

Government of Pakistan  
**National Vocational and Technical Training Commission**  
“Prime Minister’s Youth Skill Development Programme”



**Course Contents / Lesson Plan**  
**Course Title:** Continental Cuisine  
**Duration:** 4 weeks

<b>Trainer Name</b>	
<b>Author's Name</b>	<p style="text-align: center;">Ms.Ayesha Ashraf (Assistant Professor) Foods &amp; Nutrition Department Ms.Misbah (Lecturer) Foods &amp; Nutrition Department</p>
<b>Course Title</b>	<p style="text-align: center;"><b>Continental Cuisine</b></p>
<b>Objectives and Expectations</b>	<p>Employable skills and hands on practice for continental cuisine.</p> <p>The aim for the team of staff responsible for delivery of the continental cuisine is to provide knowledge and develop skills related to continental cuisine as per market requirements ,with self-employment approach. The course will allow participants to gain understanding of all the aspects. It will also develop the participant's ability to act in a professional and responsible manner. Teaching staff will provide the technical knowledge and abilities required to solve tasks and problems that are goal-oriented. They will use participant-centered, practical oriented methods. They will also develop a program of practical assessment that reflects the learning outcomes stated in the curriculum. Trainees of the continental cuisine curriculum will also develop their willingness and ability as individuals to clarify issues, as well as think through and assess self-development opportunities. Teaching staff will also support trainees in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty and a willingness and ability to criticize and accept criticism well and to adapt their future behavior accordingly. Teaching staff also use the curriculum to address the development of professional competence. Trainees will acquire the ability to work in a professional environment. By the end of this course, the trainees should gain the following competencies:</p> <ul style="list-style-type: none"> <li>• Professionalism and Self-employment motivation</li> <li>• Product Development followed by specificcuisine</li> <li>• Tools and techniques used in culinary art</li> </ul> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <p>Specially designed practical tasks to be performed by the trainees have been included in this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</p> <p>To maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> <li>• demonstrations</li> </ul>

- Videos
- Curriculum relevant activities

Lastly, display of finished product and evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

**(i) Demonstrations**

The demonstration method is a great way to teach cooking techniques and recipes in a cooking course. Following steps to be applied for the demonstration method:

1. Prepare the recipe and ingredients in advance.
2. Show the students the final dish and explain its key features.
3. Break down the recipe into step-by-step procedures.
4. Demonstrate each step clearly, explaining the techniques and ingredients used.
5. Provide opportunities for students to ask questions and clarify doubts.
6. Encourage students to take notes and photos for future reference.
7. Allow students to assist or participate in certain steps, if appropriate.
8. Summarize the key takeaways and techniques learned at the end of the demonstration.
9. Provide hands-on practice time for students to apply what they've learned.
10. Offer feedback and guidance as students work on their own dishes.

- Use visual aids like diagrams, charts, or videos to supplement the demonstration.
- Encourage active learning by asking students to predict what will happen next or explain why a certain technique is used.
- Make sure the demonstration area is well-lit, ventilated, and safe for students to observe.
- Consider recording the demonstration for students to review later.

By following these steps, you can effectively use the demonstration method to teach cooking techniques and recipes in your cooking course.

**(ii) Videos**

<https://youtu.be/ZyOXoafZYT0?si=m3WrloMfbmMQKATu>

<https://youtu.be/Jwo0LL6fZVM?si=Lm97ETAvZkLn7HQP>

[https://youtu.be/VI7Bj1\\_P99Q?si=hGeG4fkQFO0oYYp9](https://youtu.be/VI7Bj1_P99Q?si=hGeG4fkQFO0oYYp9)

**(ii) Curriculum relevant activities**

1. Hands-on cooking practice: Students prepare and cook recipes under instructor guidance.
2. Demonstrations: Instructor demonstrates cooking techniques, recipes, and ingredient preparation.
3. Recipe development: Students create their own recipes using new techniques and ingredients.
4. Cooking challenges: Students participate in timed cooking challenges or mystery ingredient

	<p>exercises.</p> <ol style="list-style-type: none"> <li>5. Food tastings: Students taste and evaluate different ingredients, dishes, or cuisines.</li> <li>6. Kitchen skills practice: Students practice knife skills, cooking techniques, and kitchen safety.</li> <li>7. Meal planning and budgeting: Students plan and budget meals, learning about menu planning and grocery shopping.</li> <li>8. Food safety and sanitation: Students learn about proper food handling, storage, and sanitation practices.</li> <li>9. Cooking competitions: Students participate in friendly cooking competitions or cook-offs.</li> <li>10. Guest chef appearances: Professional chefs or food experts visit the class to share their expertise.</li> <li>11. Field trips: Students visit restaurants, farms, or food markets to learn about the food industry.</li> <li>12. Food styling and presentation: Students learn how to plate and present dishes attractively.</li> <li>13. Nutrition and wellness: Students learn about the nutritional value of ingredients and healthy eating habits.</li> <li>14. Cultural cuisine exploration: Students explore and cook dishes from different cultures and cuisines.</li> <li>15. Food writing and photography: Students learn how to write recipes and take food photos for blogging or social media.</li> </ol> <p>These activities can be tailored to suit the course goals, student level, and cooking style.</p>
<p><b>Entry-level of trainees</b></p>	<p>F.A./ F.Sc., A Level and Graduate level</p>
<p><b>Learning Outcomes of the course</b></p>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Ensure regarding different measurement techniques used in culinary art</li> <li>• Understand and follow the latest culinary skills practiced globally</li> <li>• Understand different cutting techniques used by the chef in professional settings</li> <li>• Understand the concept of food safety and personal hygiene</li> </ul>
<p><b>Course Execution Plan</b></p>	<p>The total duration of the course: <b>1 months (4 Weeks)</b>  Class hours: <b>4 hours per day</b>  Theory: <b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>20 hours per week</b>  Total contact hours: <b>80 hours/ course</b></p>
<p><b>Companies offering jobs in the respective trade</b></p>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul>

<b>Job Opportunities</b>	<ul style="list-style-type: none"> <li>• Self employment</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab
<b>Instructional Resources</b>	<p><b>Reference books:</b></p> <ul style="list-style-type: none"> <li>• "The Joy of Cooking Chinese" by Grace Young</li> <li>• "Land of Plenty" by Fuchsia Dunlop</li> <li>• "The Food of China" by Eileen Yin-Fei Lo "The Chinese Cookbook" by Craig Claiborne</li> <li>• "The Essentials of Chinese Cooking" by Florence Lin</li> </ul>

### MODULES

Scheduled Weeks	Module Title	Days	Hours	Learning Units	Home Assignment
Week 1	Measurement Techniques	Day 1	Hour 0-1	1. Introduction to measurement tools <ul style="list-style-type: none"> <li>• Measuring cups and spoon</li> <li>• Weighing scales</li> <li>• Thermometers</li> <li>• Timer</li> </ul> 2. Overview of Cuisines 3. Introduction and background of Lebanese Cuisine	<ul style="list-style-type: none"> <li>• <b>Task 1</b></li> </ul> <b>Matching worksheets students will match terms with definitions or images</b>  <i>Details may be seen at Annexure-I</i>
			Hour 2-4	Preparation and demonstration of Lebanese dips and salads: <ul style="list-style-type: none"> <li>• <i>Tahini</i></li> <li>• <i>Hummus</i></li> <li>• <i>Fattoush</i></li> </ul>	

		<b>Day 2</b>	<b>Hour 0-1</b>	<ol style="list-style-type: none"> <li>Introduction to cooking tools and techniques <ul style="list-style-type: none"> <li>Knives</li> <li>Peelers</li> <li>Cutting boards</li> <li>Electric and manual whiskers</li> <li>Baking equipment</li> </ul> </li> <li>Nutritional aspect of mediterranean diet <ul style="list-style-type: none"> <li>Key ingredients, flavor and seasoning (herbs, olive oil)</li> </ul> </li> <li>Lebanese Cultural Practices and Festivities</li> </ol>	
			<b>Hour 2-4</b>	Preparation and demonstration of Lebanese dips and salads: <ul style="list-style-type: none"> <li>Muhammara</li> <li>Baba ghanoush</li> <li>Tzatziki</li> </ul>	

	<b>Hygiene</b>	<b>Day 3</b>	<b>Hour 0-1</b>	<ol style="list-style-type: none"> <li>Principles to be followed in <ol style="list-style-type: none"> <li>Personal Hygiene</li> <li>Kitchen Hygiene</li> </ol> </li> <li>Nutritional aspects of Lebanese diet</li> </ol>	
			<b>Hour 2-4</b>	Preparation and demonstration of Lebanese dips and salads: <ul style="list-style-type: none"> <li>Toum</li> <li>charcuterie board</li> </ul>	
	<b>Culinary Arts</b>	<b>Day 4</b>	<b>Hour 0-1</b>	What are culinary arts <ul style="list-style-type: none"> <li>Definition</li> <li>Principles and Methods of cooking</li> </ul> Introduction and background of Spanish Cuisine	

			<b>Hour 2-4</b>	Preparation and demonstration of Spanish Tortillas and Wraps: <ul style="list-style-type: none"> <li>• Tortilla de patata</li> <li>• Chicken and chorizo wrap</li> </ul>	
	<b>Chef Knife and Cutting</b>	<b>Day 5</b>	<b>Hour 0-1</b>	<p>Chef Knife and Cutting Techniques</p> <ul style="list-style-type: none"> <li>• Julian style</li> <li>• Chop</li> <li>• Chiffonade</li> <li>• Batonnet</li> <li>• Dicing</li> <li>• Slicing</li> <li>• Mincing</li> </ul> <p>Nutritional aspects of Spanish diet</p> <p>Spanish Cultural Practices and Festivities</p>	

			<b>Hour 2-4</b>	Preparation and demonstration of Spanish Tortillas and Wraps: <ul style="list-style-type: none"> <li>• Tortilla Española</li> <li>• Spanish Tortilla Wrap</li> </ul>	
<b>Week 2</b>	Famous cuisines	<b>Day 1</b>	<b>Hour 0-1</b>	<p>Introduction and background of Chinese Cuisine</p> <p>Origin and evolution of Chinese Cuisine</p> <p>Identification of flavor through interactive classroom activity</p>	<p>• <b>Task 2</b></p> <p><b>Students will do flavor profile and pairing</b></p> <p><i>Details may be seen at <a href="#">Annexure-1</a></i></p>
			<b>Hour 2-4</b>	<p>Preparation and demonstration of Chinese cuisine</p> <ul style="list-style-type: none"> <li>• Hot and Sour Soup</li> </ul>	

		<b>Day 2</b>	<b>Hour 0-1</b>	Diverse regional Chinese Cuisines <ul style="list-style-type: none"> <li>• Sichuan</li> <li>• Cantonese</li> <li>• Beijing</li> </ul> Key Ingredients (soy sauce, garlic, ginger, rice)
			<b>Hour 2-4</b>	Preparation and demonstration of <ul style="list-style-type: none"> <li>• Shanghai Dumplings</li> </ul>
		<b>Day 3</b>	<b>Hour 0-1</b>	Chinese Cultural Practices and Festivities
			<b>Hour 2-4</b>	Preparation and demonstration of <ul style="list-style-type: none"> <li>• Kung Pao Chicken</li> </ul>
	<b>Mediterranean</b>	<b>Day 4</b>	<b>Hour 0-1</b>	Nutritional aspects of Chinese diet
			<b>Hour 2-4</b>	Preparation and demonstration of <ul style="list-style-type: none"> <li>• Manchurian</li> </ul>

		<b>Day 5</b>	<b>Hour 0-1</b>	Menu planning/ types of menus <ul style="list-style-type: none"> <li>• Principles of menu planning</li> <li>• Rules for writing the menu</li> <li>• Formal and informal menus</li> </ul> Meal patterns
			<b>Hour 2-4</b>	Preparation and demonstration of <ul style="list-style-type: none"> <li>• Pineapple Chicken</li> </ul>



<b>Week 3</b>	Food Safety	<b>Day 1</b>	<b>Hour 0-1</b>	Food Safety <ul style="list-style-type: none"> <li>• HACCP</li> <li>• Types of Hazards</li> <li>• Pest control in kitchen</li> </ul>	<p><b>• Task 3 Product development by raw ingredients in unique manner</b></p> <p><i>Details may be seen at Annexure-I</i></p>
			<b>Hour 2-4</b>	Preparation and demonstration of Chinese Cuisine: <ul style="list-style-type: none"> <li>• Hainanese Chicken Rice</li> </ul>	
		<b>Day 2</b>	<b>Hour 0-1</b>	Introduction and background of Italian Cuisine	
			<b>Hour 2-4</b>	Preparation and demonstration of Italian Cuisine: <ul style="list-style-type: none"> <li>• Alfredo Penne Pasta</li> </ul>	
		<b>Day 3</b>	<b>Hour 0-1</b>	Origin and evolution of Italian Cuisine	
			<b>Hour 2-4</b>	Preparation and demonstration of Italian Cuisine: <ul style="list-style-type: none"> <li>• Chicken Macaroni</li> </ul>	
		<b>Day 4</b>	<b>Hour 0-1</b>	Nutritional aspects of Italian diet Key ingredients, flavor and seasoning (herbs)	

			<b>Hour 2-4</b>	Preparation and demonstration of Italian Cuisine: <ul style="list-style-type: none"> <li>• Chicken Mushroom Steak with mashed potato and sauté vegetables</li> </ul>	
			<b>Day 5</b>	<b>Hour 0-1</b>	

			<b>Hour 2-4</b>	Preparation and demonstration of Italian Cuisine:  • Beef Quesadilla		
<b>Week 4</b>	Food Safety	<b>Day 1</b>	<b>Hour 0-1</b>	Introduction and background of Turkish Cuisine	<ul style="list-style-type: none"> <li>• Task 4 Making of replica dish by following standardized recipe made by dish <i>Details may be seen at Annexure-I</i></li> </ul>	
			<b>Hour 2-4</b>	Preparation and demonstration of Turkish Cuisine:  • Adana kebab (served with flat breads and rice)		
		<b>Day 2</b>	<b>Hour 0-1</b>	Origin and evolution of Turkish Cuisine		
			<b>Hour 2-4</b>	Preparation and demonstration of Turkish Cuisine:  • Kunafa		
			<b>Day 3</b>	<b>Hour 0-1</b>		Nutritional aspects of Turkish diet  Key ingredients, flavor and seasoning (herbs)
				<b>Hour 2-4</b>		Preparation and demonstration of Turkish Cuisine:  • Sheesh kebab (served with flat breads and rice)  • Baklava
			<b>Day 4</b>	<b>Hour 0-1</b>		Turkish Cultural Practices and Festivities
				<b>Hour 2-4</b>		Preparation and demonstration of Turkish Cuisine:  • Donar kebab
			<b>Day 5</b>	<b>Hour 0-1</b>		

			<b>Hour 2-4</b>	Making and exhibition of different menu in versatile manner	
--	--	--	-----------------	---	--

**Material required (consumable)**

<b>Ingredients</b>		
<b>S.No</b>	<b>Materials</b>	<b>Quantity</b>
1	Chicken	According to one serving
2	Rice	According to one serving
3	Carrots	According to one serving
4	Capsicum	According to one serving
5	Red onion	According to one serving
6	Spring onion	According to one serving
7	Peanuts	According to one serving
8	Hot chilli paste	According to one serving
9	White vinegar	According to one serving
10	Cashews	According to one serving
11	Minced meat	According to one serving
12	Tomatoes	According to one serving
13	Green chillies	According to one serving
14	Chicken stock cubes	According to one serving
15	Garlic	According to one serving
16	Ginger	According to one serving
17	Corn flour	According to one serving
18	Soya sauce	According to one serving
19	Oyster sauce	According to one serving
20	Sesame seeds	According to one serving
21	Olive oil	According to one serving
22	Sesame seeds	According to one serving
23	Tomato ketchup	According to one serving
24	Tomato sauce	According to one serving
25	Chillie garlic sauce	According to one serving
26	Pasta (shape according to need)	According to one serving
27	Milk	According to one serving
28	Potatoe	According to one serving

29	Mushroom	According to one serving
30	Olives	According to one serving
31	Seasonings(oregano,thyme,rosemary)	According to one serving
32	Phyllo sheets/puff pastry	According to one serving
33	Cream	According to one serving
34	Cheese cheddar & Mozzarella	According to one serving
35	Ghee/oil	According to one serving
36	Pistachios, Almonds, cardamom, walnuts	According to one serving
37	Custard	According to one serving
38	Honey	According to one serving
39	Tortillas wraps	According to one serving
40	Curd	According to one serving
41	Spinach	According to one serving
42	Chilli flakes	According to one serving
43	Salt, black pepper, white pepper	According to one serving
44	Chick peas	According to one serving
45	Egg plants(brinjal)	According to one serving
46	Coals	According to one serving
47	Lemons	According to one serving
48	Cucumber	According to one serving
49	Cherry tomatoes	According to one serving
50	Sumac(Rai)	According to one serving
51	Ice berg	According to one serving
52	Lettuce leaves/mint leaves	According to one serving
53	Pita bread	According to one serving
<b>Equipment &amp; tools</b>		
1.	Non stick frying pans	6
2.	Cast iron frying pans	6
3.	Grill pans	6
4.	Rotisserie	2

5.	Assorted size cooking pans	6
6.	Skewers	6
7.	Baking sheets of assorted size	6
8.	Assorted size chef knives	6
9.	Cutting boards	6
10.	Measuring spoons set	6
11.	Measuring cups	6
12.	Digital weighing scales	1
13.	Assorted cooking spoons	6
14.	Spatulas,Forks,knives,peelers,spoons	12each
15.	Serving trays	6
16.	Silicone pot holders	6
17.	Tongs	6
18.	Pressure cookers	2
19.	Parat	6
20.	Wok	6
21.	Food processor	1
22.	Pyrex serving dishes (quarter plates, serving bowls)	12 each
23.	Mixing bowls	6
24.	Whiskers	6

**NOTE: Consumable items can be changed according to need, requirement and season**

**Tasks \Assignments in Continental Cuisine**

<b>Description</b>	<b>Week</b>
Matching worksheets students will match terms with definitions or images	<b>Week 1</b>
Flavor profile and pairing	<b>Week 2</b>
Product development by raw ingredients in unique manner	<b>Week 3</b>
Making of replica dish by following standardized recipe made by dish	<b>Week 4</b>

## Motivational lectures

### Resource links

#### Videos:

- Chinese Cooking 101 by Chef Liu (YouTube)
- . Chinese Cooking Demystified (YouTube)
- Cookpad Chinese Recipes (YouTube)
- Chinese Food Recipes by Tasty (YouTube)
- The Woks of Life (YouTube)
- Mediterranean Cooking Demystified (YouTube)
  - The Woks of Life (YouTube)
  - Cookpad Chinese Recipes (YouTube)

#### Reference books:

- "The Joy of Cooking Chinese" by Grace Young
- "Land of Plenty" by Fuchsia Dunlop
- "The Food of China" by Eileen Yin-Fei Lo "The Chinese Cookbook" by Craig Claiborne
- "The Essentials of Chinese Cooking" by Florence Lin



## Ethics Guide

---

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

**1. Attendance:**

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

**2. Character:**

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills

**3. Team Work:**

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

**4. Appearance:**

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

**5. Attitude:**

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks.

Willing to learn new processes, systems, and procedures in light of changing responsibilities.

**6. Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity.

Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how.

Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

**7. Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

**8. Communication:**

Written communication, being able to correctly write reports and memos.

Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

**10. Respect:**

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.