baking a variety of foods, including bread, pastries, cakes, cookies, and casseroles.</li></ul>                     |

x. Select processing equipment needed for prepare a bread.

**Answer :**

- Mixers
- Grinder
- Dough sheeter
- Food processor
- Bread slicer
- Commercial Blender.



## Points to Remember

- Personal hygiene and grooming, cleanliness of tools and equipment is a key to ensure food safety.
- Proper tool and equipment selection and maintenance are vital.
- Make sure all utensils and equipment are spotlessly clean before use.
- Regularly clean and disinfect things that people often touch, such as taps, Cupboard handles and switches.
- Clean all food preparation surfaces with surface disinfectant spray or wipes
- Immediately after preparing food. For direct food contact surfaces, rinse Thoroughly with water after product has been used.



## 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: MAKE ADVANCED BREADS



## 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 required to make advanced breads. Tell them that they will cover measuring and weighing advanced bread ingredients, preparation of advanced bread ingredients, and preparation techniques of advanced bread dough, shaping of advanced breads, proving of advanced bread dough, and baking advanced bread dough.
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 should 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. Describe baking techniques / methods for advanced breads | 1. Perform pastry arts for advanced breads        | 1. Show teamwork and collaboration spirit. |
| 2. Identify types of advanced breads                        | 2. Perform mise en place of ingredients tools and | 2. Be innovative and creative in           |

| Knowledge                                       | Skills                                                      | Attitudes                                                     |
|-------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------|
|                                                 | equipment for advanced breads                               | presentations of pastry products                              |
| 3. Identify baking time and temperature control | 3. Demonstrate portioning skills related to advanced bread. | 3. Be tidy and organized throughout tasks                     |
|                                                 | 4. Apply baking skills for advanced breads                  | 4. Show positive work ethics                                  |
|                                                 |                                                             | 5. Be honest in measuring, portioning and mixing ingredients. |



### Steps:



### Discovery Activity



### Task 8

1. Using suitable methods such as individual work, pair-share, small group discussions, guided discussions, or large group discussions to facilitate trainees in sharing their understanding and prior knowledge of the concept "make advanced breads". Ensure that instructions are clear, all trainees are actively participating, and necessary materials or tools are provided and utilized effectively.
2. Direct the trainees to Task 8 in their manual and instruct them to answer the questions provided.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to share their views and findings.
4. After the presentations or sharing session, explain to the trainees that the purpose of this activity was not to provide correct answers but to give them an overview of what will be covered in the unit.
5. Introduce Topic 2.1: Preparation of sour bread

## Topic 2.1: Preparation of sour bread

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"><li>Identify clearly ingredients used to make sour bread</li><li>Apply properly measuring techniques for sour bread ingredients</li><li>Apply properly preparation techniques for making sour bread</li><li>Apply correctly cooling techniques for sour bread</li></ol>                                                       |
|    | <p><b>Time Required:</b> 8 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                          |
|   | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, sour bread ingredients and flavors.</p>                                                                                                                                                                                                         |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Workshop preparation.</li><li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li></ul>                                                                                                                                                                                                                     |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"><li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li><li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li><li>✓ Ensure safety and hygiene at workplace environment.</li><li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li></ul> |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"><li>✓ Availability of tools and equipment used in bakery and pastry section</li><li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li></ul>                                                                                                                                                                                             |



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 9 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 2.1: Preparation of sour bread in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 10:

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario in Task 9 and use it to answer the questions under Task 10 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key facts 2.1: Preparation of sour bread and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 11

1. Inform the trainees that Task 11 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 11.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on sour bread dough preparation, baking and cooling.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 11

| Assessment<br>Criteria                                                     | Indicator                                                       | Observation |    |         |
|----------------------------------------------------------------------------|-----------------------------------------------------------------|-------------|----|---------|
|                                                                            |                                                                 | Yes         | No | Comment |
| 1. Ingredients selection and measurement are done properly and accurately. | 1.1 Dry ingredients are selected.                               |             |    |         |
|                                                                            | 1.2 Liquid ingredients are selected.                            |             |    |         |
|                                                                            | 1.3 Fatty ingredients are selected.                             |             |    |         |
|                                                                            | 1.4 Spices, flavoring, and condiments are selected.             |             |    |         |
|                                                                            | 1.5 Proper weighing of all ingredients is applied.              |             |    |         |
| 2. Dough Preparation                                                       | 2.1 Ingredients are mixed to prepare the dough.                 |             |    |         |
|                                                                            | 2.2 Dough is kneaded to achieve the correct texture.            |             |    |         |
|                                                                            | 2.3 Flavoring and stuffing techniques are applied.              |             |    |         |
| 3. Shaping of Bread                                                        | 3.1 Dough is shaped into consistent forms.                      |             |    |         |
|                                                                            | 3.2 Shaping techniques are appropriate to bread type.           |             |    |         |
| 4. Proving Techniques                                                      | 4.1 Dough is placed in the correct proving environment.         |             |    |         |
|                                                                            | 4.2 Proving is done for an appropriate duration.                |             |    |         |
| 5. Baking Techniques                                                       | 5.1 Oven is preheated to the required temperature.              |             |    |         |
|                                                                            | 5.2 Bread baking time is respected                              |             |    |         |
|                                                                            | 5.3 Bread is baked using the correct baking temperature.        |             |    |         |
| 6. Cooling Techniques                                                      | 6.1 Bread is placed on a cooling rack immediately after baking. |             |    |         |
|                                                                            | 6.1 Proper cooling techniques are followed.                     |             |    |         |

## Topic 2.2: Prepare gluten free bread

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"><li>Identify clearly ingredients used to make gluten free bread</li><li>Apply properly measuring techniques for gluten free bread ingredients</li><li>Apply properly preparation techniques for making gluten free bread</li><li>Apply correctly cooling techniques for gluten free bread</li></ol>                           |
|    | <p><b>Time Required:</b> 8 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                          |
|   | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, gluten free bread ingredients and flavors.</p>                                                                                                                                                                                                  |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Workshop preparation.</li><li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li></ul>                                                                                                                                                                                                                     |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"><li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li><li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li><li>✓ Ensure safety and hygiene at workplace environment.</li><li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li></ul> |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"><li>✓ Availability of tools and equipment used in bakery and pastry section</li><li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li></ul>                                                                                                                                                                                             |



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 12 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 2.2: Preparation of gluten free bread in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



## Activity 2: Guided Practice



### Task 13:

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 13 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 2.2: Preparation of gluten free bread and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### **Activity 3: Application**



#### **Task 14**

1. Inform the trainees that Task 14 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 14.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on gluten free bread preparation to meet the customer's dietary needs.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 14

| Assessment<br>Criteria                                                    | Indicator                                                          | Observation |    |         |
|---------------------------------------------------------------------------|--------------------------------------------------------------------|-------------|----|---------|
|                                                                           |                                                                    | Yes         | No | Comment |
| 1. Ingredients selection and measurement are done properly and accurately | 1.1 Gluten-free flour is selected                                  |             |    |         |
|                                                                           | 1.2 Other dry ingredients are selected.                            |             |    |         |
|                                                                           | 1.3 Liquid ingredients are selected                                |             |    |         |
|                                                                           | 1.4 Fatty ingredients are selected.                                |             |    |         |
|                                                                           | 1.5 Spices, flavoring, and condiments are selected                 |             |    |         |
|                                                                           | 1.6 All ingredients are measured and weighed accurately.           |             |    |         |
| 2. Dough Preparation                                                      | 2.1 Gluten-free starter is prepared appropriately.                 |             |    |         |
|                                                                           | 2.2 Ingredients are mixed to create a uniform dough.               |             |    |         |
|                                                                           | 2.3 Dough is kneaded lightly without overworking                   |             |    |         |
|                                                                           | 2.4 Dough texture and consistency meet gluten-free bread standards |             |    |         |
| 3. Shaping of Bread                                                       | 3.1 Dough is shaped into the required form.                        |             |    |         |
|                                                                           | 3.2 Shaped dough is placed in a mold or baking tray.               |             |    |         |
| 4. Proving Techniques                                                     | 4.1 Dough is placed in a suitable proving environment.             |             |    |         |
|                                                                           | 4.2 Proving time is adjusted for gluten-free dough.                |             |    |         |
| 5. Baking Techniques                                                      | 5.4 Oven is preheated to the correct temperature.                  |             |    |         |
|                                                                           | 5.5 Bread baking time is respected                                 |             |    |         |
|                                                                           | 5.6 Bread is baked at the appropriate temperature                  |             |    |         |
| 6. Cooling Techniques                                                     | 6.2 Bread is removed from the oven and placed on a cooling rack.   |             |    |         |
|                                                                           | 6.3 Proper cooling time is observed before serving.                |             |    |         |

## Topic 2.3: Preparation of challah bread

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"><li>Identify clearly ingredients used to make challah bread</li><li>Apply properly measuring techniques for challah bread ingredients</li><li>Apply properly preparation techniques for making challah bread</li><li>Apply correctly cooling techniques for challah bread</li></ol>                                           |
|    | <p><b>Time Required:</b> 7 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                          |
|   | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, challah bread ingredients and flavors.</p>                                                                                                                                                                                                      |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Workshop preparation.</li><li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li></ul>                                                                                                                                                                                                                     |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"><li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li><li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li><li>✓ Ensure safety and hygiene at workplace environment.</li><li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li></ul> |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"><li>✓ Availability of tools and equipment used in bakery and pastry section</li><li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li></ul>                                                                                                                                                                                             |



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 15 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 2.3: Preparation of Challah bread in their trainee manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 16:

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 16 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 2.3: Preparation of Challah bread and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 17

1. Inform the trainees that Task 17 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 17.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of challah bread that matches the traditional taste and quality of bread from Israel.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 17

| Assessment<br>Criteria                                                     | Indicator                                                          | Observation |    |         |
|----------------------------------------------------------------------------|--------------------------------------------------------------------|-------------|----|---------|
|                                                                            |                                                                    | Yes         | No | Comment |
| 1. Ingredients selection and measurement are done properly and accurately. | 1.1 Ingredients are selected based on traditional Challah recipes. |             |    |         |
|                                                                            | 1.2 High-quality flour is selected.                                |             |    |         |
|                                                                            | 1.3 Yeast is chosen and checked for freshness.                     |             |    |         |
|                                                                            | 1.4 Sugar, salt, and oil are properly selected.                    |             |    |         |
|                                                                            | 1.5 Eggs for the recipe are fresh and suitable.                    |             |    |         |
|                                                                            | 1.6 Additional ingredients are selected.                           |             |    |         |
| 2. Dough Preparation                                                       | 2.1 Ingredients are measured accurately.                           |             |    |         |
|                                                                            | 2.2 Proper mixing techniques are applied to create a smooth dough. |             |    |         |
|                                                                            | 2.3 Dough is kneaded to the right consistency.                     |             |    |         |
|                                                                            | 2.4 Resting time is respected for the dough to rise properly.      |             |    |         |
| 3. Shaping of Bread                                                        | 3.1 Dough is divided into equal portions.                          |             |    |         |
|                                                                            | 3.2 Traditional braiding techniques are applied.                   |             |    |         |
| 4. Proving Techniques                                                      | 4.1 Proving time is monitored to ensure proper rising.             |             |    |         |
|                                                                            | 4.2 Proving temperature is monitored to ensure proper rising       |             |    |         |
| 5. Baking Techniques                                                       | 5.1 Oven is preheated to the correct temperature.                  |             |    |         |
|                                                                            | 5.2 Baking time is monitored closely                               |             |    |         |
|                                                                            | 5.3 Bread develops a golden-brown crust.                           |             |    |         |
| 6. Cooling Techniques                                                      | 6.1 Bread is cooled on a wire rack.                                |             |    |         |
|                                                                            | 6.2 Bread is served fresh and presented attractively.              |             |    |         |

## Topic 2.4: Preparation of ciabatta bread

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of the topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Identify clearly ingredients used to make ciabatta bread</li> <li>Apply properly measuring techniques for ciabatta bread ingredients</li> <li>Apply properly preparation techniques for making ciabatta bread</li> <li>Apply correctly cooling techniques for ciabatta bread</li> </ol>                                        |
|    | <p><b>Time Required:</b> 7 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                               |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, ciabatta bread ingredients and flavors.</p>                                                                                                                                                                                                          |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                       |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety and hygiene at workplace environment.</li> <li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li> </ul> |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> <li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                               |



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 18 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 2.4: Preparation of Ciabatta bread in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 19:

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 19 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key facts 2.4: Preparation of Ciabatta bread and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 20

1. Inform the trainees that Task 20 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 20.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of bread with authentic airy texture and crispy crust characteristic of traditional Italian ciabatta.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 20

| Assessment<br>Criteria    | Indicator                                                                         | Observation |    |         |
|---------------------------|-----------------------------------------------------------------------------------|-------------|----|---------|
|                           |                                                                                   | Yes         | No | Comment |
| 1. Ingredients selection  | 1.1 High-protein bread flour is selected.                                         |             |    |         |
|                           | 1.2 Ingredients are measured to appropriate ratios.                               |             |    |         |
| 2. Preparation of dough   | 2.1 Pre-ferment (biga) is prepared at the correct ratio.                          |             |    |         |
|                           | 2.2 Ingredients are mixed to achieve a soft, sticky dough consistency.            |             |    |         |
| 3. Kneading and hydration | 3.1 Dough is kneaded to develop gluten without overworking.                       |             |    |         |
|                           | 3.2 Hydration level is maintained to ensure a wet and sticky dough.               |             |    |         |
| 4. Fermentation process   | 4.1 Dough is allowed to ferment for the correct duration to develop flavor.       |             |    |         |
|                           | 6.4 Dough is stretched and folded gently to maintain air bubbles.                 |             |    |         |
| 5. Shaping and proofing   | 4.3 Dough is divided and shaped into ciabatta loaves while retaining air bubbles. |             |    |         |
|                           | 4.4 Loaves are proofed on a floured surface or couche to prevent sticking.        |             |    |         |
| 6. Baking process         | 6.1 Oven is preheated to the correct temperature (220–250°C).                     |             |    |         |
|                           | 6.2 Steam is used during baking to achieve a crispy crust.                        |             |    |         |
|                           | 6.3 Bread is baked to a golden brown color with a hollow sound when tapped        |             |    |         |
| 7. Cooling process        | 7.2 Baked loaves are placed on a wire rack to cool and prevent sogginess.         |             |    |         |



## Formative Assessment

### 1. True or false Questions.

- a. Sourdough bread making is a traditional, natural process that uses a fermented dough starter made from flour and water to naturally leaven the bread
- b. Measuring ingredients accurately is important in pastry-making
- c. Digital scale is a one of processing equipment used for weighing ingredients for precision, especially for flour, sugar, and butter
- d. Flavouring sourdough bread involves creating depth and complexity while maintaining the natural tangy flavour characteristic of sourdough
- e. Pre-shape, Tuck the edges, form a round, Rest and final shaping are shaping techniques of sour bread.

#### **Answer :**

- a) True
- b) True
- c) False
- d) True
- e) True

### 2. State at least three (3) techniques of proofing sour bread dough

#### **Answer:**

- a. Sourdough dough typically proofs best at a temperature range of 75-80°F (24-27°C).
- b. When proofing sourdough, it's important to maintain a somewhat humid environment, especially when proofing at room temperature.
- c. Proofing in the fridge (at about 40°F/4°C) for 12-24 hours enhances the flavour of the sourdough by allowing the wild yeast and lactic acid bacteria to work slowly

### 3. What are three (3) main specific ingredients of ciabatta bread?

#### **Answer :**

- a. Bread flour

- b. Water
  - c. Instant yeast
  - d. Virgin olive oil
  - e. Salt
  - f. Bread flour
4. Describe the procedures for making challah bread

**Answer:**

- a. In a small bowl, dissolve the sugar (or honey) in warm water and sprinkle the yeast over the top. Let it sit for 5-10 minutes until it becomes foamy. This shows the yeast is active.
- b. In a large bowl, whisk together the flour and salt. In a separate bowl, whisk the eggs and oil. Add the yeast mixture to the egg mixture and stir to combine.
- c. Gradually add the wet ingredients to the dry ingredients, stirring with a wooden spoon or dough hook until a rough dough forms.
- d. Turn the dough out onto a lightly floured surface and knead for 8-10 minutes, or until the dough becomes smooth and elastic. If using a stand mixer, knead on medium speed for about 6-8 minutes. The dough should be slightly sticky but pull away from the sides of the bowl.
- e. Place the dough in a greased bowl, cover with plastic wrap or a damp kitchen towel, and let it rise in a warm place for 1 to 1 1/2 hours, or until it doubles in size.
- f. Once the dough has risen, punch it down and divide it into equal portions, depending on the braid you want to make (e.g., three strands for a simple braid).
- g. Roll each portion into a long rope, then braid the ropes together.
- h. Place the braided loaf on a parchment-lined baking sheet, cover it lightly with a kitchen towel, and let it rise for another 30-45 minutes, or until it puffs up.
- i. Preheat the oven to 350°F (175°C).
- j. In a small bowl, beat the remaining egg with a tablespoon of water to make the egg wash. Brush the loaf generously with the egg wash to give the challah a shiny, golden finish. Optionally, sprinkle sesame seeds or poppy seeds on top.
- k. Bake for 25-35 minutes, or until the bread is golden brown and sounds hollow when tapped on the bottom

5. Explain Measuring techniques of Ingredients for challah bread

**Answer :**

**a. Dry Ingredients**

- Dry measuring cups and digital scale are typically used for ingredients like flour, sugar, cocoa powder, and similar.

**b. Liquid Ingredients**

- When measuring liquids like water, milk, or oil, place the cup on a flat surface and pour the liquid in. Check the measurement at eye level to ensure accuracy.

**c. Semi-Solid Ingredients**

- Like Butter, Shortening, and Peanut Butter, These can be tricky. For butter, cut according to the measurement markings on the wrapper if available. For shortening or peanut butter, press into a dry measuring cup and level it off.

**d. Small Quantities (e.g., spices, baking soda)**

- Use measuring spoons for small amounts of dry or liquid ingredients, like baking powder, salt, or vanilla extract.

**e. Weight-Based Measurement**

- Use a digital scale for weighing ingredients for precision, especially for flour, sugar, and butter.

6. Steps by steps, talk about the instructions of making ciabatta bread

**Answer :**

- a. In a small bowl, mix the warm water with the yeast. Let it sit for about 5-10 minutes until it becomes frothy, indicating the yeast is active.
- b. In a large mixing bowl, combine the flour and salt. Make a well in the center and pour in the yeast mixture and olive oil (if using). Stir with a wooden spoon or spatula until a shaggy dough forms. The dough will be sticky and wet, which is typical for ciabatta.
- c. Cover the bowl with plastic wrap or a damp cloth and let the dough rise at room temperature for about 1 to 2 hours, or until it has doubled in size.
- d. After the dough has risen, lightly flour your work surface. Gently turn the dough out onto the floured surface without deflating it too much. Use your hands to stretch and fold the dough in half, then rotate it 90 degrees and fold it again. This process strengthens the gluten.

- e. After the final stretch and fold, let the dough rest for 10-15 minutes. Lightly flour the work surface again, then divide the dough into two equal portions. Shape each portion into a rectangular loaf, being careful not to deflate it too much.
  - f. Place the shaped loaves on a parchment-lined baking sheet or a floured couche (a type of cloth used for proofing bread). Cover them loosely with plastic wrap or a damp cloth and let them rise for about 30-45 minutes, or until they have puffed up.
  - g. Preheat the oven to 475°F (245°C) while the loaves are proofing. Place a baking stone or an inverted baking sheet in the oven to heat up.
  - h. Once the oven is preheated, carefully transfer the loaves onto the hot baking stone or baking sheet. If you have a spray bottle, you can mist the oven with water to create steam, which helps develop a crispy crust.
  - i. Bake for 20-25 minutes, or until the loaves are golden brown and sound hollow when tapped on the bottom.
  - j. Remove the ciabatta loaves from the oven and let them cool on a wire rack before slicing. This allows the interior to set and prevents a gummy texture.
7. As future baker in a given hotel, prepare a standard free gluten bread

**Answer :**

- a. Ingredients of free gluten bread
- b. Warm water 350 ml (around 40°C)
- c. instant yeast 7 g (1 packet
- d. gluten-free all-purpose flour 500 g
- e. sugar 10 g (2 tsp)
- f. salt 7 g (1 tsp)
- g. olive oil 2 tbsp

• **Instructions/ procedures for making gluten free bread**

- ✓ In a small bowl, mix the warm water (about 110°F/43°C) with sugar and yeast. Let it sit for about 5-10 minutes until it becomes foamy.
- ✓ In a large mixing bowl, whisk together the gluten-free flour blend and salt.
- ✓ Make a well in the center of the dry ingredients. Add the foamy yeast mixture, eggs (if using), and olive oil. Stir the ingredients together until a sticky dough

forms. You can use a stand mixer with a paddle attachment for this, as gluten-free dough tends to be wetter and stickier than traditional dough.

- ✓ Transfer the dough to a greased loaf pan. Smooth the top with a spatula or wet hands. Cover the pan loosely with a kitchen towel or plastic wrap and let the dough rise in a warm place for about 45 minutes to 1 hour, or until it has doubled in size.
- ✓ While the dough is rising, preheat the oven to 350°F (175°C).
- ✓ Once the dough has risen, remove the cover and place the loaf in the preheated oven. Bake for 35-45 minutes, or until the top is golden brown and the internal temperature reaches 200-210°F (93-99°C). You can check this using an instant-read thermometer.
- ✓ Remove the bread from the oven and let it cool in the pan for 10 minutes. Then, transfer it to a wire rack to cool completely before slicing. Gluten-free bread can be delicate when warm, so let it fully cool to set the structure.

8. What are the common techniques of cooling sour bread after baking?

**Answer:**

- a. Transfer the loaf immediately from the baking tray or stone to a wire rack after removing it from the oven.
- b. Let the bread cool for at least 1-2 hours before slicing. Larger loaves may require up to 3 hours to cool completely.
- c. Avoid covering the bread with cloth, plastic, or foil while it's still warm, as trapped steam will make the crust soft and soggy.
- d. Bread needs to cool completely before storage to prevent condensation, which can lead to mold or spoilage.

9. State the flavoring techniques of sour bread

**Answer:**

- a. Incorporate Specialty Flours
- b. Add Mix-Ins to the Dough
- c. Use Specialty Liquids
- d. Dust and Top the Crust

10. One of the following not involved in techniques for shaping sour dough. Answer by circle.

- a. Pre-shape
- b. Tuck the edges
- c. Bending
- d. Form a round
- e. Final shaping

**Answer: C. Bending**

11. Ingredients are crucial in the preparation of gluten free bread. so give at least five (5) ingredients of gluten free bread

**Answer:**

Ingredients of gluten free bread are:

- a. Warm water
- b. instant yeast
- c. gluten-free all-purpose flour
- d. sugar
- e. salt
- f. olive oil

12. Identify techniques a baker should do in order to enhance flavour of gluten free bread

**Answer:**

- a. Use Flavourful Liquids
- b. Incorporate Herbs and Spices
- c. Add Sweeteners
- d. Mix in Cheeses
- e. Include Nuts and Seeds
- f. Use Fermentation or Sourdough Techniques
- g. Add Fruits and Vegetables

13. Stuffing challah dough can elevate this traditional braided bread into a stunning centerpiece with exciting flavors so how to braided loaf with filling

**Answer :**

- a. Divide the dough into strands for braiding.

- b. Roll each strand flat with a rolling pin.
  - c. Spread the filling evenly on each strand, leaving a small border around the edges.
  - d. Roll the strands tightly back into logs, sealing the edges to encase the filling.
  - e. Braid the stuffed strands together as usual.
  - f. Allow to rise and bake.
14. Discuss about the baking techniques for ciabatta bread

**Answer :**

- a. Preheat the oven to 450-500°F (230-260°C) for best results, the high temperature encourages a strong oven spring and helps develop the crusty exterior.
  - b. Bake ciabatta for 20-30 minutes, depending on the size of the loaves.
  - c. Place a pan of water or ice cubes in the oven during the first 10-15 minutes of baking.
  - d. The bread is fully baked when the internal temperature reaches 205-210°F (96-99°C).
15. Can you give us five (5) liquid ingredients may use as flavouring of gluten free bread?

**Answer**

- a. Milk
- b. Buttermilk
- c. Coconut
- d. Vegetable stock
- e. Beef stock
- f. Juice



**Points to Remember**

- **Selection of tools and equipment:**
  - ✓ Choose appropriate tools and equipment based on type of advanced bread and techniques required to prepare for.
  - ✓ Consider factors such as size, material, and functionality when selecting tools and equipment to ensure efficiency and effectiveness in the kitchen.

- **Selection of ingredients**
  - ✓ Choose fresh, high-quality ingredients for particular bread to enhance flavour, texture, and overall culinary experience.
- **Measurements:** Accurate measuring is crucial in baking. Use measuring cups and spoons for dry ingredients and a liquid measuring cup for liquids. Follow the recipe closely to maintain proper ratios.
- **Mixing Technique:** Depending on the type of bread the mixing technique varies. For example, puff pastry requires layering fat and dough, while short crust pastry benefits from minimal mixing to prevent gluten development.
- **Portion Size:** Ensure portion sizes are consistent and appropriate for the bread type.
- **Preparation techniques:** respect all needed stages or steps for preparing particular advanced breads
- **Proving and baking:** respect required temperature and time for proving and baking advanced bread basing on given recipe.
- **Practice and Patience:** Pastry-making can be a skill that improves with practice. Don't be discouraged by initial failures; learn from them and adjust techniques as needed.



### Self-Reflection

- 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.
- 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: MAKE ADVANCED PASTRY PRODUCTS



### 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 required to prepare advanced pastry products, they will cover preparation, baking, cooling and decoration of advanced pastry products. 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. Describe baking techniques / methods for some advanced pastry products    | 1. Perform pastry arts for advanced products.                                             | 1. Show teamwork and collaboration spirits.                       |
| 2. Identify types of advanced pastry products                                | 2. Perform Mise en place of ingredients tools and equipment for advanced pastry products. | 2. Be Innovative and Creative in presentations of pastry products |
| 3. Identify baking time and temperature control for advanced pastry products | 3. Apply baking skills for advanced pastry                                                | 3. Be tidy and organized throughout tasks                         |
|                                                                              |                                                                                           | 4. Show positive work ethics                                      |
|                                                                              |                                                                                           | 5. Be honest in measuring, portioning and mixing ingredients.     |



**Steps:**



### **Discovery Activity**



#### **Task 21**

1. Using suitable methods such as individual work, pair-share, small group discussions, guided discussions, or large group discussions to facilitate trainees in sharing their understanding and prior knowledge of the concept "make advanced pastry products". Ensure that instructions are clear, all trainees are actively participating, and necessary materials or tools are provided and utilized effectively.
2. Direct the trainees to Task 21 in their manual and instruct them to answer the questions provided.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to share their views and findings.
4. After the presentations or sharing session, explain to the trainees that the purpose of this activity was not to provide correct answers but to give them an overview of what will be covered in the unit.
5. Introduce Topic 3.1: Preparation of custard and cream.

### Topic 3.1: Preparation of custard and cream.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Objectives:</b><br>By the end of this topic, trainees will be able to: <ul style="list-style-type: none"><li>a. Describe properly types of custards and cream.</li><li>b. Identify correctly ingredients according to the type of custards and cream.</li><li>c. Apply correctly measuring techniques for selected custards and cream.</li><li>d. Apply properly preparation techniques for selected custards and cream.</li></ul>         |
|    | <b>Time Required:</b> 8 hours                                                                                                                                                                                                                                                                                                                                                                                                                 |
|    | <b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.                                                                                                                                                                                                                                                                                                                          |
|    | <b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, custards and creams ingredients.                                                                                                                                                                                                            |
|  | <b>Preparation:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Workshop preparation.</li><li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li></ul>                                                                                                                                                                                                                     |
|  | <b>Cross Cutting Issues:</b> <ul style="list-style-type: none"><li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li><li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li><li>✓ Ensure safety and hygiene at workplace environment.</li><li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li></ul> |
|  | <b>Prerequisites:</b> <ul style="list-style-type: none"><li>✓ Availability of tools and equipment used in bakery and pastry section</li><li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li></ul>                                                                                                                                                                                             |



## Activity 1: Problem-Solving



### Task 22

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, ask trainees to analyze the scenario and answer the questions in Task 22 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 3.1 Preparation of custard and cream in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 23:

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 23 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 3.1 Preparation of custard and cream and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 24

1. Inform the trainees that Task 24 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 24.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of a pumpkin cake.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 24

| Assessment<br>Criteria                 | Indicator                                                         | Observation |    |         |
|----------------------------------------|-------------------------------------------------------------------|-------------|----|---------|
|                                        |                                                                   | Yes         | No | Comment |
| 1. Ingredients<br>selection            | 1.1 Gluten-free flour is selected.                                |             |    |         |
|                                        | 1.2 Fresh pumpkin is selected and prepared.                       |             |    |         |
|                                        | 1.3 Appropriate sweeteners are selected.                          |             |    |         |
|                                        | 1.4 Spices and flavorings are selected.                           |             |    |         |
| 2. Measurement<br>and<br>preparation   | 2.1 Ingredients are accurately measured according to the recipe.  |             |    |         |
|                                        | 2.2 Pumpkin is properly mashed.                                   |             |    |         |
|                                        | 2.3 Dry and liquid ingredients are combined                       |             |    |         |
| 3. Mixing and<br>batter<br>preparation | 3.1. Ingredients are mixed to achieve a smooth, lump-free batter. |             |    |         |
|                                        | 3.2. Proper mixing tools and equipment are selected and used.     |             |    |         |
| 4. Baking<br>process                   | 4. 1 Batter is poured into a prepared baking pan                  |             |    |         |
|                                        | 4.2 Oven is preheated to the correct temperature.                 |             |    |         |
|                                        | 4.3 Cake is baked for the specified time and monitored.           |             |    |         |
| 5. Cooling and<br>presentation         | 5.1 Cake is removed from the oven and allowed to cool .           |             |    |         |
|                                        | 5.2 Final cake is checked for texture and flavor consistency.     |             |    |         |
|                                        | 5.3. Cake is plated or packaged neatly for serving.               |             |    |         |

## Topic 3.2: Specialty pastries preparation

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of the topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Describe properly types of specialty pastries.</li> <li>Identify correctly ingredients according to the type of specialty pastries to be prepared.</li> <li>Apply correctly measuring techniques for selected specialty pastries preparation.</li> <li>Apply properly preparation techniques for selected specialty pastries preparation.</li> </ol> |
|    | <p><b>Time Required:</b> 8 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                                                     |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, specialty pastries ingredients.</p>                                                                                                                                                                                                                                        |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                                             |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety and hygiene at workplace environment.</li> <li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li> </ul>                       |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> <li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                                                     |



## Activity 1: Problem-Solving



### Task 25

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, ask trainees to analyze the scenario and answer the questions in Task 25 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 3.2 Specialty pastries preparation in their trainee manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 26

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario in task 25 and use it to answer the questions under Task 26 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.

3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education, environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key facts 3.2 Specialty pastries preparation, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 27

1. Inform the trainees that Task 27 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 27.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of chocolate cake.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing Trainees' performance on task 27

| Assessment<br>Criteria           | Indicator                                                          | Observation |    |         |
|----------------------------------|--------------------------------------------------------------------|-------------|----|---------|
|                                  |                                                                    | Yes         | No | Comment |
| 1. Ingredients selection         | 1.1 High-quality cocoa powder is selected.                         |             |    |         |
|                                  | 1.2 Fresh eggs are selected and inspected.                         |             |    |         |
|                                  | 1.3 Correct type of sugar is selected.                             |             |    |         |
|                                  | 1.4 Butter or oil is selected and measured.                        |             |    |         |
|                                  | 1.5 Self-raising flour or a suitable alternative is selected.      |             |    |         |
|                                  | 1.6 Milk or other liquid ingredients are chosen as per the recipe. |             |    |         |
| 2. Measurement and preparation   | 2.1 Ingredients are weighed.                                       |             |    |         |
|                                  | 2.2 Dry and wet ingredients are separated                          |             |    |         |
|                                  | 2.3 Dry and wet ingredients prepared for mixing                    |             |    |         |
|                                  | 2.4 Cake tins are greased and lined.                               |             |    |         |
| 3. Shaping of Bread              | 3.1 Dough is divided into equal portions.                          |             |    |         |
|                                  | 3.2 Traditional braiding techniques are applied.                   |             |    |         |
| 4. Mixing and batter preparation | 4.1 Ingredients are mixed to create a smooth, lump-free batter.    |             |    |         |
|                                  | 4.2 Mixing time is controlled.                                     |             |    |         |
|                                  | 4.3 Mixing technique is appropriate                                |             |    |         |
|                                  | 4.4 Proper equipment is used.                                      |             |    |         |
| 5. Baking process                | 5.1 Batter is evenly distributed in the baking tins.               |             |    |         |

|                       |                                                       |  |  |  |
|-----------------------|-------------------------------------------------------|--|--|--|
|                       | 5.2 Oven is preheated to the correct temperature.     |  |  |  |
|                       | 5.3 Cake is baked for the specified time.             |  |  |  |
|                       | 5.4 Baking temperature is consistently monitored.     |  |  |  |
| 6. Cooling Techniques | 6.1 Bread is cooled on a wire rack.                   |  |  |  |
|                       | 6.2 Bread is served fresh and presented attractively. |  |  |  |
|                       | 6.3 Bread is presented attractively.                  |  |  |  |

### Topic 3.3: Layered cakes preparation.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of the topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Describe properly types of layered cakes.</li> <li>Identify correctly ingredients according to the type of layered cakes preparation.</li> <li>Apply correctly measuring techniques for selected layered cakes to be prepared.</li> <li>Apply properly preparation techniques for selected layered cakes to be prepared.</li> </ol> |
|    | <p><b>Time Required:</b> 7 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                           |
|   | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                                    |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, layered cakes ingredients.</p>                                                                                                                                                                                                                            |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                            |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety and hygiene at workplace environment.</li> <li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li> </ul>      |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> <li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                                    |



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 28 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 3.3: layered cakes preparation in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 29

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 29 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education, environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 3.3: layered cakes preparation, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 30

1. Inform the trainees that Task 30 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 30.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of the opera cake.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.

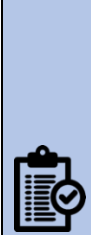
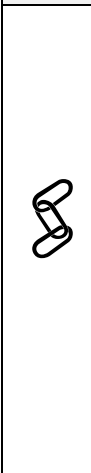
#### 7. Use the following Checklist for Assessing Trainees' performance on task 30

| Assessment Criteria      | Indicator                                     | Observation |    |         |
|--------------------------|-----------------------------------------------|-------------|----|---------|
|                          |                                               | Yes         | No | Comment |
| 1. Ingredients selection | 1.1. Almond flour is selected.                |             |    |         |
|                          | 1.2. fresh eggs are selected                  |             |    |         |
|                          | 1.3 Granulated sugar is selected.             |             |    |         |
|                          | 1.4. Unsalted butter is selected.             |             |    |         |
|                          | 1.5 High-quality dark chocolate is selected.. |             |    |         |

|                                      |                                                                   |  |  |  |
|--------------------------------------|-------------------------------------------------------------------|--|--|--|
|                                      | 1.6. Strong brewed coffee or espresso is prepared..               |  |  |  |
| 2. Preparation of joconde sponge     | 2.1 Almond flour and powdered sugar are sifted together.          |  |  |  |
|                                      | 2.2 Eggs and sugar are whipped to a light and fluffy consistency. |  |  |  |
|                                      | 2.3 Whipped egg whites are folded gently into the mixture.        |  |  |  |
|                                      | 2.4. Batter is spread evenly on a baking sheet.                   |  |  |  |
|                                      | 2.5 Joconde sponge is baked at the correct temperature.           |  |  |  |
| 3. Preparation of coffee syrup       | 3.1. Espresso or strong coffee is brewed                          |  |  |  |
|                                      | 3.2. Coffee is mixed with sugar to make the syrup.                |  |  |  |
|                                      | 3.3 Egg yolks and sugar syrup are whipped until thick and pale.   |  |  |  |
|                                      | 3.4 A smooth buttercream is created                               |  |  |  |
|                                      | 3.5 Coffee flavoring is added to the buttercream.                 |  |  |  |
| 4. Preparation of coffee buttercream | 4. 1 Egg yolks and sugar syrup are whipped until thick and pale.  |  |  |  |
|                                      | 4.2 Butter is gradually added to create a smooth buttercream.     |  |  |  |
|                                      | 4.3 Coffee flavoring is added to the buttercream.                 |  |  |  |
| 5. Preparation of chocolate ganache  | 5.1 Heavy cream is heated to the right temperature.               |  |  |  |
|                                      | 5.2 Dark chocolate is melted and combined with the cream.         |  |  |  |

|                                 |                                                                           |  |  |  |
|---------------------------------|---------------------------------------------------------------------------|--|--|--|
|                                 | 5.3. Ganache is cooled to spreading consistency.                          |  |  |  |
| 6. Assembly of opera cake       | 6.1 First layer of Joconde sponge is placed and soaked with coffee syrup. |  |  |  |
|                                 | 6.2. A layer of coffee buttercream is spread evenly.                      |  |  |  |
|                                 | 6.3 Second layer of Joconde sponge is added and soaked with syrup.        |  |  |  |
|                                 | 6.4 A layer of chocolate ganache is spread evenly.                        |  |  |  |
|                                 | 6.5 Process is repeated with final layer topped with chocolate glaze      |  |  |  |
| 7. Final glazing and decoration | 7.1 Chocolate glaze is poured and spread evenly over the top layer.       |  |  |  |
|                                 | 7.2 Surface is smoothed for a glossy finish.                              |  |  |  |
|                                 | 7.3 Opera cake is decorated                                               |  |  |  |
| 8. Cutting and presentation     | 8.1 Cake is chilled for easy slicing.                                     |  |  |  |
|                                 | 8.2 Cake is cut into neat rectangular portions.                           |  |  |  |
|                                 | 8.3 Cake portions are presented attractively.                             |  |  |  |

### Topic 3.4: Filled pastries preparation

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Describe properly types of filled pastries.</li> <li>Identify correctly ingredients according to the type of filled pastries to be prepared.</li> <li>Apply correctly measuring techniques for selected filled pastries.</li> <li>Apply properly preparation techniques for selected filled pastries.</li> </ol>              |
|    | <p><b>Time Required:</b> 7 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                               |
|   | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, filled pastries ingredients.</p>                                                                                                                                                                                                                     |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                       |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety and hygiene at workplace environment.</li> <li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li> </ul> |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> <li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                               |



## 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 discussions, ask trainees to analyze the scenario and answer the questions in Task 31 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 3.4 Filled pastries preparation their trainee manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



## Activity 2: Guided Practice



### Task 32

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 32 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 3.4 Filled pastries preparation, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 33

1. Inform the trainees that Task 33 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 33.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of Tarte tatin cake.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 33

| Assessment<br>Criteria           | Indicator                                                                              | Observation |    |         |
|----------------------------------|----------------------------------------------------------------------------------------|-------------|----|---------|
|                                  |                                                                                        | Yes         | No | Comment |
| 1. Ingredients selection         | 1.1 All-purpose ingredients are selected.                                              |             |    |         |
|                                  | 1.2 Fresh chocolate filling ingredients are selected.                                  |             |    |         |
|                                  | 1.3 Appropriate sweeteners are selected.                                               |             |    |         |
| 2. Measurement and preparation   | 2.1 Ingredients are accurately measured.                                               |             |    |         |
|                                  | 2.2 Eggs are separated properly for cake batter and filling                            |             |    |         |
|                                  | 2.3 Dry and wet ingredients for the batter are mixed separately before combining.      |             |    |         |
| 3. Mixing and batter preparation | 3.1 Batter is mixed until smooth and free of lumps.                                    |             |    |         |
|                                  | 3.2 Proper mixing are used                                                             |             |    |         |
| 4. Baking process                | 4.1 Cake batter is poured into a prepared baking pan lined with parchment paper.       |             |    |         |
|                                  | 4.2 Oven is preheated to the correct temperature.                                      |             |    |         |
|                                  | 4.3 Cake is baked for the specified time and monitored.                                |             |    |         |
| 5. Cooling and rolling           | 5.1 Cake is removed from the oven and allowed to cool slightly in the pan.             |             |    |         |
|                                  | 5.2 Cake is carefully removed from the pan, then placed on a clean, damp towel.        |             |    |         |
|                                  | 5.3 Cake is rolled gently while warm to avoid cracking.                                |             |    |         |
| 6. Filling and assembling        | 6.1 Chocolate filling is spread evenly on the cake before rolling.                     |             |    |         |
|                                  | 6.2 Cake is rolled tightly but carefully to maintain the structure and avoid cracking. |             |    |         |



## Formative Assessment

1. Which of the following filling ingredients is commonly used to fill Chocolate rolls?

Answer by circle.

- a. unsalted butter (softened)
- b. cocoa powder
- c. granulated sugar
- d. salt
- e. instant yeast
- f. whole milk

**answer : are A, B and C**

2. Which of the following procedures for making glazing chocolate rolls? Answer by circle.

- a. Heat the milk in a saucepan over low heat. Add the chopped chocolate and powdered sugar, stirring until smooth.
- b. Cover the rolls with a cloth and let them rise again for 30–40 minutes, until puffed up
- c. Drizzle the glaze over the warm rolls before serving.

**Answer : are A and B**

3. State the steps that include in preparation techniques for chocolate rolls

**Answer:**

- a. Step 1: Prepare the Dough
- b. Step 2: Make the Filling
- c. Step 3: Assemble the Rolls and bake
- d. Step 4: make the Glaze (Optional).

4. Enumerate the ingredients for prepare Danish pastry.

**Answer:**

- a. Bread flour
- b. Sugar
- c. Instant dry yeast
- d. Salt

- e. Butter, soft
  - f. Eggs
  - g. Milk
  - h. Butter, cold
5. Interpret the preparation techniques of making dough for chocolate rolls.

**Answer:**

- a. In a large mixing bowl, combine flour, sugar, salt, and yeast.
  - b. Gradually add the warm milk, softened butter, and egg. Mix until a soft dough forms.
  - c. Knead the dough on a floured surface for 8–10 minutes until smooth and elastic.
  - d. Place the dough in a greased bowl, cover with a damp cloth, and let it rise for 1–1.5 hours or until doubled in size.
6. Write down the Tarte tatin ingredients and measurements for 2 portions

**Answer:**

| Ingredients              | Metric measures |
|--------------------------|-----------------|
| caster sugar             | 100 g           |
| glucose                  | 10 g            |
| water                    | 200 ml          |
| unsalted butter, diced   | 100 g           |
| apples, peeled and cored | 7               |
| lemon, juice             | ½               |
| puff pastry              | 175 g           |

7. Enumerate two (2) types of Layered cakes

**Answer :**

- a. Opera cake
  - b. Dobos torte
8. Write down preparation techniques for croissant bread

**Answer:**

- a. Prepare laminated dough or puff dough
- b. Roll the dough into a rectangle 61 cm.
- c. Cut 11 isosceles triangles, 23 cm high and 10 cm at the base, from the dough.

- d. Make a 2-cm slit in the center of the base of each triangle. Working with one triangle at a time, gently stretch each of the 3 points of the triangle to elongate them. Place the triangle on unfloured table with the narrow point directly away from you. Roll the triangle up from the base, exerting gentle pressure with your fingertips. Place seam side down on a parchment lined sheet pan, making 4 rows. Shape the croissants into crescents, so that the ends curve inward at the front.
  - e. Brush the croissants with egg wash. Proof at 85°F/29°C for 1 hour, or until doubled in size.
  - f. Brush the croissants with egg wash again. Bake at 375°F/191°C until well browned, about 15 minutes.
9. Specialty pastries are unique, high-quality baked goods often crafted with a focus on innovative flavors, presentation, or cultural traditions. State four (4) types of Specialty pastries

**Answer:**

- a. Chocolate cake
  - b. Hazelnut sponge cake
  - c. Cheese cake
  - d. Chocolate brown pastry
  - e. Chocolate Fudge
  - f. Croissant
10. What are the preparation techniques for pumpkin cake?

**Answer:**

- a. Coat the loaf pans with a light film of fat and line them with parchment paper.
- b. Combine the eggs and sugar and blend on medium speed with the paddle attachment. Slowly add the oil and mix on until incorporated. Add the pumpkin purée and mix until incorporated.
- c. Sift together the baking soda, flour, allspice, cinnamon, and nutmeg. Add to the egg mixture and mix just until combined.
- d. Scale 1.70 kg of batter into each prepared pan.
- e. Bake in a 300°F/149°C convection oven until the center springs back when lightly touched and the surface is a light golden brown, 20 to 30 minutes. Cool in the pan for a few minutes, then unmold onto racks to cool completely.



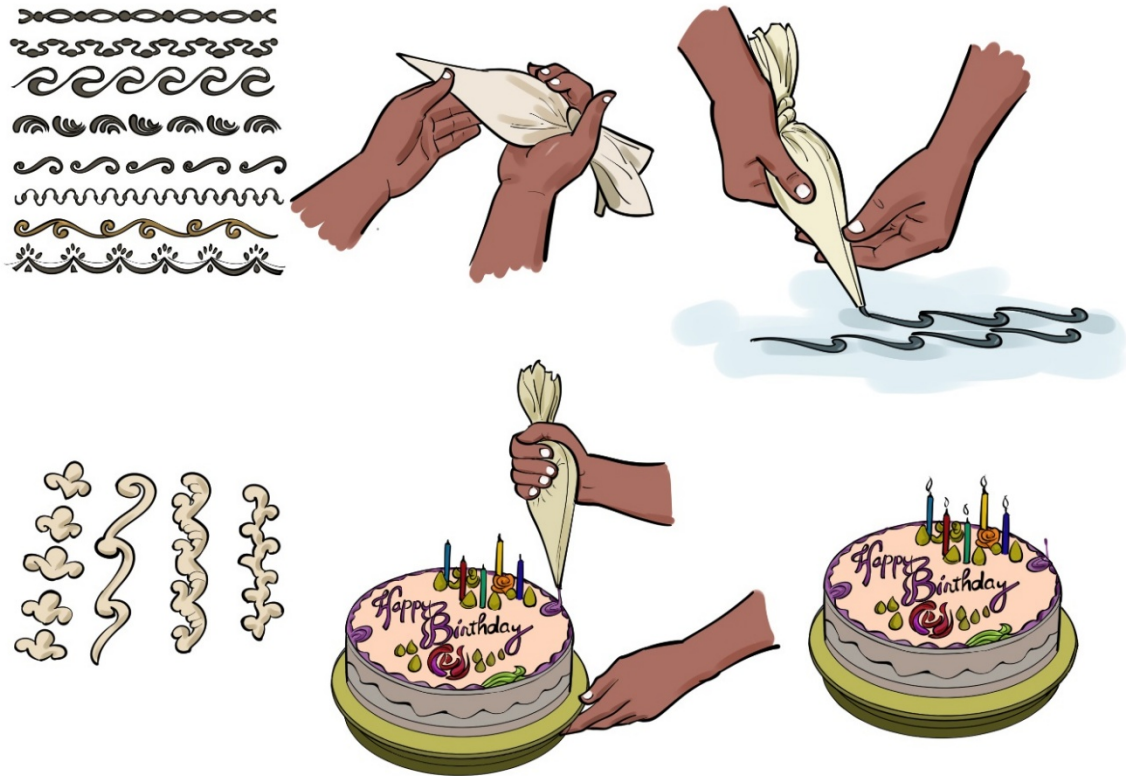
## Points to Remember

- **Selection of tools and equipment:**
  - ✓ Choose appropriate tools and equipment based on type of advanced pastry and techniques required to prepare for.
  - ✓ Consider factors such as size, material, and functionality when selecting tools and equipment to ensure efficiency and effectiveness in the kitchen.
- **Selection of ingredients**
  - ✓ Choose fresh, high-quality ingredients for particular pastry to enhance flavour, texture, and overall culinary experience.
- **Measurements:** Accurate measuring is crucial in baking. Use measuring cups and spoons for dry ingredients and a liquid measuring cup for liquids. Follow the recipe closely to maintain proper ratios.
- **Mixing Technique:** Depending on the type of pastry the mixing technique varies. For example, puff pastry requires layering fat and dough, while short crust pastry benefits from minimal mixing to prevent gluten development.
- **Portion Size:** Ensure portion sizes are consistent and appropriate for the pastry product type.
- **Preparation techniques:** respect all needed stages or steps for preparing particular advanced pastries.
- **Proving and baking:** respect required temperature and time for proving and baking advanced pastry basing on given recipe.
- **Practice and Patience:** Pastry-making can be a skill that improves with practice. Don't be discouraged by initial failures; learn from them and adjust techniques as needed.

 **Self-Reflection**

- a. 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.
- b. 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: PERFORM POST-BAKING ACTIVITIES



## 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 required to perform post-baking activities, they will cover decorate advanced breads and pastries, apply wrapping and labeling techniques for advanced breads and pastries, apply storage techniques for advanced breads and pastry products. 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. Identify ingredients for decorating advanced breads and pastry products | 1. Apply pastry arts                                                                                     | 1. Show teamwork and collaboration spirits.                       |
| 2. Describe types of pastry decorating tools.                              | 2. Apply wrapping and labeling techniques for advanced breads and pastry products                        | 2. Be innovative and creative in presentations of pastry products |
| 3. Describe techniques for storing advanced bread and pastry               | 3. Apply storing techniques for advanced breads and pastry products                                      | 3. Be tidy and organized throughout tasks                         |
|                                                                            | 4. Perform Mise en place of ingredients tools and equipment needed to decorate advanced pastry products. | 4. Be Honest in measuring, portioning and mixing ingredients.     |



**Steps:**



### Discovery Activity



#### Task 34

1. Using suitable methods such as individual work, pair-share, small group discussions, guided discussions, or large group discussions to facilitate trainees in sharing their understanding and prior knowledge of the concept "perform post-baking activities". Ensure that instructions are clear, all trainees are actively participating, and necessary materials or tools are provided and utilized effectively.
2. Direct the trainees to Task 34 in their manual and instruct them to answer the questions provided.
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to share their views and findings.
4. After the presentations or sharing session, explain to the trainees that the purpose of this activity was not to provide correct answers but to give them an overview of what will be covered in the unit.
5. Introduce Topic 4.1: Decorating advanced bread and pastry products

## Topic 4.1: Decorating advanced bread and pastry products.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of the topic, trainees will be able to:</p> <ol style="list-style-type: none"><li>Identify correctly the ingredients for decorating advanced breads and pastry products.</li><li>Describe properly tools and equipment used in decorating advanced breads and pastry products.</li><li>Apply properly preparation techniques for decorating advanced breads and pastries products.</li><li>Apply correctly pastry decoration techniques.</li></ol> |
|    | <p><b>Time Required:</b> 10 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|   | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                                                                |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, pastry decorating ingredients.</p>                                                                                                                                                                                                                                                    |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Workshop preparation.</li><li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li></ul>                                                                                                                                                                                                                                                           |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"><li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li><li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li><li>✓ Ensure safety and hygiene at workplace environment.</li><li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li></ul>                                       |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"><li>✓ Availability of tools and equipment used in bakery and pastry section</li><li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li></ul>                                                                                                                                                                                                                                   |



## Activity 1: Problem-Solving



### Task 35

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, ask trainees to analyze the scenario and answer the questions in Task 35 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 4.1 Decorating advanced bread and pastry products in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



## Activity 2: Guided Practice



### Task 36

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 36 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.

3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education, environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key facts 4.1 Decorating advanced bread and pastry products and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 37

1. Inform the trainees that Task 37 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 37.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on preparation of simple butter cream for decorating a cake.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.
7. Use the following checklist for assessing trainees' performance on task 37

| Assessment<br>Criteria               | Indicator                                                                          | Observation |    |  |
|--------------------------------------|------------------------------------------------------------------------------------|-------------|----|--|
|                                      |                                                                                    | Yes         | No |  |
| 1. Ingredients<br>selection          | 1.1. Unsalted butter is selected and softened to room temperature.                 |             |    |  |
|                                      | 1.2. Powdered sugar is sifted to remove lumps.                                     |             |    |  |
|                                      | 1.3 Flavors are selected as per the recipe                                         |             |    |  |
|                                      | 1.4 Milk or cream is selected for consistency adjustment.                          |             |    |  |
| 2. Measurement<br>and<br>preparation | 2.1 All ingredients are accurately measured according to the buttercream recipe.   |             |    |  |
|                                      | 2.2 Mixing bowl and tools are clean                                                |             |    |  |
| 3. Mixing<br>process                 | 3.1. Butter is beaten until smooth and creamy.                                     |             |    |  |
|                                      | 3.2. Powdered sugar is added gradually and mixed at a low speed to avoid spillage. |             |    |  |
|                                      | Vanilla extract and milk/cream are added to achieve the desired flavor             |             |    |  |
|                                      | Buttercream is whipped at high speed until light and fluffy.                       |             |    |  |
| 4. Consistency<br>check              | 4. 1 Buttercream is smooth, free of lumps, and easy to spread or pipe.             |             |    |  |
|                                      | 4.2 Buttercream holds its shape when piped or spread.                              |             |    |  |
| 5. Decoration<br>preparation         | 5.1 Prepared buttercream is divided and colored as needed for decoration           |             |    |  |
|                                      | 5.2 Piping bags, tips, and tools are prepared for the decoration process           |             |    |  |
| 6. Hygiene and<br>storage            | Buttercream is stored properly if not used immediately.                            |             |    |  |
|                                      | 6.2. Workstation is cleaned and sanitized before preparation.                      |             |    |  |
|                                      | 6.3. Workstation is cleaned and sanitized after preparation                        |             |    |  |

## Topic 4.2: Wrapping and labelling techniques of advanced bread and pastry products.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of the topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Explain clearly the importance of wrapping advanced breads and pastry products.</li> <li>Describe properly the techniques of wrapping advanced breads and pastry products</li> <li>Explain clearly the importance of labelling advanced breads and pastry products.</li> <li>Apply properly the techniques of wrapping advanced breads and pastry products.</li> </ol> |
|   | <p><b>Time Required:</b> 5 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|  | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                                                                       |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment, wrapping and labelling materials</p>                                                                                                                                                                                                                                                         |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                                                               |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety and hygiene at workplace environment.</li> <li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li> </ul>                                         |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> <li>✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                                                                       |



## Activity 1: Problem-Solving



### Task 38

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, ask trainees to analyze the scenario and answer the questions in Task 38 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 4.2: Wrapping and labelling techniques of advanced bread and pastry products in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



## Activity 2: Guided Practice



### Task 39

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 39 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.
3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education,

environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.

4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key facts 4.2: Wrapping and labelling techniques of advanced bread and pastry products, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 40

1. Inform the trainees that Task 40 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 40.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on inspection and monitoring of the wrapping of advanced bakery and pastry products.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.
6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.

**7. Use the following checklist for assessing trainees' performance on task 40**

| Assessment Criteria               | Indicator                                                                         | Observation |    |         |
|-----------------------------------|-----------------------------------------------------------------------------------|-------------|----|---------|
|                                   |                                                                                   | Yes         | No | Comment |
| 1. Preparation                    | 1.1. Tools and materials are gathered and used.                                   |             |    |         |
|                                   | 1.2. Personal hygiene practices are followed.                                     |             |    |         |
| 2. Storage inspection             | 2.1 Storage temperature is checked and recorded                                   |             |    |         |
|                                   | 2.2 Storage areas are clean and sanitized.                                        |             |    |         |
|                                   | 2.3 Products are stored in properly labeled containers with expiry dates visible. |             |    |         |
| 3. Wrapping inspection            | 3.1. Wrapping materials are clean, intact, and food-grade.                        |             |    |         |
|                                   | 3.2. Products are fully wrapped with no exposed areas.                            |             |    |         |
| 4. Cross-contamination prevention | 4. 1 Raw and ready-to-eat products are stored separately.                         |             |    |         |
|                                   | 4.2 Proper shelving order is maintained                                           |             |    |         |
|                                   | 4.3 Separate tools are used for different types of products.                      |             |    |         |
| 5. Documentation and actions      | 5.1 Inspection results are recorded accurately in logs.                           |             |    |         |
|                                   | 5.2 Corrective actions are taken promptly for any non-compliance.                 |             |    |         |

## Topic 4.3: Storage techniques and conditions for advanced breads and pastry products.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Objectives:</b></p> <p>By the end of this topic, trainees will be able to:</p> <ol style="list-style-type: none"> <li>Identify properly storing tools and equipment for storing breads and pastry products.</li> <li>Apply correctly storing techniques of bread and pastry products according to the type.</li> <li>Apply properly the techniques of wrapping advanced breads and pastry products.</li> </ol>                                      |
|    | <p><b>Time Required:</b> 5 hours</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |
|    | <p><b>Learning Methodology:</b> Trainer guided, Group discussion, Brainstorming, Group presentations, and Field visits.</p>                                                                                                                                                                                                                                                                                                                               |
|  | <p><b>Materials, Tools and Equipment Needed:</b> Flipcharts, Marker pens, Chalks, Projectors, Cooking equipment, Processing equipment, Holding and storage equipment, Measuring tools and equipment.</p>                                                                                                                                                                                                                                                  |
|  | <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop preparation.</li> <li><input type="checkbox"/> Preparation of all required materials, tools and equipment to be used</li> </ul>                                                                                                                                                                                                                       |
|  | <p><b>Cross Cutting Issues:</b></p> <ul style="list-style-type: none"> <li>✓ Ensure gender balance while forming groups, allocating tasks and during presentations.</li> <li>✓ Take into consideration learners with special needs while visiting different facilities during field visit.</li> <li>✓ Ensure safety and hygiene at workplace environment.</li> <li>✓ Ensure proper handling, operation and maintenance of tools and equipment.</li> </ul> |
|  | <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>✓ Availability of tools and equipment used in bakery and pastry section</li> </ul>                                                                                                                                                                                                                                                                                                    |

- ✓ Availability of cleaning materials, tools and equipment used in bakery and pastry section



### Activity 1: Problem-Solving



#### Task 41

1. Using an appropriate methodology, such as individual work, pair-share, small group discussions, guided discussions, or large group discussions, ask trainees to analyze the scenario and answer the questions in Task 41 in their manual. Ensure that the instructions are clear, all trainees are engaged, and the necessary materials or tools are available and being used.
2. Using an appropriate approach, such as question-and-answer in a large group, pair-square-share, or small group presentations, ask trainees to share their answers with the class. Record their responses for reference and encourage everyone to contribute their views.
3. After the sharing session, refer trainees to Key facts 4.3: Storage techniques and conditions for advanced breads and pastry products in their manual, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have



### Activity 2: Guided Practice



#### Task 42

1. Using a suitable approach, such as individual work, pair-share, small group discussions, guided discussions, or group discussions, guide trainees to analyze the scenario and answer the questions under Task 42 in their manuals. Ensure that instructions are clear, all trainees are actively engaged, and the required materials or tools are available and utilized effectively.
2. During the task, trainees should be given a degree of independence to apply the knowledge and skills learned in Activity 1. Your role is to guide them by asking probing

questions like "Why?", "What?", and "How?" to help them arrive at well-informed answers.

3. While trainees are still performing the task, use this opportunity to address any cross-cutting issues that may arise such as gender, inclusivity, financial education, environmental sustainability, among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair-square-share, or small group presentations, guide trainees to share their answers to the class. Write their responses for reference and encourage all trainees to give their views.
5. After the sharing session, refer trainees to Key Facts 4.3: Storage techniques and conditions for advanced breads and pastry products, and discuss together while harmonizing their responses provided in the sharing session and answer any questions that they may have.



### Activity 3: Application



#### Task 43

1. Inform the trainees that Task 43 connects them to the professional world. Instruct them to go to the school's culinary workshop and perform Task 43.
2. Using an appropriate methodology such as individual work, pairs, or small groups trainees perform the task in the workshop as a workplace and prepare a presentation on storing bakery and pastry products and reporting storage conditions using a log sheet.
3. Provide additional guidance or instructions on their tasks, connecting what they have learned in the classroom to the activities they will perform at workplace.
4. Inform the trainees that everyone will be assessed basing on individual work and that later they will share the experiences gained from the workplace with the class.
5. The sharing or presentation session will commence once all trainees have been assessed.

6. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees 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 completion and presentation of the work done.

**7. Use the following checklist for assessing trainees' performance on task 43**

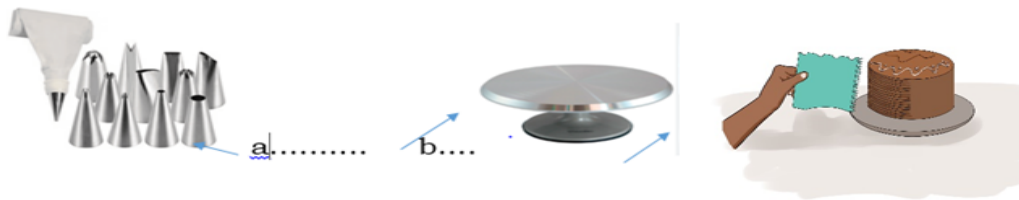
| Assessment<br>Criteria      | Indicator                                                                                | Observation |    |         |
|-----------------------------|------------------------------------------------------------------------------------------|-------------|----|---------|
|                             |                                                                                          | Yes         | No | Comment |
| 1. Preparation              | 1.1. Storage areas are clean, organized, and sanitized.                                  |             |    |         |
|                             | 1.2. Tools such as thermometers and labeling materials used.                             |             |    |         |
| 2. Product identification   | 2.1 Products are correctly identified and categorized by storage requirements.           |             |    |         |
|                             | 2.2 Labels are clear and include preparation and expiry dates.                           |             |    |         |
| 3. Room temperature storage | 3.1. Products requiring room temperature storage are stored in a clean, dry environment. |             |    |         |
|                             | 3.2. Products are placed away from heat sources and humidity.                            |             |    |         |
|                             | 3.3 Wrapping ensures protection against dust and contamination.                          |             |    |         |
| 4. Refrigerated storage     | 4. 1 Products requiring refrigeration are stored at appropriate temperature              |             |    |         |
|                             | 4.2 Refrigerated items are placed on appropriate shelves to prevent cross-contamination. |             |    |         |
|                             | 4.3 Wrapping is secure to prevent air exposure or absorption of odors.                   |             |    |         |

|                                   |                                                                             |  |  |  |
|-----------------------------------|-----------------------------------------------------------------------------|--|--|--|
| 5. Frozen storage                 | 5.1 Products requiring freezing are stored at appropriate temperature.      |  |  |  |
|                                   | 5.2 Freezer items are organized to ensure proper airflow and accessibility. |  |  |  |
|                                   | 5.3. Wrapping prevents freezer burn or contamination.                       |  |  |  |
| 6. Cross-contamination prevention | 6.1. Raw ingredients are stored separately from ready-to-eat products       |  |  |  |



### Formative Assessment

1. Name the following images of tools and equipment used in preparation for decoration Advanced breads and Pastry product.



#### Answer:

- a. Piping Bags and Nozzles
  - b. Cake Turntable
  - c. Decorating Combs
2. True and False questions
    - a. Rolled fondant is a non-pliable sugar-based dough commonly used to cover cakes, pastries, and cupcakes
    - b. Meringue is a versatile, light, and airy mixture of whipped egg whites and sugar.
    - c. Pastry decoration is an essential aspect of baking that elevates a simple dessert into a visual masterpiece.

#### Answer:

- a. False

- b. True
- c. True
- 3. Differentiate wrapping from labeling as both are technical terms used while storing advanced bread and pastry products

**Answer:**

**Wrapping** is a crucial technique in the preparation, storage, and presentation of pastry products while **Labeling** is a vital aspect of the production, storage, and distribution of advanced breads and pastry products.

- 4. What are the importance of labeling advanced bread and pastry products?

**Answer:**

- a. Avoid confusion between similar products, especially in a bakery with a wide variety of offerings.
  - b. Simplifies the tracking of products, especially when managing large batches or multiple types of breads and pastries.
  - c. Provides critical details like production date, packaging date, and expiration or best-before date.
  - d. Displays allergens, ingredients, and storage instructions to comply with food safety regulations.
  - e. Communicates specific storage instructions such as refrigeration, freezing, or room temperature conditions.
  - f. Labels can indicate allergen-containing products or items processed in shared environments.
- 5. Describe the importance of wrapping advanced bread and pastry products before storing

**Answer:**

- a. Wrapping prevents exposure to air, which can cause baked goods to dry out or stale quickly.
- b. It locks in the natural moisture of the product, ensuring a soft and flavourful texture, especially for delicate items like croissants and brioche.
- c. Wrapping creates a barrier against dust, bacteria, and other contaminants, ensuring the pastries remain hygienic.

- d. It also prevents cross-contamination of flavors from other stored foods, particularly in refrigerators or freezers.
  - e. Delicate pastries, such as mille-feuille, éclairs, or laminated dough products, are vulnerable to damage. Wrapping protects them from being crushed or deformed during handling or stacking.
  - f. For crusty breads or puff pastries, proper wrapping helps maintain their crisp texture while shielding them from external moisture.
  - g. Airtight wrapping slows down the staling process for baked goods.
  - h. For unbaked or partially baked products, it preserves their usability for longer periods, especially when frozen, reducing waste.
  - i. When storing pastries in the freezer, wrapping prevents ice crystals from forming on the surface, which can alter the texture and flavor of the product.
6. Develop refrigeration storage conditions for advanced breads and pastry products

**Answer:**

- a. The optimal temperature for refrigeration of advanced breads and pastry products is between 1°C and 4°C (34°F to 40°F).
- b. Cream-filled pastries (such as éclairs, cream puffs, or custard-filled pastries) should be refrigerated because the filling can spoil at room temperature.
- c. Fruit-filled pastries or pies containing dairy products or custard should also be refrigerated to prevent the growth of harmful bacteria.
- d. For loaves of bread, wrap the loaf tightly in plastic wrap, foil, or place it in a resealable plastic bag. This helps to prevent the bread from drying out and absorbing other odors in the refrigerator.
- e. For pastries, wrap them individually in plastic wrap or store them in airtight containers to keep them fresh and prevent them from becoming soggy.
- f. For products like croissants and Danish pastries, be sure to wrap them tightly to avoid air exposure, which can lead to staleness.
- g. Bread stored in the refrigerator can last up to 5-7 days.
- h. Cream-filled or custard pastries should be consumed within 1-2 days when stored in the refrigerator to ensure the filling remains safe and fresh.
- i. Fruit-filled pastries: Refrigerated fruit pastries can last 2-3 days in the fridge.

7. What are the right temperature of refrigerator?

**Answer:**

The right temperature of refrigerator is 0-4°C

8. Explain clearly the process of wrapping decorative pastries and shaped dough

**Answer:**

- a. Freeze shaped dough slightly to firm it up and stabilize delicate features.
- b. Wrap loosely but securely with plastic wrap to avoid deformation.
- c. If freezing for long-term storage, add a second layer of aluminum foil or place in a rigid container for extra protection.

9. Identify five (5) Pastry product decoration techniques

**Answer:**

**Pastry product decoration techniques**

- a. Glazing and Icing
- b. Piping Work
- c. Chocolate Techniques
- d. Fruit Decorations
- e. Dusting and Stenciling
- f. Fondant and Marzipan
- g. Edible Flowers and Greens

10. Enumerate the main ingredients of pastry cream.

**Answer:**

- a. Milk
- b. Sugar
- c. Egg yolks
- d. Whole eggs
- e. Cornstarch
- f. Sugar
- g. Butter
- h. Vanilla extract

11. Summarize the instruction of making Chantilly cream

**Answer:**

- a. Place all ingredients in a bowl. Whisk over ice until the mixture will form soft peaks.  
If using a mechanical mixer, stand and watch until the mixture is ready – do not leave it unattended.
- b. Cover and place in the fridge immediately

12. Which instruction that guide you to make French meringue

**Answer**

- a. With the whip attachment, beat the egg whites first at medium speed, then at high speed, until they form soft peaks.
- b. Add the first quantity of sugar, a little at a time, with the machine running. Whip until stiff.
- c. Stop the machine. Fold in the remaining sugar with a spatula.

13. Describe the tips a Baker should follow while He or She is preparing rolled fondant.

**Answer :**

- a. **Sifting Sugar:** Ensure powdered sugar is sifted to prevent lumps.
- b. **Temperature Control:** Work with warm fondant to prevent cracking; reheat slightly if it becomes stiff.
- c. **Coloring:** Add food coloring during the kneading process for even distribution



**Points to Remember**

- **Plan the Design**
  - ✓ Before decorating, have a clear idea of the final look you want to achieve.
  - ✓ Match the decoration style to the occasion, whether it's formal, casual, or themed (e.g., weddings, birthdays, holidays).
- **Use the Right Tools**
  - ✓ Use appropriate tools such as piping bags, nozzles, offset spatulas, stencils, and decorating combs for precise results.

- ✓ Ensure all tools are clean and dry before use to maintain hygiene and a professional finish.
- Work with Fresh Ingredients
  - ✓ Use fresh and high-quality ingredients like fruits, creams, chocolate, and nuts to enhance both aesthetics and taste.
- Temperature Control
  - ✓ Ensure the pastry has cooled completely before decorating to prevent melting or slipping of icings and toppings.
- Storing conditions for advanced breads and pastries
  - ✓ Store pastries in airtight containers or resealable plastic bags to prevent exposure to air, which can cause them to become stale.
  - ✓ Control the Storage Temperature
  - ✓ Use Proper Storage Containers



### 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

### Integrated situation

**X** hotel located in Kamonyi District is hosting 2 delegates from RDB having a meeting at your hotel.

They have ordered sour bread, Gluten free breads, on their breakfast, Mango Panna cotta and coffee opera Cake on their dessert. The hotel does not have an experienced pastry chef, and you are appointed to work as pastry chef and you are tasked to prepare and present the above orders within **3 hours**.

All equipment, material tools and Consumables are available in **X** hotel kitchen.

### Resources

|                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tools</b>                      | Measuring tools, Mixing tools, cooking tools, Presentation tools, Forks, spoons, plates, tongs, presentation bowls, knives Baskets, Pails/Rack, Serving boards, Tongs, Serving dish, baking trays, decoration tools, brushes, Rolling pins, scoopers, scrapers, pastry cutters, pastry docker, pastry bags, spatula, cups, scales, baskets, Sauce pans, Mixing bowls, containers, Decorating combs, pastry mats, Cake levellers |
| <b>Equipment</b>                  | Dough Mixer, Oven, Proofer, Refrigerator, Working tables, Toaster, Storing shelves, rolling machine, dough divider machine, trolley, breads slicer, dough sheeter, machine, proving cabinet, blast chiller, display cases, Cake decorating Turn tables, stoves, Gaz cooker.                                                                                                                                                     |
| <b>Materials/<br/>Consumables</b> | White sugar, honey, butter milk, cooking oils, vanilla extract, baking soda, white vinegar, cassava flour, eggs, dark chocolate, fresh cream, egg white, apple cider vinegar, Kinazi Cassava Flour, whole chia seeds, milk, gelatine powder, baking powder, sugar, salt, Mangoes, coffee, butter, icing sugar, glucose syrups                                                                                                   |

## CHECKLIST

| Assessable outcomes                           | Assessment criteria<br>(Based on performance criteria)                                     | Indicator                                                                    | Observation |    | Marks allocation |
|-----------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------|----|------------------|
|                                               |                                                                                            |                                                                              | Yes         | No |                  |
| 1. <b>Perform pre-baking activities (20%)</b> | 1.1 Personal grooming is appropriately checked as per kitchen safety and hygiene practices | ✓ Hair is well covered                                                       |             |    | 1                |
|                                               |                                                                                            | ✓ PPEs for pastry chef are regularly checked                                 |             |    | 1                |
|                                               |                                                                                            | ✓ Nails are cut / trimmed                                                    |             |    | 1                |
|                                               |                                                                                            | ✓ Beards are shaved                                                          |             |    | 1                |
|                                               |                                                                                            | ✓ Hands are well washed                                                      |             |    | 1                |
|                                               |                                                                                            | ✓ Clean and Ironed pastry chef attire is worn                                |             |    | 1                |
|                                               | 1.2 Cleanliness of kitchen is regularly maintained based on kitchen cleaning procedures    | ✓ Cleaning tools and equipment are well cleaned                              |             |    | 1                |
|                                               |                                                                                            | ✓ Cleaning products / agents are well applied                                |             |    | 1                |
|                                               |                                                                                            | ✓ Cleaning procedures are well applied                                       |             |    | 1                |
|                                               |                                                                                            | ✓ Cleaning methods / techniques are well applied                             |             |    | 2                |
|                                               |                                                                                            | ✓ Safety measures are well applied                                           |             |    | 2                |
|                                               | 1.3 Tools and equipment are well selected                                                  | ✓ Types of advanced bread and pastry Tools and equipment are well identified |             |    | 2                |

| Assessable outcomes                 | Assessment criteria<br>(Based on performance criteria)                                                              | Indicator                                                           | Observation |    | Marks allocation |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------|----|------------------|
|                                     |                                                                                                                     |                                                                     | Yes         | No |                  |
|                                     | according to their usage                                                                                            | ✓ Advanced bread and pastry tools and equipment are well used       |             |    | 2                |
|                                     |                                                                                                                     | ✓ Advanced bread and pastry Tools and equipment are well maintained |             |    | 2                |
| 2. <b>Make advanced bread (40%)</b> | 2.1 Breads<br>Ingredients are accurately measured according to the types of advanced bread and measuring techniques | ✓ Ingredients are well measured.                                    |             |    | 2                |
|                                     |                                                                                                                     | ✓ Measuring tools and equipment are properly used.                  |             |    | 2                |
|                                     | 2.2 Bread ingredients are properly prepared according to the types of bread recipe                                  | ✓ Sour bread ingredients are well prepared.                         |             |    | 2                |
|                                     |                                                                                                                     | ✓ Gluten free bread ingredients are well prepared                   |             |    |                  |
|                                     |                                                                                                                     | ✓ Challah bread ingredients are well prepared.                      |             |    |                  |
|                                     |                                                                                                                     | ✓ Ciabatta ingredients are well prepared.                           |             |    |                  |
|                                     |                                                                                                                     | ✓ Dough for sour bred                                               |             |    | 2                |

| Assessable outcomes | Assessment criteria<br>(Based on performance criteria)                                                                  | Indicator                                                      | Observation |    | Marks allocation |
|---------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------|----|------------------|
|                     |                                                                                                                         |                                                                | Yes         | No |                  |
|                     | 2.3 Advanced bread dough is well prepared according dough making techniques, flavoring and stuffing techniques          | ✓ Dough for gluten free bread                                  |             |    | 2                |
|                     |                                                                                                                         | ✓ Challah bread                                                |             |    | 2                |
|                     |                                                                                                                         | ✓ Ciabatta                                                     |             |    | 2                |
|                     | 2.4 Portioned dough is properly produced in accordance with advanced bread shapes, portioning standards and techniques. | ✓ Portioning tools                                             |             |    | 2                |
|                     |                                                                                                                         | ✓ Portioning techniques                                        |             |    | 2                |
|                     |                                                                                                                         | ✓ Bread dough shaping techniques                               |             |    | 2                |
|                     | 2.5 The dough is appropriately proved as per dough proving techniques and equipment.                                    | ✓ Sour bread proving techniques proving techniques are applied |             |    | 2                |
|                     |                                                                                                                         | ✓ Gluten free bread techniques proving techniques are applied  |             |    | 2                |
|                     |                                                                                                                         | ✓ Challah bread techniques proving                             |             |    | 2                |

| Assessable outcomes                           | Assessment criteria<br>(Based on performance criteria)                                                              | Indicator                                                                                                               | Observation |    | Marks allocation |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------|----|------------------|
|                                               |                                                                                                                     |                                                                                                                         | Yes         | No |                  |
|                                               |                                                                                                                     | techniques are applied                                                                                                  |             |    |                  |
|                                               |                                                                                                                     | ✓ Ciabatta techniques proving techniques are applied                                                                    |             |    | 2                |
|                                               | 2.6 Advanced bread dough is appropriately baked according to the type of advanced bread and baking techniques       | ✓ Sour bread are well baked                                                                                             |             |    | 2                |
|                                               |                                                                                                                     | ✓ Gluten free bread are well baked                                                                                      |             |    | 2                |
|                                               |                                                                                                                     | ✓ Challah bread are well baked                                                                                          |             |    | 2                |
|                                               |                                                                                                                     | ✓ Ciabatta are well baked                                                                                               |             |    | 1                |
| 3. <b>Make advanced pastry products (20%)</b> | 3.1 Ingredients are accurately measured according to the types of advanced pastry products and measuring techniques | ✓ Measuring techniques of Ingredients are well applied                                                                  |             |    | 2                |
|                                               |                                                                                                                     | ✓ Right measuring tools and equipment are used                                                                          |             |    | 2                |
|                                               | 3.2 Advanced pastry mixture is well prepared according to mixing techniques and flavoring techniques.               | ✓ Custard and creams (Cream caramel ,Crème Brulee, Chocolate mousse, Panna cotta, Gluten free cakes ) are well prepared |             |    | 3                |

| Assessable outcomes    | Assessment criteria<br>(Based on performance criteria)                                                                            | Indicator                                                                                                                         | Observation |    | Marks allocation |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------|----|------------------|
|                        |                                                                                                                                   |                                                                                                                                   | Yes         | No |                  |
|                        |                                                                                                                                   | ✓ Specialty pastries (Chocolate cake ,Sponge cake , Cheese cake ,Chocolate brown, Chocolate Fudge , Croissant ) are well prepared |             |    | 2                |
|                        |                                                                                                                                   | ✓ Layered cakes (Opera cake, Dobos torte) are well prepared                                                                       |             |    | 2                |
|                        |                                                                                                                                   | ✓ Filled pastries (Danish pastries, Chocolate rolls, Tarte tatin) are well prepared                                               |             |    | 2                |
|                        | 3.3 Portioned pastry mixture is properly produced in accordance with advanced pastry shapes, portioning standards and techniques. | ✓ Portioning tools are well used                                                                                                  |             |    | 2                |
|                        |                                                                                                                                   | ✓ Portioning techniques are applied                                                                                               |             |    | 2                |
|                        |                                                                                                                                   | ✓ Pastry mixture shaping techniques are properly applied                                                                          |             |    | 3                |
| 4. Perform post-baking | 4.1 Advanced bread and pastry products are                                                                                        | ✓ Custard and creams (Cream caramel, Crème                                                                                        |             |    | 2                |

| Assessable outcomes         | Assessment criteria<br>(Based on performance criteria)                                            | Indicator                                                                                                       | Observation |    | Marks allocation |
|-----------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------|----|------------------|
|                             |                                                                                                   |                                                                                                                 | Yes         | No |                  |
| <b>activities<br/>(20%)</b> | properly cooled in accordance to cooling techniques                                               | Brulee, Chocolate mousse , Panna cotta, Gluten free cakes                                                       |             |    |                  |
|                             |                                                                                                   | ✓ Specialty pastries (Chocolate cake , Sponge cake, Cheese cake , Chocolate brown , Chocolate Fudge, Croissant) |             |    | 3                |
|                             |                                                                                                   | ✓ Layered cakes(Opera cake ,<br>✓ Dobos torte)                                                                  |             |    | 4                |
|                             |                                                                                                   | ✓ Filled pastries (Danish pastries, Chocolate rolls, Tarte tatin)                                               |             |    | 4                |
|                             | 4.2 Advanced bread and pastry products are well wrapped and labeled according to safety standards | ✓ Wrapping and labelling advanced pastry                                                                        |             |    | 2                |
|                             | 4.3 Advanced bread and pastry products are well stored according to storing techniques            | ✓ Pastry products storing guidelines/ techniques                                                                |             |    | 5                |

| Assessable outcomes                        | Assessment criteria<br>(Based on performance criteria) | Indicator | Observation |    | Marks allocation |
|--------------------------------------------|--------------------------------------------------------|-----------|-------------|----|------------------|
|                                            |                                                        |           | Yes         | No |                  |
|                                            |                                                        |           |             |    |                  |
|                                            |                                                        |           |             |    |                  |
|                                            |                                                        |           |             |    |                  |
| Total marks                                |                                                        | 100       |             |    |                  |
| Percentage Weightage                       |                                                        | 100%      |             |    |                  |
| Minimum Passing line % (Aggregate):<br>70% |                                                        |           |             |    |                  |

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