



Trainer Manual

Soft Skills

Cooking and Baking Trade Group





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Guidelines for Trainer

Background and Introduction

Punjab Skills Development Fund (PSDF) is constantly engaged with Punjab's youth to make them skilled, through its various professional/vocational training programs. Various fields have been introduced by engaging different vocational institutes to increase the employability of the students, enrolled in these programs. Evidence proved that coupling vocational training with soft skills not only increases employability, but can also provide better services as professionals. For instance, communication skills, self-confidence, teamwork, time-management, etc. would not only improve their performance at their current job, but also ensure sustained progress in their respective profession.

Sectors and trade groups

On this base, a training program, initially for six trade groups of four sectors, was arranged for students, which will be taught alongside soft skills.

Sector	Trade Groups
Services	Cooking and Baking
	Customer Care Services
Textile	Fashion Designing, Dress Making and Quality Assurance
	Stitching Machine Operators
Light engineering	Electrician and Technician
Construction	Surveyor and Safety Inspector





Introduction of Training Material:

A complete and individualized curriculum was prepared to teach the students from each of these sectors. In this program, qualified instructors or trainers will impart these soft skills, in a formalized manner. A short introduction of training material included in this curriculum is given below:

1. **Handbook for students:** A separate handbook has been prepared for each trade group, in which soft skills are introduced through stories, exercises and homework, based on the sector's needs. The language of this handbook is kept very simple and is easy to understand. Pictures and stories guide the student about important skills and are beautifully linked to each trade. This not only helps the students in understanding the concepts, but also to link them with their personal lives.
2. **Trainer's manual:** A separate trainer's manual is also prepared for each trade group, to guide the instructor in teaching each topic, covered in soft skills. This manual consists of session plans that explains each topic as a training session and guides teaching concepts and conduction of proposed exercises, roleplays or other activities. There are total 10 activities and 7 homework exercises to ensure the quality of education. All the instructions contained within this manual are for the trainer.
3. **Examination and Evaluation toolkit:** Two tools are described in this toolkit to evaluate the students' learning and the subsequent change in performance. Moreover, a report card is also provided in this toolkit which helps the evaluation team and employer regarding the students' skills.





Proposed schedule:

This training course is designed in light of the diverse duration of technical training courses, which, in turn, will prove to be very beneficial to the instructors of technical institutes. The duration of course is given below:

Schedule for Occupational Training Course:

Total Weeks	Weekly hours	Daily hours	Duration of Technical Course
12	3 hours 45 minutes	45 minutes daily	If for 3 months
24	2 hours	25 minutes daily	If for 3 months

- The class can be arranged in each institute, based on duration of course.

Order of the topics:

The list of topics is provided below. The entire course is divided into 7 sessions and sub-topics. The duration for each sub-topic is mentioned.

#	Sessions	Duration
1.	Session 1: Setting the Stage – 45 Minutes	
1.1	Introduction, objectives, agenda, rules and regulations.	10 minutes
1.2	Professional kitchen and its main functions	15 minutes
1.3	Introduction to soft skills.	20 minutes
2.	Session 1 - Work ethic for cooking and baking (3 hours)	
2.1	Kitchen work – General ethics	30 minutes
2.2	General and particular work ethic for cooking and baking	30 minutes
2.3	Work ethic for cooking and baking workers	30 minutes
2.4	Review of work ethic	30 minutes
3.	Session 2 - Attention to detail during cooking and baking (04 hours)	
3.1	Garnishing and culinary arrangement	1 hour 30 min
3.2	Attention to detail during cooking and baking	1 hour
3.3	Tips for attention to detail in cooking and baking	1 hour
3.4	Review of attention to detail in cooking and baking	30 minutes
4.	Session 3 - Communication skills for cooking and baking (03 hours)	
4.1	Communication skills for cooking and baking	30 minutes
4.2	Listening skills for cooking and baking	30 minutes
4.3	Non-verbal Communication	30 minutes





#	Sessions	Duration
4.4	Writing exercise – a review	30 minutes
5.	Session 4 - Teamwork in cooking and baking (4.5 hours)	
5.1	Team for cooking and baking	1 hour 30 min
5.2	Working as a team	1 hour
5.3	Conflict resolution in team	1 hour 30 min
5.4	Cooking and baking team – an example	30 minutes
6.	Session 5 - Time Management (4.5 hour)	
6.1	What is time management?	1 hour 30 min
6.2	Evaluation of time consumption	1 hour 30 min
	Planning and organizing skills	1 hour
6.3	Division of time in cooking and baking	30 minutes
7.	Session 6 - Problem solving for cooking and baking (2 hours)	
7.1	Problem solving	30 minutes
7.2	Advantages of problem solving	30 minutes
7.3	Process of problem solving	30 minutes
7.4	How to solve your problems during work	30 minutes
8.	Session 7 - Occupational Health and Safety (03 hours)	
8.1	Health and safety during cooking and baking	1 hour
8.2	Hygiene principles	45 minutes
8.3	Sources of bacteria	45 minutes
8.4	Instructions for personal health and safety – a review	30 minutes
9.	Session 8 - Job Placement (02 hours)	
9.1	Job placement	30 minutes
9.2	Preparing a CV	30 minutes
9.3	Cover Letter	20 minutes
9.4	What is an interview?	40 minutes
10.	Session 9 - Closing and Evaluation (40 minutes)	
10.1	Final examination	15 minutes
10.2	Conclusion	20 minutes





Introduction



Objectives and duration









45 minutes

- At the end of this session the students will be able to:
- Know the details and schedule of soft skill training course.
 - Use their soft skills during job in a better way.
 - List down the modules and sessions of soft training course
 - Prepare a list of occupational skills required for cooking and baking.





Session Plan

#	Instructions	Page #	Duration
1	Welcome the students in the course of soft skills. Commence the training with recitation of few verses from the Holy Qur'an. Ensure that every student has a copy of students' handbook with him/her. Inform them that this handbook will help them in doing the exercises and homework during the course. Emphasize that they will have to bring this handbooks with them in every session.		 02 min
2	If you and students are familiar with each other, go to step 2, and if you are meeting for the first time then do the introductory session. Ask the students to stand in a circle and tell their names along with favorite occupation. Ask them to tell something about that may give an idea of their soft skills, for example: I am good in communication, I make friends easily, I am a good decision maker, etc. Allow them 2 minutes to think and then get their introduction one by one. Note the soft skills mentioned by them. In the end give your introduction; tell them about your education, experience and some occupational skills. When the introduction is complete, repeat the note occupational skills, appreciate the students for having such skills. Emphasize that personal and occupational life is impossible		 08 min



#	Instructions	Page #	Duration
	without these skills.		
3	Explain the contents of the course by using page no 3. Link it to introductory session by telling that technical skill is very important and you cannot start a profession without it. But one should also have the skills described in the introduction which are important for best use of technical skills.	 Page 3	 05 min
4	<p>Ask the students: “What are your main tasks and responsibilities in the kitchen during cooking and baking?” Ask them to reply one by one. Listen to their answers carefully and note them on whiteboard. When you have written all tasks, emphasize the importance of cooking and baking trade group while explaining that cooking not an ordinary occupation, rather it is directly linked with people’s health and life. That is why person related to this field need so special skills and abilities, which are called occupational skills. Draw their attention to page 04 of handbook and ask them: “Which occupational skills are necessary to complete the tasks given?” Give them 20 minutes for this task. When they complete this task, ask them, what they know about ‘soft skills’.</p> <p>Refer to page 05 of handbooks and tell the students that only technical knowledge is not sufficient for a successful professional life, but you have to improve your attitude, strengths and habits so that you are able to adapt to your environment, work in a team, show better performance and achieve your objectives. By referring to page 05 of the training manual, tell the students that lack of soft skills is evident when:</p> <ul style="list-style-type: none"> ▪ A good cook is not able to talk confidently. ▪ An expert of a certain skill, who cannot work with others. ▪ A technical expert who cannot manage his time. ▪ Availability of resourced, but unable to solve the problems. <p>Ask the students, if they know such persons. If yes, whether they view them in a positive light or negative. Proceed by telling that without soft skills, it is impossible to fulfill the responsibilities in any field or occupation.</p> <p>Proceed by referring to page 06 of handbook describe the</p>	 Page 4  Page 5  Page 6	 20 min



#	Instructions	Page #	Duration
	soft skills (and their two main types; personal and interpersonal). Elaborate the difference between these two types, i.e., one is concerned with self and other with society or world at large. Explain that soft skills are a set of psychological capabilities, which helps the persons to cope with the requirements and challenges of occupational life. Soft skills boost self-confidence, personal impression, time management, teamwork and career development. Tell the students that occupational skills are important because they help us in living a meaningful and effective life.		
5	Referring to training manual, tell the students: <ul style="list-style-type: none"> ▪ This course is especially designed for the cooking and baking trade group. ▪ Each session has a specific duration. ▪ There are 08 session in this training manual. ▪ Each session consists of some activities and homework, which will be completed alongside practical exercises, questionnaires and tasks, with the help of family members or friends. 		 05 min
6	Ask the students, “What are your expectations from this course?” Note down their answers on a flip chart. Linking their expectation with the objectives of this session, explain that by the end of this course, they will be able to: <ul style="list-style-type: none"> ▪ Follow work ethic for cooking and baking tasks. ▪ Give attention to detail in cooking and baking work. ▪ Communicate effectively during work. ▪ Manage their work in cooking and baking through teamwork and time management. ▪ Solve the problems in a better way while cooking and baking. 		 03 min
7	Tell the students that the agenda will guide us through the process of achieving objective of training. Refer to page 01 of handbook to explain the agenda and things to be learned during the course. Moreover, prepare the agenda of the course by using tool no. 1 and also seek students’ suggestion to prepare the timetable. After necessary amendments and final agreement, place this timetable on a prominent position in class.	 Page 1 Tool 1	 03 min







Tool no. 1

Weekly Time Table

#	Session	Duration	When session was conducted		Completion of session (Yes/No)
			Date	Time	
1.	Setting the Stage (45 Minutes)				
1.1	Introduction, objectives, agenda, rules and regulations.	10 min			
1.2	Professional kitchen and its main functions	15 min			
1.3	Introduction to soft skills.	20 min			
2.	Session 1 - Work ethic for cooking and baking (3 hours)				
2.1	Kitchen work – general ethics	30 min			
2.2	General and particular work ethic for cooking and baking	30 min			
2.3	Work ethic for cooking and baking workers	30 min			
2.4	Review of work ethic	30 min			
3.	Session 2 - Attention to detail during cooking and baking (04 hours)				
3.1	Garnishing and culinary arrangement	1 hour 30 min			
3.2	Attention to detail during cooking and baking	1 hour			
3.3	Tips for attention to detail in cooking and baking	1 hour			
3.4	Review of attention to detail in cooking and baking	30 min			
4.	Session 3 - Communication skills for cooking and baking (03 hours)				
4.1	Communication skills for cooking and baking	30 min			
4.2	Listening skills for cooking and baking	30 min			
4.3	Non-verbal Communication	30 min			
4.4	Writing exercise – a review	30 min			
5.	Session 4 - Teamwork in cooking and baking (4.5 hours)				
5.1	Team for cooking and baking	1 hour 30 min			
5.2	Working as a team	1 hour			
5.3	Conflict resolution in team	1 hour 30 min			
5.4	Cooking and baking team – an example	30 min			





#	Session	Duration	When session was conducted		Completion of session (Yes/No)
			Date	Time	
6.	Session 5 - Time Management (4.5 hour)				
6.1	What is time management?	1 hour 30 min			
6.2	Evaluation of time consumption	1 hour 30 min			
	Planning and organizing skills	1 hour			
6.3	Division of time in cooking and baking	30 min			
7.	Session 6 - Problem solving for cooking and baking (2 hours)				
7.1	Problem solving	30 min			
7.2	Advantages of problem solving	30 min			
7.3	Process of problem solving	30 min			
7.4	How to solve your problems during work	30 min			
8.	Session 7 - Occupational Health and Safety (03 hours)				
8.1	Health and safety during cooking and baking	1 hour			
8.2	Hygiene principles	45 min			
8.3	Sources of bacteria	45 min			
8.4	Instructions for personal health and safety – a review	30 min			
9.	Session 8 - Job Placement (02 hours)				
9.1	Job placement	30 min			
9.2	Preparing a CV	30 min			
9.3	Cover Letter	20 min			
9.4	What is an interview?	40 min			
10.	Session 9 - Closing and Evaluation (40 minutes)				
10.1	Final examination	15 min			
10.2	Conclusion	25 min			





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Session 1

Work Ethic

Objectives and duration







03 hours

At the end of this session the students will be able to:









- Understand and follow the work ethic of cooking and baking.
- Review their work ethic in cooking and baking, and take steps to improve it.
- Describe work ethic for restaurant owners and give suggestions for improvement.

Session Plan

#	Instructions	Page #	Duration
1	Welcome the students in session 2 and ask one of them to read out the story given at the start of session. Present the moral of the story: Moral of the story: If we relinquish worth ethic, we will be like a cordless kite, our objectives, method and principles will become ineffective. Likewise, one cannot succeed in cooking and baking profession without work ethic. A cook or chef bereft of work ethic will be like a cordless kite. So, how to learn these ethics? To explain this, introduce the students with session's topics. Ask them to read the summary of session on page 08, so that they can know about what they will learn in this session. Distribute pre-test among students and tally the count on completion.	 Page 08	 15 min
2	Tell the students that today we will present some riddles. Ask them to read the question on page 9 and tell, what is right? For example, Tariq is a cook. He does not keep track of time while cooking, and is not concerned that the customer is waiting. In your opinion, is this right? Give your opinion through facial expressions. Allow 20 minutes for this activity. When they complete their work, ask: do you think that keep these things in your mind	 Page 09	 35 min








#	Instructions	Page #	Duration
	during work is included in work ethic or not? Tell the students that like routine life, work ethic and principles are also important for occupational success.		
3	Ask the student, "What is meant by work ethic?" Listen to their answers and tell that work ethic imply basic principle of work why are necessary to follow by workers. It includes attitude, character, morality and style of communication besides cooperation with others. Work ethic depicts our personality. So, only technical expertise or cooking skill is not sufficient. Following the principles of workplace and individuals is equally important. Refer to page 10 of handbook and explain he general work ethic. Ask the students: "Which of these ethics belongs to our daily life?" Then refer to page 11 and elaborate particular work ethic for cooking and baking. Explain that these principles should be observed while working in the kitchen. Enlighten the student that cooking and baking are linked with people's health and safety, so these principles should be observed while cooking.	 Page 10 and 11	 20 min
4	Tell the students that it is necessary for every individual to follow the work ethic and principles. Likewise, restaurant/bakery owners should follow work ethic. Ask the students, "Do you think that restaurant/bakery owners should follow these principles?" Listen to their answers one by one and note down on whiteboard. Tell the student, "Now we will try to find out which of these ethics are necessary for restaurant/bakery owners". Refer to page 12 and describe the work ethic for restaurant/bakery owners.	 Page 12	 45 min
5	Ask the student: "Do you think that you are following these ethics to some extent?" Ask them to answer by raising their hands. Refer to page 13 and 14 and ask them to read general work ethic and particular work ethic respectively. Then ask them, "Are you following these principles?" If yes, what was the advantage? If no, what was the disadvantage? Listen to their answers and explain the importance of work ethic.	 Page 13 and 14	 40 min
6	Tell the students "Now we will do a roleplay". Select some students for roleplay and explain their roles. Elaborate the process with the help of TN-01. Ask all other except roleplaying team to keep quiet and watch	 TN-01	 40 منٹ





#	Instructions	Page #	Duration
	the roleplay attentively. When the roleplay is finished, ask them give their opinion: "How are they feeling?" Then ask the students, "Why did they fire Tahir? Did he deserve to be fired?" Listen to their answers and explain that actually work ethic is the base of our carrying on a job. Link the roleplay with the principles described in handbook. Encourage the students.		
7	Draw their attention toward page 15 of handbook and tell them to ponder upon work ethic for restaurant/bakery owners and complete the given exercise at home. This will help them to evaluate how much they are following the work ethic. Elaborate the importance of work ethic and benefits for daily life and how we can follow these principles.	 Page 15	 10 min
8	Conclude the session by telling the students that not following the work ethic affects our performance. Before ending the session, give post-test. Allow them 15 minutes to complete it, and then collect and count the sheets. In the end recite this couplet: ادب پہلا قرینہ ہے۔ محبت کے قرینوں میں Or باادب بانصیب۔ بے ادب بے نصیب باادب بامراد۔ بے ادب بے مراد		 15 min





TN-01

Roleplay

Purpose of roleplay: To emphasize the importance of work ethic and principles.

Roles:

Tahir is working as cook in a restaurant.

Sajid is doing a teaching job in other city.

Scene: Sajid is back home on vacation after 6 months and is meeting with his friend Tahir.

- (Tahir is worried and sitting quietly)
- **Sajid:** Brother, why are you so worried? What happened?
- **Tahir:** Dear, I am unable to understand why they expelled me?
- **Sajid:** (with surprise) They expelled you from job? Why?
- **Tahir:** Nothing serious. I sometimes use to reach late.
- **Sajid:** (smilingly) Is that all?
- **Tahir:** I am not well versed in Chinese dishes, but somehow use to run things.
- **Sajid:** (laughingly) This is not a big issue. There was no other problem?
- **Tahir:** It is not unusual to have minor conflicts at workplace.
- **Sajid:** (sarcastically) yes, you are right. So?
- **Tahir:** My supervisor does not allow me to go into kitchen without apron and cap, but I do not feel good wearing these.
- **Sajid:** (laughing loudly) and you still wondering why they expelled you!
- (Tahir try to beat him and he runs away.)





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Session 2

Attention to Detail

Objectives and duration







04 hours

At the end of this session the students will be able to:









- Give attention to detail during cooking and baking.
- Enhance their 'attention to detail' skill by following the ways learned in this session.
- Complete the task in a better and efficient way through attention to detail.

Session Plan

#	Instructions	Page #	Duration
1	Welcome the student is the session of attention to detail, and explain the objectives. Tell them that attention is a process, which should be used in every task to complete them in a better way. Ask them to read out the story given in the start of session and conclude that every task require complete information. Otherwise, the task will remain incomplete. Now inform them about the topics of session 2. Refer to page 18 of handbook to give a summary of the session and explain its importance. Distribute pre-test and count the sheets after they have complete it.	 Page 18	 5 min
2	Refer to page 19 and divide the students in three groups, then ask each group to read carefully all the steps of before, during and after cooking, and answer the following questions: <ul style="list-style-type: none"> ▪ What important points were considered before, during and after cooking? ▪ Do you consider these points while cooking and baking? ▪ If yes, what are its advantages? If no, what are its disadvantages? 	 Page 19	 45 min









#	Instructions	Page #	Duration
	Allow 20 minutes for this activity. When they complete their work, elaborate that attention to detail before, during and after cooking will make things easy and you will complete them quickly.		
3	<p>Explain the importance of attention to detail in cooking and baking by telling that this very skill helps us to complete a task fully and correctly. As cooking is an art, a cook is required to work perfectly and add all ingredients in proper proportion and method.</p> <p>Refer to page 20 of handbook and describe the significance of attention to detail. Tell the students that attention to detail may bring many advantages, for example food preservation, maintaining the taste, on time cooking and good reputation, etc.</p>	 Page 20	 20 min
4	<p>Ask the students, “How can we give attention to detail?” Listen to their answers and explain that (by referring to page 21 and 22 of handbook) that attention to detail on every stage of cooking and baking will help us to complete each task in a perfect manner, like detail of order, choice of utensils, use of spices according to recipe and cook. For example, if we estimate the number of people and duration correctly, our customer will not face any problems and chance of mistake will be minimal. Therefore, attention to detail is very important from noting the order to cooking and culinary arrangement.</p>	 Page 21 and 22	 40 min
5	<p>Refer to page 23 of handbook and ask the students to give suggestions for attention to detail in cooking and baking, like: supervisor is reviewing your work so that the chance of mistake is minimal, do not handle multiples tasks simultaneously, take another task after completing one, maintain cleanliness while working, arrange the ingredients appropriately, so that your attention is not diverted.</p>	 Page 23	 15 min
6	<p>Tell the students “Now we will do an activity for attention to detail regarding culinary art in cooking and baking.” Divide the students in three or four groups and ask them to write down the name of a dish, its preparation time, ingredients and spices as per recipe. Ask the students to write each step in detail, for example: What and how things will be done, what items will be used for</p>	 Page 24	 55 min





#	Instructions	Page #	Duration
	garnishing, etc.		
7	<p>Activity – Bring Me</p> <p>Steps: Divide the students in four groups and instruct each group to bring a toothbrush, a shampoo bottle and perfume for you. The person bringing these items first will be entitled for a prize of Rs. 500. Give 10 minutes for this purpose. You will see that all students will bring shampoos of different brands and types. Or some group will bring incomplete items.</p> <p>Process: Ask: “How you feel about this exercise? Did you enjoy it? Was it difficult to fetch those items? Did you bring the items I demanded?” Take their answers and tell that you did not want these items. Name some different brand. If a group contends that you did not specify the brand first, ask them: why did not any one of you ask about it?</p> <p>Conclusion: Tell the students that some details of any task are necessary. Link it to roleplay and explain that if anyone of you had had asked about the brand, would be entitled to receive the prize. Maximum attention to detail information is best for cooking and baking.</p>		 40 min
8	Assign homework to the students given on page 25 & 26 and ask them to spend some time in kitchen with their mother, sister or any other member to note their activities during cooking, and tell that how many tasks they noted. Fill the sheet according to their opinion. Tell the students that this is not a text, but just an evaluation exercise to improve your performance.	 Page 25 and 26	 10 min
9	Conclude the session by telling the students that a minor carelessness may jeopardize your job, reputation and hard work. If you want success, respect and fruit of your work in your life, you will have to give full attention to your work. Important principles learnt in this session should always be in your mind. Distribute post-test, Allow them 15 minutes to complete it, and then collect and count the sheets.		 15 min





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Session 3

Communication Skills

Objectives and duration







03 Hours

At the end of this session, the students will be able to:







- Polish their skills in cooking and baking.
- Complete their tasks in a better way by improving their listening and speaking skills.
- Identify the methods of non-verbal and written communication.

Session Plan

#	Instructions	Page #	Duration
1	Welcome the students in the session about communication and introduce them to its objectives. Tell them that conversation is an art and only through it, can you communicate with and convince others. Read out the story given in the beginning of session, and conclude that good communication skill not only brings good reputation and respect, but financial benefits too. Explain that communication is not only verbal. For example, a painter expresses his views through painting. Elaborate the topics of story. Read the summary of this session and explain its importance. Take the pre-test and count the sheets when they complete it.	 Page 28	 5 min
2	Divide the students in three or four groups (according to their numbers), ask them to read the stories given on page 29 of handbook and answer the following questions: <ul style="list-style-type: none"> ▪ What skills does Sadia need to learn other than cooking and baking? ▪ In your opinion, what communication is important during cooking and baking? ▪ What communication skills are necessary for cooking 	 Page 29	 35 min










#	Instructions	Page #	Duration
	<p>and baking?</p> <p>Allow 20 minutes for this exercise. When all the students have completed their work, ask them to give a presentation. Then explain that by expressing your opinion and skills in an effective way, you can certainly win the other's heart.</p>		
3	<p>Ask the students: "In your opinion, what is meant by communication?" Explain that communication is a process of transferring or conveying your information, views, feelings and behavior to others. Refer to the handout on page 30 of handbook and explain that communication is a two way process which involves a sender and a receiver. The method used to send and receive the message is called the means. Explain it succinctly by using communication model, and elaborate the <i>sender</i> (some individual, group or institution) <i>receiver</i> (some individual, group or institution), <i>message</i> (some instruction, concept or view etc.) and <i>means</i> (written, verbal, or non-verbal). Ask the students to give feedback. Tell them that the process of feedback helps the sender to know that the message sent is received or not. Then by using the handout, explain that communication is possible through listening, speaking, gestures, and writing.</p>	 Page 30	 20 min
4	<p>Divide the students in three groups, then ask each group to read, carefully, the stories given on page 31 and answer the following questions:</p> <ul style="list-style-type: none"> ▪ Why were the orders not prepared properly? ▪ Is Active Listening the only pre-requisite for taking an order? ▪ In your opinion, what is the best way for active listening? <p>Allow 20 minutes for this activity and ask them to write their answers on a chart, and each group will give a presentation about their tasks. When all have completed their exercise, tell them that listening is always important because without it, you cannot follow the instructions properly.</p>	 Page 31	 30 min
5	<p>Refer to page 32 and tell the students that active listening is most important for communication. We can</p>		











#	Instructions	Page #	Duration
	understand a message correctly only be effective listening. Giving feedback is also important for effective communication. Elaborate by describing the benefits of effective listening and give instructions.	Page 32	15 min
6	Ask the students: “How one can express his/her views without speaking?” Listen to their answers and tell that non-verbal, as well as verbal communication is also possible. For example, smiling, showing thumbs up, etc. Moreover, pitch of your voice also conveys your feelings and emotions. Refer to page 33 of handbook and explain by telling that non-verbal communication is very important in your daily life, but we usually ignore it.	 Page 33	 15 min
7	<p>Activity – non-verbal communication</p> <p>Steps: Ask the students to stand in a straight line or U formation, listen to and follow your instructions carefully. Give them following instructions one by one, and also enact accordingly:</p> <ul style="list-style-type: none"> ▪ Touch your nose with hand, clap and sit down. ▪ Touch your shoulder and stand up. ▪ Raise your arms. ▪ Touch your feet; put your hand on mouth (while saying this, put your hand on nose. Note that most of the students will copy you). <p>Process: Ask: How do you feel about this exercise? Did you enjoy? Are you feeling light? Why some of the your followed rightly and made a mistake in the end? Are body movements more powerful and important than words? Why body movement or non-verbal communication is important?</p> <p>Conclusion: Body language is more powerful than words. This language reflects your attitude, thinking and intent. You can express your anger, love or grievance through body language, consciously or unconsciously.</p>		 30 min
8	Tell the students that writing is another very important and usual means of communication. Noting down an order is also a means of communication in cooking and baking. Moreover, a written message can be sent to someone, for example SMS. Elaborate the written communication by referring to page 34.	 Page 34	 20 min





#	Instructions	Page #	Duration
9	Ask the students to see page 35 of handbook, remember the culinary arrangement and write down the name of dish, time for preparation, ingredients and recipe. Allow 20 minutes for this exercise. Then ask a few of the students about what they wrote, did they faced any difficulty in writing down the steps or recipe. Tell the students that the art of writing is not enough. We have to write in manner, which is easily understandable for the receiver. It is called written communication.	 Page 35	 15 min
10	<p>Activity – Whispers</p> <p>Steps: Write a message on a piece of paper, e.g. donkey eats grass and is bigger than a horse. Ask them to sit in a circle or keep sitting in their chairs. Tell them that now we are going to do an interesting exercise, so be ready. Ask one of the students to come beside you and remember the message without reading loud. When he has done so, instruct him to whisper the message to the student sitting next to him/her. Repeat this process to convey the message to last student. Then ask the last student to tell the plenary about what message he received. You will find that it is very different from the original message.</p> <p>Process: How do you feel? What change occurred? Why the message was altered? Are the senders or receivers are responsible for this alteration? Does the same happen in our everyday life?</p> <p>Conclusion: Communication of conveying a message is an intricate process. Sender or receiver should careful. If the number of senders and receiver is increased, the chances of alteration will also increase. Communication is very important for our professional life. We cannot do without it in any field, especially in cooking and baking.</p>		 30 min
11	Assign homework to student given on page 36, and ask: keeping in view the important tasks of cooking and baking, with whom and how you will communicate? Tell the students that it is not an examination, but an evaluation to improve your work.	 Page 36	 10 min
12	Conclude the session by telling the students that communication is important for professional as well as routine life. So speaking power, effective listening and		 15 min





#	Instructions	Page #	Duration
	non-verbal communication may enhance your communication skills. Distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets.		

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Session 4

Teamwork

Objectives and duration







4 hours 30 minutes

At the end of this session, the students will be able to:









- Describe the concept and benefits of teamwork.
- Get knowledge about the essentials and types of teamwork.
- Link the concept of teamwork with their occupational responsibilities.
- Understand the causes of conflicts in a team.

Session Plan

#	Instructions	Page #	Duration
1	Welcome the students in the session of teamwork, and explain the objectives. Tell them that teamwork is necessary to work efficiently. Read out the story given at the start of session. Introduce the topics discussion topics in session 4. Read out the summary of session given on page 38 and conclude that we can complete our tasks quickly and effectively through teamwork. Distribute the pre-test and collect back the sheets after 15 minutes.	 Page 38	 10 min
2	Refer to page 39 and tell the students to read the following tasks for culinary arrangement. Ask: Which of these tasks do they perform themselves and which do they perform as a team. When this activity is complete, instruct them to sit in pairs, check the sheets filled out by the other and tell how many members are involved in their companion' team. Tell the students that teamwork is the keystone of success, which ensures on time completion, quality of work and maximize the capacity. Therefore, we can conclude that there is a big difference in working and teamwork. Moreover, there are many benefits in working as a team.	 Page 39	 40 min










#	Instructions	Page #	Duration
3	<p>Tell the students that today, we will prepare vegetable fried rice for which we have 30 minutes. Ask the students, if they can complete this task alone. Definitely, they will reply in negative. Tell the students that a task can be completed quickly only if we work as a team. Refer to page 40 and divide the students in 3 or 4 groups (according to their total numbers). Now ask each group: How many people will be involved in completing this task? In addition, what will be their responsibilities? How much time they will take? Allow 20 minutes for this activity. When all have completed their activity, ask them to give a presentation and elaborate the importance of teamwork.</p>	 Page 40	 45 min
4	<p>Refer to page 41 and 42 of handbook and explain that the meaning of teamwork means a group of people working together for completing a work. Every member of the team cooperates, uses his capacities, gives suggestions and abstains from conflicts. This kind of behavior is described as best for teamwork. Explain that there are two types of teams: People working together, and a Helping team. The objective of both is to complete the work quickly and effectively.</p>	 Page 41 & 42	 15 min
5	<p>Tell the students that teamwork has many benefits as well. Announce a prize for the student who will describe a benefit of teamwork. Encourage the students to share the benefits, and by referring to page 43 of handbook, guide them to describe the qualities of an effective team. It will be best to link these benefits with their professional and private life, for example less pressure, better work, increase in earning and respect and enjoying a better life. Tell the students to remember that teamwork is a key to success.</p>	 Page 43	 30 min
6	<p>Ask the students, if they know about the saying 'Conflict is a part of human relations'. Is it possible to avoid conflicts between people working together? Conclude from their answers that misunderstanding and conflicts are always possible where people work together. Therefore, teamwork is not exempt from this either. Now ask the students: what is a conflict? Listen to their answers and explain by referring to page 44 that difference of opinion in a team is called a conflict. Tell</p>	 Page 44	 30 min






#	Instructions	Page #	Duration
	<p>them that conflicts occur not only in professional life but in our personal life too. Explain the importance of conflict resolution by telling that there are two types of conflicts: positive and negative. Ask the students to give the examples of positive and negative conflicts. What kind of conflicts may occur in the cooking and baking profession? Explain, in the light of their answers, that positive conflicts are those that are not harmful for anyone; for example, competition between two cooks for preparing a better dish. This kind of conflict instigates them to perform better (ask the students, did you ever experienced such a thing?) Whereas in negative conflicts, two teams try to belittle and vilify each other. This may harm the individual as well as the working environment. (Ask the students, did you ever experience such a thing?)</p>		
7	<p>Further elaborate the types of conflicts by referring to page 45 of the handbook. Ask the students: “What kind of conflicts may occur while working in the kitchen? What are their possible causes?” Appreciate their answers, and perform a roleplay to explain the conflicts and their causes. Select the students for the roleplay beforehand. Characters and their roles are elaborated in TN-02. Ask all students, except roleplaying team, to keep quiet and watch the roleplay attentively. When the roleplay is finished, ask them to give their opinion; how are they feeling? Then ask the students: “Was the target achieved? If yes/no, why?” Link their answers with different members of team and explain how these behaviors were causing the conflicts. Ask them to give examples from what they observed. Then ask the roleplaying team: “What difficulty did they face while working with each other, and what was the source of this difficulty?” Link their answers with different types of conflict.</p>	 Page 45  TN-02	 30 min
8	<p>Then ask the students: “In case of facing some conflicts, will you stop working?” Explain, in the light of their answers, that teamwork is extremely important, but conflict resolution is also necessary. Tell them that some points should be noted to resolve the conflicts in a team. Give suggestion for conflict resolution by referring to page 46 and ask the students to give examples. Then</p>	 Page 46	 15 min





#	Instructions	Page #	Duration
	divided the students into four groups and ask them to think about a conflict related to cooking and baking work (for example, food prepared was different from the order) and give suggestions to resolve this conflict. When the group completes its work, ask about each conflict and its suggested resolution. Appreciate the group who presents a better strategy. Tell the students that this method can be used in routine life too.		
9	Tell the students that teamwork will make the success easy and accessible. Without it, things will become difficult. Recap the topics discussed in this session and conclude the session by explaining that teamwork is necessary for effective performance. With an effective team, we can save a lot of time. We hope that you will always remember this golden rule. Give a homework assignment and elaborate. Before ending the session, distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets.		 15 min





TN-02

Roleplay – Teamwork and Conflicts

Purpose of roleplay: To emphasize the roles of different team members and elucidate the causes of conflict.

Teamwork during roleplay: *writing a recipe as a team.*

Roles:

- *Two obstinate persons who are creating hurdles for each other and shows anger.*
- *A person who think himself the wisest, as if he knew everything and he insults others too.*
- *A person who do not take interest in his work or work as a team.*
- *A person who is positive and cooperates with others.*

Process:

- A team of these five persons will choose a recipe and will try to write it down.
- Each member of the team will adopt the attitude as per his/her role. For example, the omniscient person may claim that he knows everything and can do it singlehandedly, or obstinate one tries to create hurdles.
- In this long 10 minutes process, the positive person will also play his/her role to decide about the recipe as a team. You can take five extra minutes, if need be.
- It is quite possible that, somehow, this work is accomplished or could not be completed because of all knowing person's thwarting efforts.





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Session 5

Time Management

Objectives and duration







4 hours 30 minutes

At the end of this session, the students will be able to:







- Describe the concept of time management.
- Identify the time wasting factors in cooking and baking.
- Use the planning and organization skills in cooking and baking.
- Schedule their time in the light of tasks.

Session Plan

#	Instructions	Page #	Duration
1	Refer to the previous session about the importance of teamwork. Tell the students that we will now talk about an equally important topic, which is significant not only for our professional life, but also in our daily life, i.e. Time Management. This session will be very interesting and purposeful. Relate the story given in the beginning of session 5 and describe the moral of the story: 'If you do not value time, Time will not value you'. A wise person always completes his work on time, and values and manages his time. We will guide the students about time management. Refer to page 50 of the handbook and present the summary of session. At the end of this session we will be able to manage our time effectively in cooking and baking to have a successful professional and private life. Distribute the pre-test and count the sheets when they are collected back.	 Page 50	 15 min
2	Guide the students through an interesting Guessing activity. Ask the students to answer this question in the light of their professional experience: "If you are preparing a cake, how much time is required?" You will get different answers. Some will say 10 minutes, while others will say 15 minutes. In the light of all answers,	 Page 51	 45 min












#	Instructions	Page #	Duration
	decide that a cake is prepared in 15 minutes standard time. Ask the students, what will happen if we spend 11 minutes on preparation? Students will give varied response, e.g. cake will be substandard, half cooked or of bad taste. However, what will happen if we spend 20 minutes on its preparation? They will reply that cake will be burned, hardened or distasteful and client will reject it. Tell the students that an exercise is given on page 51 of the handbook where an important task of cooking & baking, and time management is mentioned. The headings of first, second and third columns are 'Tasks', 'Is time important?' and 'If yes/no, why?' respectively. Allow 30 minutes for this activity. When they have completed the exercise, take their views about a few situations and elaborate the importance of time. How will pre-mature or late tasks affect the work? Time is essential in cooking & baking. A minor carelessness will deeply affect your professional life.		
3	Define the time management and mention the quote of Jim Rohn (page 52): "Spend the day or the day will spend you." Ask the students: "In the light of this exercise, what is the importance of time in your trade?" Note every answer on the chart and elaborate the points given on page 51. Then ask about the benefits of time management and link them with 9 points given on page 52 and 53. Now, ask the students: "In your opinion, what are the time wasting factors (especially in cooking and baking)?" Listen and note their answers while linking them with the causes mentioned on page 53, and ask: "What is the main time wasting factor for you?"	 Page 51 to 53	 15 min
4	Guide the students through an activity and tell them that we have talked about the importance of time and the time wasting factors. Now we will discuss the suggestion for time management. Allow 15 minutes for this activity. Ask them to read the exercise given on page 55 and answer in yes or no. If no, how can they improve it? For example, "Do you complete your cooking and baking tasks during class on time? (No)."	 Page 55	 45 min
5	Ask the students: "Do you do you arrange your daily tasks? If yes, how? And in case of no, why?" Define	 Page 56	








#	Instructions	Page #	Duration
	planning and organization by referring to page 56 of the handbook and elaborate the instruction regarding planning and organization. Ask the students to organize your priorities so that first things come first. Tell them that they can manage their time and tasks in a better way by breaking up the tasks into smaller ones.		10 min
6	Guide each student through the activity given on page 57 of the handbooks. Instruct them to first tick their related department, and then assign marks of each point. Tell the students that, in this way, they will be able to evaluate their planning and organizing skills. Read out the guideline for giving marks. Allow 10 minutes to complete this activity, and appreciate the student with highest marks. Then encourage all the students by telling that they can organize their tasks better by being careful about these points.	 Page 57	 10 min
7	Inform the students that now we will do an activity to elaborate the principles of planning and organization. Then divide the student in 4 groups and ask them to perform the activity given on page 58. Read out each principle one by one and ask them to specify, in the given space, on the application of this principle in their work. Allow 15 minutes for this activity and then ask all groups to give a presentation. When they have done so one-by-one, elaborate that they can organize their tasks better by adopting these principles.	 Page 58	 10 min
8	Tell the students that our net activity is about bifurcating our tasks for better time management. Divide the students in four groups and instruct them to think about a dish, also write about the tasks to be performed before, during and after the work. Moreover, tell them to define required time for each step. Allow 20 minutes for this task. When the activity is complete, ask each group to give a presentation. Explain that if we bifurcate our work into smaller tasks, we will be able to complete it on time and in a better way	 Page 59	 40 min
9	Use of time – How long is one minute! Steps: Tell the students that now we will do an interesting activity. Are they ready? Start the activity by making the students stand in a circle. Ask them to put		 30 min





#	Instructions	Page #	Duration
	<p>their wristwatches, clocks and mobile phone aside so that they cannot see the time. Instruct them to close their eyes and open after one minute. Note the time of opening their eyes. You will find that different students will open their eyes at different time.</p> <p>Process: Ask them why they did not open their eyes at the same time? Why did some open their eyes earlier than the others did? All were assigned one minute, then why the difference? Do we see 24 hours of a day in the same way? How do these things affect our work?</p> <p>Conclusion: Emphasize that we need to understand and value each and every minutes. This helps us to perform our work in a better way. Work, performance and passion are closely related.</p>		
10	<p>Refer to page 60 and tell the students that in the previous exercise we discussed about the list of tasks and time management. Likewise, in this exercise observe your mother or wife working in the kitchen, note their work, and time management. Are they able to complete their tasks in the specified time? Also, write the lessons learnt from this exercise.</p>	 Page 60	 10 min
11	<p>Before ending the session, distribute the post-test, allow them 15 minutes to complete it, and then collect and count the sheets.</p>		 15 min





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Session 6

Problem Solving

Objectives and duration







2 hours

At the end of this session the students will be able to:











- Identify the problems faced in cooking and baking.
- Find the solutions of possible problems in cooking and baking.
- Apply their solution to enhance the working capacity.

Session Plan

#	Instructions	Page #	Duration
1	Recap the previous session and then welcome the students in this session about problem solving and. Tell them that poor time management creates many problems. In this session, we will discuss about problems and their solution. Read out the story given in the beginning of this session and describe the moral of the story: Avoiding the problems leads to more problems. Conclude that identifying the problem and finding its solution is very important. Describe its objectives by linking it with important points of this session. Also, explain the summary of the session by referring to page 62. Distribute pre-test and count the sheet when they are collected back.	 Page 62	 20 min
2	In the next step, tell the students that now we will do another interesting exercise: Guess! By doing this exercise you will be able to identify many problems of your field. Divide the students in three groups, assign one story to each group and give instructions by referring to page 63. Allow 15 minutes for this exercise, and when they have completed it, ask them to give a presentation. Inform them that we always face problems in every sphere of life, but there is no need to worry, because we	 Page 63	 35 min





#	Instructions	Page #	Duration
	can solve every problem by better planning.		
3	Refer to page 64 of the handbook and tell the students that problem solving is a process through which we can solve the problems on time and in a better way. Elaborate the problems faced in cooking and baking. Ask the students: what are the benefits of problem solving in cooking and baking. Write down their answers on a flipchart. Refer to page 65 and describe the benefits by giving the reference of pictures.	 Page 64 and 65	 15 min
4	Ask the students: what kind of problems may occur while working in the kitchen? Appreciate their answers. Enact a roleplay to explain problem solving. Choose the students for roleplay beforehand and inform them about their characters. TN-03 describes the process of roleplay in detail. Ask the students to keep quiet and observe the roleplay. When the roleplay is finished, ask them to give their opinion. How are they feeling? Then ask the students, what was the problem faced by Najma? Listen to their answers and link the roleplay with the process of problem solving. Ask the students about what they observed.	 TN-03	 15 min
5	Now divide the students in four groups and instruct about a practical activity regarding problem solving. Refer to page 67 and tell each group to think about some problem encountered during working in the kitchen, and write down the details regarding its solution. When the group work is completed, ask each group to give a presentation and elaborate where needed.	 Page 67	 35 min
6	Divide the students in three groups and refer to exercise given on page 68. Ask the students to describe the problems faced in cooking and baking work in second column, and suggest their possible solution in the third. Allow 30 minutes for this exercise, and when they have completed it, ask them to give a presentation. Listen to their answers attentively and guide where needed.	 Page 68	 45 min
7	Tell the students that now we will assign you homework, but prior to this we will do an exercise. Divide the students in three groups for cooking, baking and culinary. Ask the students to work in a group and write 5 problems related to their departments and try to describe its solution on page 69. For example, being unaware of time duration to prepare this dish, etc. In the	 Page 69	 30 min





#	Instructions	Page #	Duration
	<p>end, ask the students to write five more problems and talk about their solution with their parents or teachers, and mention his/her name. Remember! We face problems in every field of life, but it is better to tackle the problems instead of fearing them. We are sure that after attending this session you will be able to solve your work related problems in a better way. Inform them about important points of this session and answer any question. Before ending the session, distribute post-test, allow them 15 minutes to complete it, and then collect and count the sheets.</p>		





TN-03

Roleplay – problem solving

Purpose of roleplay: to explain the process of problem solving.

Roles:

- *Najma*: is working as a cook in a restaurant.
- *Nasir*: is a chef in the same restaurant.
- *Shakeela*: Friend of Najma who is a teacher.

Dialogue: Second Scene

(Najma is working in kitchen, Nasir enters and says....)

Nasir: Some guests are coming after a while; we have to make Chinese dish for them.

Najma: Sir, what kind of dish?

Nasir: I am not sure. Guests will tell when they arrive.

Najma: All right sir.

Nasir: (comes in the kitchen after a while) Nama, guests are here. Prepare chicken Manchurian rice for them in 20 minutes.

Najma: But sir, this time is too short. It is not enough for Chinese rice even.

Nasir: I do not know. Prepare this dish immediately (and leave the kitchen)
(Food is ready in some time, and guests leave after having dinner)

Nasir: (Comes in the kitchen in anger) today my guests were offended only because of you. You prepared the food too late and it was not good too.

Najma: Sir, the time frame specified by you was not enough. You should have told me beforehand.

Nasir: (in extreme anger) hold your tongue. You are lousy and talk too much. If you do not want to carry on your job, quit right now. I will talk to manager.

Second Scene

(Najma is sitting in her house, her friend Shakila comes and say:

Shakila: Najma, what happened? Why are you looking dishearten?

Najma: I do not know. I doubt that I have to quit my job.

Shakila: Why? What happened?

Najma: (retells the whole episode in one go, and says) He always does the same. He informs me at the last minute and then insults me. I have decided to quit.

Shakila: It is not wise to quit your job just for this reason. This problem can be solved.





Najma: How? Give me some suggestion.

Shakila: I think you should describe your entire situation to your manager. It will be better if you talk with him in Nasir Sahib's presence, so that he can comprehend it. Or talk to Nasir Sahib directly and share your problem with a cool mind.

Najma: I think that talking to manager will be better. In this way, Nasir Sahib will be present too, and the third person will act as an arbitrator.

Shakila: You are right. Act upon it and tell them the whole situation. And remember to stay cool.

Najma: Sure. I will do my best to stay cool, and will convey my view calmly.

Shakila: (Laughingly) yes. Otherwise, you know Nasir Sahib very well. He is short tempered.





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Session 7

Occupational Health and Safety

Objectives and duration









03 hours

At the end of this session the students will be able to:






- Adopt hygiene principles in cooking and baking.
- Take personal and food hygiene measures.
- Give instructions for personal health and safety during cooking and baking.

Session Plan

#	Instructions	Page #	Duration
1	Recap the previous session about problem solving, and then welcome the students in new session about health and safety measures. Read out the story given in the beginning of this session and describe the moral of the story: Lack of cleanliness affects the business. Conclude that if the hygiene measures are not taken, it affects the business badly. Describe its objectives by linking it with important points of this session. Also, explain the summary of the session by referring to page 72. Distribute pre-test and count the sheet when they are collected back.	 Page 72	 15 min
	Divide the students in 4 groups and assign one situation to each group given on page 73. Allow them 5 minutes and ask: What will you do in such a situation? Write two or three options.	 Page 73	 35 min
2	Ask the students: What is meant by occupational health and safety? Define this concept in the light of their answers and with the help of page 74. Ask: which principles of health and safety should be observed while working in the kitchen? Link their answers with the principles given on page 75 and explain the principles one by one. Tell the students that in case of non-	 Page 74 and 75	 50 min










#	Instructions	Page #	Duration
	<p>compliance many problems may arise. Inform the students about hygiene principle and tell that three kind of diseases may result:</p> <ol style="list-style-type: none"> 1. Microbiological 2. Chemical 3. Plants related. <p>Elaborate these points. Ask the students: What are the sources of bacteria in food? Refer to page 76 to explain this. It will be better to ask students' opinion first. If they have any questions, satisfy them. Describe the general and specific safety rules by referring to page 77.</p>	 Page 76 and 77	
3	<p>Trainer should draw a picture on flipchart and hang it on the wall so that you can easily tag it. Divide the students in 2 groups and tell that we will assign different tasks to both groups for reviewing the health and safety measures in cooking and baking. What are the basic requirements of hygiene, and what should be done? Each group will be given 10 cards. One group will write the measure necessary for health and hygiene, while the other groups will write about whether this should be done or not. Allow 5 minutes for this process. When they have filled the cards, stick them on the picture. Remember to divide the picture in two parts, otherwise make two columns for Dos and Don'ts. When all they stick all their cards, explain and ask: are you careful in these things? If no, you should follow them. Refer to page 78 and elaborate personal health and safety. In the end, assign homework. They will identify health and safety measure in the light of the principles mentioned in handbook. There are two steps: 1) they will survey the workplace to evaluate the possible hazards to health and safety. 2) Note down the possible hazards for you or your colleagues.</p>	 Page 78	 45 min
4	<p>We can deliver this exercise in a more interesting manner by using different examples and references. Refer to page 79 and ask them: in case of emergency, which organization they can contact and on what number? For example, we can call 1122 in case of any emergency. For a police matter, 15 and in case of fire 16 are appropriate. We can also inform bomb disposal squad, Pakistan rangers, Pakistan army or factory administration or a family member. It is important to know about whom to</p>	 Page 79	 10 min





#	Instructions	Page #	Duration
	contact for emergency.		
5	Tell the students that now we will do a roleplay. Select the students beforehand and inform them about their roles. TN-04 describes the process of roleplay in detail. Ask the students to keep quiet and observe the roleplay. When the roleplay is finished, ask them to give their opinion. How are they feeling? Then ask the students, what problems they observed regarding hygiene? What was the situation faced by manager, supervisor, cook and helper. Listen to their answers and link the roleplay with the process of health and hygiene. Tell the students that in many restaurants/hotels specific training is provided to workers and staff to manage the emergencies.	 TN-04	 40 min
6	Assign homework to students and ask them to identify hazards while working in the kitchen (in the light of the principles given on page 80). Tell that there are two steps. What will they do in first step? They will survey the workplace to evaluate the possible hazards to health and safety. In the second step, note down the possible hazards for you or your colleagues. What are you doing to avoid and deal with dangers, and what you require? It is better to ask the students about what kind of dangers are involved in their work. For example, fire, chili in the eyes, etc. Keeping these dangers in view, ask them to fill the format given on page 80: What are the potential hazards for health and safety? Who will be affected? And Measures to avoid hazards? Allow 15 minutes to complete this work. Then ask them to give a presentation. It is best to divide the students in three groups: cooking, baking and culinary art.	 Page 80	 10 min
7	Inform them about important points of this session and answer any question. Before ending the session, distribute post-test, allow them 15 minutes to complete it, and then collect and count the sheets.		 15 min





TN-04

Roleplay – Cleanliness and hygiene

Purpose of roleplay: to explain the principles and importance of cleanliness and hygiene.

Roles:

- 3 Cooks
- 4 Helpers
- Kitchen supervisor
- Manager

Scene 1

(Kitchen is on fire and all staff is running chaotically.)

Cooks are calling Fire! Fire! and running toward exit. A cook slips on wet floor and his head is injured.

All helpers are running haphazardly. One of them tries to extinguish the fire, but runs away because of raging flames.

Manager and supervisors come running into kitchen. Supervisor reprimands the cook by saying that it is all his fault.

Manager tries to intercept the supervisors and asks him to bring the fire extinguisher. When supervisor comes with fire extinguisher, they find out that it is empty.

(Now the situation is.....)

Manager is staring the supervisor and fire alternatively.

Supervisor is embarrassed; he is staring fire extinguisher and then the fire.

All three cooks are standing outside the kitchen and one injured cook is lying on floor.

All four helpers disappear without a trace.









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Session 08

Job Placement

Objectives and duration









03 hours

At the end of this session the students will be able to:









- Describe the significance of appropriate job search.
- List down the possible methods to search a job.
- List down the important features of resume and cover letter.
- Preparing a resume.

Session Plan

#	Instructions	Page #	Duration
1	Welcome the students in 8 th session of training course. Ask one volunteer to read out the story given in the start of session. Conclude that without proper preparation of documents we cannot get a job. We may face the similar situation. Our documents should speak for us. Explain the topics of this session and give a summary by referring to page 82. Elaborate that technical skills as well as some professional skills are also necessary to get a job, which are demonstrated by your CV and cover letter. Next stage is interview. If you are successfully impressive, you can get the job. However, thorough preparation is necessary to do this.	 Page 82	 15 min
2	Ask one volunteer to read out the first story given one page 83. Then ask the students: why Yaqub failed to get a job? Note their answers and then ask another volunteer to read out second story. Ask the students: Why Shakil was successful in getting a job? Note their answers and tell that we should know about what department we want to work in? We should be properly prepared. For getting a job in cooking and baking trade group, you need a CV and cover letter.	 Page 83	 20 min
3	Ask the students: where you want to apply for a job and for which post? Listen to their answers and refer to the sheet given on page 84. Tell them that now we will do an	 Page 84	 45 min











#	Instructions	Page #	Duration
	activity to elaborate the target jobs and means to get it. Allow 10 minutes to fill the sheet. When all have done their work, ask some of them to give examples.		
4	<p>Ask the students: if you find an advertisement of a job, what will you do? Answer is: you will furnish an application. Job application requires following things:</p> <ol style="list-style-type: none"> 1. CV or Bio-data, which show important details about your education and professional experience, so that employer may evaluate it. 2. One-page cover letter, which expresses the interest for certain vacancy and your eligibility. <p>Ask the students to open page 82. Explain the definition of CV and its features. Refer to the sample of CV on page 86.</p>	 Page 85 and 86	 40 min
5	<p>Then inform the students that now we will talk about the important things to remember while preparing a CV. Distribute two cards (one red and one green) each for all students. Ask them to write one answer per card: What kind of information should be included in your CV, and what kind of information is unnecessary. Use green card for the former and red for the later. Ask one volunteer to collect all cards and stick them on two separate flipcharts. After reading the cards, link them with points given on page 87. Tell the students that unnecessary information spoils the employer's time and chances of getting the job diminishes. So try to include necessary information in your CV.</p>	 Page 87	 10 min
6	<p>Refer to page 88 and describe the basic principles for a cover letter/application. Show the sample cover letter on page 89. Elaborate the importance of properly typed cover letter, which induces the employer to read it seriously.</p>	 Page 88 and 89	 15 min
7	<p>Tell the students that now we will prepare our CV. Instruct the students to think about a place where you want to work and a vacancy is available, and you are preparing your CV to apply for this vacancy. Once again, elaborate the format of CV by referring to page 90. Ask them to write their information in this format. Allow 15 minutes for this task. When all have completed this task, ask a few of them to give examples. Rectify any errors and ask them to prepare a proper CV on computer as homework.</p>	 Page 90	 15 min





#	Instructions	Page #	Duration
8	Ask the students: you ever appeared in an interview? If No, do you know what is an interview? In the light of their answers and by referring to page 91, elaborate what is an interview, and what they evaluate during an interview.	 Page 91	 10 min
9	Tell the students that now we will enact a roleplay. Select the students beforehand and inform them about their roles. TN-05 describes the process of roleplay in detail. Ask the students to keep quiet and observe the roleplay. When the roleplay is finished, ask them to give their opinion. How are they feeling? Then ask the students, why was Asghar worried? What his father suggested to him? Listen to their answers and link them with roleplay. Tell the students that there are some important points to ponder upon before, during and after the interview. These things impress the employer and he can evaluate your eligibility. Refer to page 92-94 and elaborate the things to note before, during and after the interview. Link this information with the roleplay.	 TN-05  Page 92 to 94	 40 min
10	Conclude the session by assigning home work to students. Read out the instructions, distribute post-test, allow them 15 minutes to complete it, and then collect and count the sheets.		 5 min





TN-05

Roleplay -- Interview

Purpose of roleplay: Important thing to do before, during and after the interview.

Roles:

- *Asghar is a cook who is searching for a job.*
- *Asghar's father, who is a retired teacher.*

Scene 1

(Asghar received an interview call from a restaurant. Tomorrow is his interview, he is anxious about the things to come. Meanwhile, his father comes in after saying his prayers. He asks him)

Father: Son, why you seem worried?

Asghar: Father, I have to appear for an interview tomorrow.

Father: Great news. Prepare yourself to appear for the interview in good shape.

Asghar: I will be ready. But feeling uneasy about what they will ask me?

Father: Certainly they will ask you about your abilities and what you want to do. Moreover, what dishes you can prepare, etc.

Asghar: I will surely answer these question, but I am afraid of my shyness and embarrassment.

Father: Stand in front of a mirror and practice well. You will see, your interview will be wonderful.

Asghar: That is really a wonderful advice. Tell me more.

Father: Organize your documents and talk to them with confidence.

Asghar: What things I should keep in mind during the interview? And what information should be given to them?

Father: Forget your minor shortcomings and emphasize your positive qualities.

Asghar: Fine. I will do accordingly.

(Next day when Asghar came back home, he was very happy because his interview turned out very successful. He says to his father)

Asghar: My interview was superb. I followed your advice. The interviewers told me that they would send me appointment letter very soon.

Father: That is wonderful. Congratulations. Remember to ask them if they do not call you in two days.

Asghar: (Happily) Definitely, I will.

Father: Now go and bring some sweets. (Both are smiling)





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Closing and Evaluation

Objective and Duration






40 min

At the end of this session the students will be able to:

- Review the things learned during training.
- Give their feedback about training.

Session Plan

#	Instructions	Page #	Duration
1	Tell the students that this training is about to end. Invite them to express their views and feedback. Note main points from their feedback and then say: let us review the thing learned. If they have any questions, give satisfying answers.		 5 min
2	At the end of course, take a written test of students about which they are already informed. Its total duration is 10 minutes. Collect back and count the answer sheets when the time is over. Then ask them to give a presentation as a final part of exam.	Final test	 25 min
3	Announce the conclusion of workshop. If a representative of an institution is also present, ask him to give some concluding remarks. Distribute the certificates and end the workshop by thanking the students.		 10 min





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