



TEACHING VOCATIONAL ASSISTANT COOK SKILLS TO ADULTS WITH INTELLECTUAL DISABILITIES



EQUALvet Development of a vocational training program for people with intellectual disabilities in three professions: cook assistant, gardener assistant and cleaner

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EQUALvet

This Manual for “Teaching Vocational assistant Cook Skills to Adults with Intellectual Disabilities” is a result of the cooperation between the consortium of “EQUALvet” Erasmus+ Project.

AUTHORS:

Maria Antónia Dias, ARCIL

Marta Ribeiro, ARCIL

João Canossa Dias, ARCIL

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Contents

INTRODUCTION.....	5
CONSORTIUM.....	6
PART 1 Theoretical Training and Educational Methodology	7
Group Practical Training Sessions	7
Participants	7
Before the session.....	7
At the start of the group session	7
During the group session	8
End of training session	8
Methodology and Resources	9
Methodological Guidelines	9
Educational Resources	10
Assessment	10
ASSISTANT COOK TRAINING CURRICULUM	11
PART 2 Vocational Training of Assistant Cook	48
Introduction	49
Cuisine in Ancient Greece	50
International Cuisine.....	51
National Cuisine	52
Regional Cuisine	52
1. Personal Health and Safety.....	53
2. Kitchen Organization and Management.....	60
Kitchen Staff Roles	66
Organization Charts of Different Size Kitchens	70
Articulation of the kitchen with the Support Services.....	72
3. Hygiene and Safety at Work	75
4. Cooking Soups, Consommés and Broths.....	83
Soups.....	83
Consommés.....	84
Broths.....	85
5. Cooking Meat Dishes	89
Beef Meat Cutting Techniques.....	90
Pork Meat Cutting Techniques	94
Chicken Meat Cutting Techniques	96
6. Preparing Fish Dishes	98
Fish Cutting Techniques	98

7. Preparing Vegetables	102
Vegetable Cutting Utensils.....	102
Vegetables Cutting Techniques	103
Potatoes Cutting Techniques	104
8. Preparing Desserts	107
Pastry Staff.....	107
Dessert Utensils	109
Key Ingredients in the Dessert Making	111
Restaurant Desserts.....	114
9. Glossary.....	117
10. Rights and Responsibilities.....	123
Universal Declaration of Human Rights	125
Workers’ Rights.....	127
Employer and Employee Responsibilities	129
11. Active Job Search	130
Techniques, Methods and Procedures for the Active Job Search	132

INTRODUCTION

The purpose of this project is to enable people with intellectual disabilities to develop their skills and abilities through group and individual programs aimed at improving work skills, social and professional integration, strengthening equality and participation in integrated activities. These activities include, among others, orientation in space and time, consulting, monitoring and work practices in companies, for women and men, with intellectual disabilities. These processes are examined and achieved with the supportive work methodology, which contributes to the social and work adaptation of workers with intellectual disabilities in finding work in the free market under conditions similar to other workers.

Program trainers are a key part of this goal, however, the teaching task requires specific professional skills, based on teaching, pedagogical and methodological knowledge, and skills, as well as personal, professional principles, attitudes, and values. The work of the trainer is a complex task, but at the same time it is the great challenge to help the participants in the program to develop to the fullest their personal, social, mental, work, and emotional potential, contributing this way to the development of life skills.

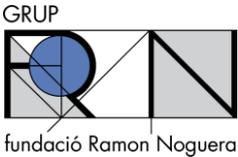
EQUALvet's aim is to provide guidance on the above-mentioned topics by developing a series of manuals for VET trainers of people with intellectual disabilities. These manuals will provide training methodology and tools for the implementation of vocational training for the professions of chef assistant, gardener assistant and cleaners. Additionally, these manuals are accompanied by an evaluation procedure that will be friendly to people with intellectual disabilities in order to lead to the validation of their vocational skills.

The manuals are accessible through EQUALvet's website: equalvet.eu.

EQUALvet is a result of the cooperation between the partners of the consortium and the support of the European Commission.

CONSORTIUM

The consortium consists of the following partners:

Organization		Website / Email
	Margarita VTC (Greece)	www.eeamargarita.gr research.development@eeamargarita.gr
	Fundació Ramon Noguera	https://grupfrn.cat/en comunicacio@grupfrn.cat
	Arcil	arcil.org.pt/ arcil@arcil.org
	Group of Research on Diversity – University of Girona	www.udg.edu/en/grupsrecerca/diversitat/qui-som judit.fullana@udg.edu
	Tüv Hellas (Tüv Nord)	www.tuv-nord.com/gr/el/home/ vvoudouris@tuv-nord.com
	EASPD	www.easpd.eu/ zoe.lardou@easpd.eu

PART 1 Theoretical Training and Educational Methodology

Group Practical Training Sessions

Participants

This program's trainees are people with intellectual disabilities and/or mental health problems. Therefore, and given that the working groups are heterogeneous, it is necessary to look upon the needs of each person that we are going to work with, so that the materials and the educational methodologies are applied in accordance with the group and its singularities.

The concept of intellectual disability is a disability characterized by significant limitations in the mental function and in the adaptive behaviour, expressed in conceptual, adaptive, social and practical skills, and it is manifested before the age of 18. With this in view, and through education, the purpose is to develop the following areas:

- Communication
- Personal care
- Life at home
- Social Skills
- Community Participation
- Self-guidance
- Health and Safety
- Academic and functional skills
- Leisure
- Work

Before the session

A detailed preparation of the activities and materials is essential before the start of each training session. Each session dynamics must meet the goals and must reflect the role set both by the trainer and the participants in the teaching-learning process.

At the start of the group session

At the start of the session, it is advisable that the trainer implements engagement procedures and strategies that captivate trainees. Afterwards, time will be dedicated to reviewing what happened in

the previous sessions and to describing what is about to happen in the current session, where the trainer should then describe what they are going to do, why and how.

During the group session

The session planning should be taken into consideration, but always with the flexibility required to embrace any circumstance that may arise, and which may encourage the learning process. During the session, strategies that facilitate the understanding and promote trainees' motivation must be introduced, namely, through examples related to their very own reality that meet the contents and goals of the session. In addition, trainees must be provided with clear instructions, so that they can correctly execute the tasks. Furthermore, trainees should be subject to different assessment moments, in groups or individually, and different strategies should be used in order to diagnose their needs, difficulties and progress. Acknowledging the differences between participants is an essential factor in the educational practice, as not all participants learn in the same way. For that reason, the methodology should consider the individual learning characteristics and each trainee's pace.

Furthermore, it is essential to maintain an open and positive attitude towards trainees. The approach should be based on mutual respect and on building a trusting relationship, within the established rules of coexistence. Communication is not restricted to speaking. Nearly 2/3 of the communication between people is non-verbal communication and is conveyed through gestures, expressions and body language. Therefore, it is advisable that trainers remain vigilant in order to identify signs of stress in trainees. Illness, compulsive behaviour, mood and/or anxiety may be signs of stress, which may result in a negative effect on the learning process and lead to behavioural problems.

In addition, strategies must be developed to encourage a positive coexistence and a productive learning environment. It is highly probable that conflicts may arise during the training session, at any given moment, since the conflict is inevitable and inherent to the human condition. Thus, matters of coexistence should be adequately addressed and used as a learning opportunity focused on the rehabilitation of those behaviours.

End of training session

At the end of the session, it is important to undertake an in-depth reflection and the trainer should take notes of it. That should be based on matters as the participation and the facilities and/or difficulties encountered during the initiative. Finally, it is beneficial to praise the trainees for their good performance and encourage them for future learning processes, providing them with the necessary instructions for the upcoming session.

Methodology and Resources

Each teaching-learning process occurs in a specific context and follows a methodology. These methodological strategies must be adapted to the trainees' characteristics, to their level of expertise and to social and cultural variables. Therefore, sessions must include active methodologies that promote greater participation and trainees' engagement, leading to a significant learning experience, such as:

- Flexible – adjusting to the needs and interests of the context in which it is developed.
- Open – allowing interaction, as that is an enriching process for all participants.
- Dynamics – allowing a balanced involvement of all the participants.
- Working in groups – encouraging trainees to share their thoughts on the discussed topics, reflect and exchange their views.
- Theoretical-Practical– theory is important and applying the new knowledges is paramount.

Since it is important to create group-based dynamics where motivation and constructive dialogue are reinforced, there are several ways of implementing active methodology, such as:

- Role play
- Group dynamics
- Brainstorming
- Support work and individual guidance
- Practical assignments
- Audio-visual support
- Organization of debates and joint work activities
- Direct/indirect observation

It is worth noting that the passively acquired learning based on listening or observation does not integrate over time and is often ineffective in the learning process and in the development of skills. Furthermore, teamwork is fundamental, in order to create a learning environment that allows trainees to discuss concepts, collaborate, address their own personal stories and share information.

Methodological Guidelines

The choice of methodological technology is related to the aims to achieve. It is crucial to choose those that effectively develop disciplinary and interdisciplinary competences, that allow to adapt to the diversity of the participants, that motivate learning and that promote active participation. Thus, the

methodological tools should be diverse, should foster the assessment process and promote autonomy and inclusion. For this purpose, the "Manual de Formadores para a Educação Inclusiva" [Inclusive Education Training Manual] from Equável, provides different techniques to apply during the sessions, targeted at the educational needs of people with intellectual disabilities.

Educational Resources

An educational resource comprises any material developed to facilitate the trainer's work. The educational material created within the scope of the training is under the form of "text for all", however, the trainer may resort to other materials that he considers appropriate for the specific group and for its dynamics.

The educational resources are learning guides, as they help us organize the information that we want to disseminate and allow trainees to practice or develop their skills. Therefore, a variety of teaching resources should be used, in order to facilitate the training content from different approaches, promoting the use of different intellectual strategies adapted to the different ways of learning of the participants.

Assessment

Assessing both the trainees and the training itself is an essential part of the learning process. The main purpose is to gather information on the achievements and difficulties faced by each trainee during the learning process, with the aim of evaluating the level of achievement of the objectives and help them progress.

ASSISTANT COOK TRAINING CURRICULUM

Session	S1: Introduction
Educational Goals	<ul style="list-style-type: none"> – Meeting the trainer and colleagues. – Acknowledging the underlying theme of the training. – Understanding the kitchen evolution. – Understanding the concepts of International, national and regional cuisine.
Methods	<ul style="list-style-type: none"> – Active/participatory method through the Icebreaker dynamics – Expositive method through PowerPoint presentation (Introduction).
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for trainer – Tables and chairs for trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Conducting Icebreaker dynamics: With a ball (tennis/ping-pong), assemble the group into a circle and randomly hand the ball to someone. The person holding the ball must make a brief introduction of oneself (name, age, favourite dish and food that he dislikes). After the introduction, the trainee must then throw the ball at someone else, who will repeat the process. At the end, after the last trainee’s introduction, he must return the ball to the one who received it first. At that point, they must repeat the information given by the colleague, thus, proceed with the activity in the reverse order. – Active listening, asking questions whenever pertinent or necessary.
Duration	1 hour

Unit and Session	U1: Personal hygiene and safety S1: Hygiene standards
Educational Goals	<ul style="list-style-type: none"> – Identifying symptoms of diseases. – Knowing the key hygiene standards in a kitchen. – Understanding the habits to avoid when handling food. – Demonstrating how to properly wash the hands.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens) – Tap, liquid soap, brush and paper towels or hand dryer
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conducting a practical simulation: one at a time, trainees must follow the guidelines on how to wash their hands and exemplify.
Duration	2 hours

Unit and Session	U1: Personal hygiene and Safety S2: Clothing
Educational Goals	<ul style="list-style-type: none"> – Knowing which clothing is suitable for working in the kitchen – Listing the clothing components are not allowed in the kitchen – Identifying each component of a kitchen uniform
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Carrying out group activities: from a set of images, identifying which ones are correct and which ones are incorrect when working in a kitchen. – Carrying out individual activity: connecting the object to the mannequin.
Assessment	<ul style="list-style-type: none"> – Carrying out a U1 multiple-choice assessment.
Duration	2 hours

Unit and Session	U2: Kitchen Management and Organization S1: Kitchen areas
Educational Goals	<ul style="list-style-type: none"> – Knowing the functional layout of a kitchen. – Identifying the constituent parts of a kitchen. – Showing the constituent parts of a kitchen.
Methods	<ul style="list-style-type: none"> – Active/participatory method. – Case method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Carrying out a visit to a kitchen of a hotel unit with the aim of observing and identifying a functional layout of a kitchen in a real work context
Duration	2 hours

Unit and Session	U2: Kitchen Management and Organization S2: kitchen equipment/appliances and precautions
Educational Goals	<ul style="list-style-type: none"> – Knowing the classification of kitchen equipment. – Understanding the equipment that is indispensable in a kitchen. – Identifying kitchen utensils. – Understanding the required precautions in a kitchen.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conducting a practical assignment: Demonstrating different utensils and equipment (real objects or images) and identifying them.
Duration	2 hours

Unit and Session	U2: Kitchen Management and Organization S3: Kitchen Staff Responsibilities
Educational Goals	<ul style="list-style-type: none"> – Knowing the traits of a Kitchen professional. – Understanding the hierarchical order in a kitchen. – Identifying the different kitchen staff roles.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary.
Duration	2 hours

Unit and Session	U2: Kitchen Management and Organization S4: Kitchen staff duties
Educational Goals	<ul style="list-style-type: none"> – Understanding the different kitchen staff roles. – Interpreting the organizational chart of a large, medium or small kitchen.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Role Play activity: Simulation of the different kitchen staff roles.
Duration	2 hours

Unit and Session	U2: Kitchen Management and Organization S5: Articulation between the Kitchen and the Support Services
Educational Goals	<ul style="list-style-type: none"> – Understanding the importance of articulating with the services. – Identifying the different support services. – Understanding the concept of mise en place. – Understanding the concept of food service. – Understanding the concept of running the pass.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Watching a video: the importance of teamwork.
Assessment	<ul style="list-style-type: none"> – Carrying out a U2 multiple-choice assessment.
Duration	2 hours

Unit and Session	U3: Hygiene and Safety at Work S1: Storage
Educational Goals	<ul style="list-style-type: none"> – Understanding the importance of storing kitchen appliances – Understanding the importance of storing food products – Identifying expiry dates.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: in pairs, trainees must organize a pantry cabinet correctly, in accordance with the undertaken learnings.
Duration	2 hours

Unit and Session	U3: Hygiene and Safety at Work S2: Cleaning
Educational Goals	<ul style="list-style-type: none"> – Understanding the importance of disinfecting the kitchen areas. – Understanding the importance of waste management. – Knowing the general standards of kitchen sculleries. – Storing materials in the kitchen sculleries. – Organizing the chambers, refrigerators and freezers. – Recognizing the importance of cleaning-up a kitchen.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: in pairs, the trainees must choose one of the topics (waste, kitchen sculleries, fridge, etc.) and present an explanatory paper on that subject to their colleagues.
Duration	2 hours

Unit and Session	U3: Hygiene and Safety at Work S3: Checklist
Educational Goals	– Identifying the Occupational Health and Safety measures.
Methods	– Active/Participatory method. – Demonstrative method.
Educational Resources	– Writing material (notebooks, pencils, erasers, pens) – Checklist
Trainees Activity	– Carrying out a visit to a kitchen of a hotel unit and checking if it meets the required Health and Safety at Work standards, with aid of a pre-established checklist
Duration	2 hours

Unit and Session	U3: Hygiene and Safety at Work S4: Accident Prevention
Educational Goals	<ul style="list-style-type: none"> – Knowing all the sources of fire in the kitchen. – Knowing how to prevent fires in the kitchen. – Identifying ways of preventing accidents in the kitchen. – Recognizing the importance of First Aid.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary.
Assessment	<ul style="list-style-type: none"> – Carrying out a U3 multiple-choice assessment.
Duration	2 hours

Unit and Session	U4: Preparation of Soups, Broths and <i>Consommés</i> S1: Soups and <i>Consommés</i>
Educational Goals	<ul style="list-style-type: none"> – Knowing all types of soups. – Identifying the basic components of a soup. – Knowing the meaning of a consommé. – Knowing how to prepare a consommé.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary.
Duration	2 hours

Unit and Session	U4: Cooking Soups, Broths and <i>Consommés</i> S2: Broths
Educational Goals	<ul style="list-style-type: none"> – List the types of broths. – Knowing the process of reducing a broth. – Distinguishing the different types of broths (meat, fish, vegetable).
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary.
Assessment	– Carrying out a U4 multiple-choice assessment.
Duration	2 hours

Unit and Session	U5: Preparing Meat Dishes S1: Beef
Educational Goals	– Identifying the different beef meat-cutting techniques
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: Through the image of the animal, the trainee must be able to identify at least three parts of the cow.
Duration	2 hours

Unit and Session	U5: Preparing Meat Dishes S2: Pork
Educational Goals	– Identifying the different pork meat-cutting techniques
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: Through the imagine of the animal, the trainee mustbe able to identify at least three parts of the pig.
Duration	2 hours

Unit and Session	U5: Preparing Meat Dishes S3: Chicken
Educational Goals	– Identifying the different chicken meat-cutting techniques
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: through the image of the animal, the trainee must be able to identify at least three parts of the chicken.
Assessment	– Carrying out a U5 multiple-choice assessment.
Duration	2 hours

Unit and Session	U6: Preparing Fish Dishes S1: Fish
Educational Goals	– Identifying the different fish cutting techniques
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: through the image of the animal, the trainee must be able to identify at least three parts of the fish.
Duration	2 hours

Unit and Session	U6: Preparing Fish Dishes S2: Fish Fillets
Educational Goals	– Knowing how to prepare a fish fillet
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: through the image of the animal, the trainee must be able to identify at least three parts of the fish.
Assessment	– Carrying out a U6 multiple-choice assessment.
Duration	2 hours

Unit and Session	U7: Preparing Vegetables S1: Vegetable Cuts
Educational Goals	<ul style="list-style-type: none"> – Knowing the vegetables cutting utensils. – Identifying the different vegetables cutting techniques
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: trainees must be able to identify the cuts of vegetables through representative images.
Duration	2 hours

Unit and Session	U7: Preparing Vegetables S2: Cuts of Potatoes
Educational Goals	– Identifying the different potatoes cutting techniques
Methods	– Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Carrying out the activity: trainees must be able to identify the cuts of potatoes through representative images.
Assessment	– Carrying out a U7 multiple-choice assessment
Duration	2 hours

Unit and Session	U8: Preparing Desserts S1: Pastry Staff
Educational Goals	<ul style="list-style-type: none"> – Understanding the hierarchical work organization of a confectionery. – Identifying the different pastry staff roles.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Role Play activity: Simulation of the different kitchen staff roles.
Duration	2 hours

Unit and Session	U8: Preparing Desserts S2: Utensils
Educational Goals	<ul style="list-style-type: none"> – Knowing the required utensils for the preparation of desserts. – Identifying the required utensils for the preparation of desserts
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: demonstration of different tools and equipment (real objects or images) and identifying them.
Duration	1 hour

Unit and Session	U8: Preparing Desserts S3: Chocolate and Sugar
Educational Goals	<ul style="list-style-type: none"> – Knowing the different types of chocolate. – Distinguish the different types of chocolate. – Knowing the different types of sugar. – Distinguish the different types of sugar.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: trainees are blindfolded, then must taste three qualities of chocolate (dark, milk and white) and be able to distinguish them through palate – Conduction of a practical assignment: trainees are blindfolded, then must touch three types of sugar (powdered, granulated and molasse) and be able to distinguish them through touch.
Duration	2 hours

Unit and Session	U8: Preparing Desserts S4: Eggs and Dairy Products
Educational Goals	<ul style="list-style-type: none"> – Distinguishing the eggs by category – Recognising the different types of eggs – Knowing different dairy products – Identifying different dairy products
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: different types of eggs are presented to the trainees (quail, hen, goose, duck and pheasant) and they must match them with the correct image of the animal. – Conduction of a practical assignment: when facing different dairy products (milk, condensed milk, powdered milk), trainees must them match the names.
Duration	2 hours

Unit and Session	U8: Preparing Desserts S5: Examples of Desserts
Educational Goals	<ul style="list-style-type: none"> – Knowing the characteristics of a spoon sweet. – Knowing the characteristics of a pie. – Knowing the characteristics of a cake. – Knowing the characteristics of a tart. – Knowing the characteristics of a semifreddo/cheesecake.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: among the types of desserts studied (spoon sweet, pie, cake, tart, semifreddo), the trainee must select one, choose the ingredients and create his own recipe.
Duration	4 hours

Unit and Session	U8: Preparing Desserts S6: Examples of Desserts
Educational Goals	<ul style="list-style-type: none"> – Knowing the characteristics of a parfait. – Knowing the characteristics of a crepe. – Knowing the characteristics of a souffle – Knowing the characteristics of an ice cream. – Knowing the characteristics of a pudding.
Methods	<ul style="list-style-type: none"> – Expositive method through a PowerPoint presentation. – Active/Participatory method.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: among all the types of desserts studied (parfait, crepe, souffle, ice cream and pudding), the trainee must select one, choose the ingredients and create his own recipe.
Assessment	<ul style="list-style-type: none"> – Carrying out a U8 multiple-choice assessment.
Duration	4 hours

Unit and Session	U9: Glossary S1: Concepts
Educational Goals	– Knowing cooking concepts;
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: trainees must select three of the concepts described in the manual and resort to videos, in order to seek to exemplify their meaning.
Duration	2 hours

Unit and Session	U9: Glossary S2: Concepts
Educational Goals	– Knowing cooking concepts.
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: trainees must select three of the concepts described in the manual and resort to videos, in order to seek to exemplify their meaning.
Assessment	– Carrying out a U9 multiple-choice assessment.
Duration	2 hours

Unit and Session	U10: Rights and Responsibilities S1: Citizenship
Educational Goals	<ul style="list-style-type: none"> – Understanding the concept of citizenship. – Knowing the Universal Declaration of Human Rights
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary
Duration	2 hours

Unit and Session	U10: Rights and Responsibilities S2: Theoretical Concepts
Educational Goals	– Applying the concept of citizenship
Methods	– Active/Participatory method. – Demonstrative method.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens) – Scenery paper – Paints – Brushes
Trainees Activity	– Conduction of a practical assignment: in groups, trainees must be able to create a panel representing the rights.
Duration	2 hours

Unit and Session	U10: Rights and Responsibilities S3: Employer and Employee
Educational Goals	<ul style="list-style-type: none"> – Knowing the workers’ rights. – Knowing the workers’ duties. – Knowing the employers’ responsibilities
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary.
Assessment	– Carrying out a U10 multiple-choice assessment.
Duration	2 hours

Unit and Session	U11: Active Job Search S1: Introductory Session
Educational Goals	– Recognising the importance of the active job search
Methods	– Active/Participatory method. – Expositive method through a PowerPoint presentation.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: trainees must search for a job advertisement.
Duration	1 hour

Unit and Session	U11: Active Job Search S2: Cover Letter
Educational Goals	<ul style="list-style-type: none"> – Knowing what a cover letter is. – Writing a cover letter.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: considering the job advertisement selected in the previous session, trainees must now write a cover letter.
Duration	2 hours

Unit and Session	U11: Active Job Search S3: Curriculum
Educational Goals	<ul style="list-style-type: none"> – Knowing the components of a curriculum. – Identifying the different types of curriculums. – Building a curriculum.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary. – Conduction of a practical assignment: making use of what they learnt, trainees must build their own curriculum.
Duration	2 hours

Unit and Session	U11: Active Job Search S4: Interview
Educational Goals	<ul style="list-style-type: none"> – Knowing which behaviours to adopt during the job interview. – Knowing which behaviours to avoid during the job interview.
Methods	<ul style="list-style-type: none"> – Active/Participatory method. – Demonstrative method. – Expositive method through a PowerPoint presentation.
Educational Resources	<ul style="list-style-type: none"> – Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	<ul style="list-style-type: none"> – Active listening, asking questions whenever pertinent or necessary.
Duration	2 hours

Unit and Session	U11: Active Job Search S4: Simulation of an Interview
Educational Goals	– Conducting a job interview.
Methods	– Active/Participatory method. – Demonstrative method.
Educational Resources	– Computer – Internet – Projector – Table and chair for the trainer – Tables and chairs for the trainees – Writing material (notebooks, pencils, erasers, pens)
Trainees Activity	– Role Play activity: simulation of a job interview for the previously selected job advertisement, taking into account the learnt behaviours.
Assessment	– Carrying out a U11 multiple-choice assessment.
Duration	2 hours

PART 2 Vocational Training of Assistant Cook



Introduction



Since prehistory that food is essential to man's life. Initially, man's diet was based on what was found in the fields and everything was eaten in its raw natural state. With the discovery of the fire, and when bringing the food close to the fire, man realized that it became tastier and less tough. And this is how the kitchen and the need for utensils was born. These utensils were made of bones, pottery, stone and brass.



THE KITCHEN – Designation given to the place where culinary delicacies are cooked.

Cooking is an ancient art. The first cook was the early man, who brought a piece of meat close to the fire flames that he was using to keep warm and realized that the meat became tastier and easier to chew when heated that way. From that moment on, the kitchen was born, and kept evolving thanks to other discoveries.

An ingenious man finds a way to heat water inside a stone, which he carved in the center, giving it the shape of a pan. Later on, this primitive boiling pan would be surpassed by the pot made of clay. The skewer and casserole, although rudimentary, allows man to make culinary preparations.

We will not elaborate any further on the detailed study of the documents that prehistory has provided us with regarding the origins of kitchens, which is no more than pottery fragments, silex utensils,

bronze, animal bones, traces of lake towns, etc., ... Let's examine what were the kitchens during the Greek and Roman civilizations.

Cuisine in Ancient Greece

In the kitchens of the wealthy houses of that time there was a hierarchical structure of servants, each one with clearly defined roles. Thus, one of the servants named OPSONÉS had the role of making the purchases. Another servant called OPSARTYTES was in charge of lighting the fire and keeping it alive, and even of preparing some of the most common dishes. A woman named DÉMIOURGA took care of the confection of pastries and other goodies. Contrary to what happened in Rome, where women were prohibited from entering the kitchens, in Greece they had full access and were responsible for certain works.



The Greek culinary utensils were still rudimentary, yet not as much as those used in the first centuries of history. The manufacturing of kitchen utensils quickly evolves. They even manufactured very standard objects, such as cooking pots, casseroles, pans, pots, grills, which were often made of precious metals, such as silver or gold, and magnificently adorned. Some of those sumptuous utensils and appliances used in ancient kitchens remain alive at the Louvre Museum (Paris).



International Cuisine

We can define it as the art of cooking food following classical methods and rules in the preparation of the various dishes, according to compiled recipes, mainly in the French cuisine, stipulating its bases.

As the word indicates, it refers to delicacies and dishes from the different countries of the Earth, which for their appreciation and acceptance, became internationally known and represent the cuisine of those countries.

For example:



Indian Chicken Curry



French Rabbit Stew



Brazilian Feijoada



Hungarian Goulash

National Cuisine

We can define it as a set of dishes and delicacies that are representative of a country and, therefore, incorporating the country's name in the dish itself.

For example:

- A dish in Portugal, or originating from Portugal, will be named as Portuguese National Cuisine
- A dish in Spain, or originating from Spain, will be named as Spanish National Cuisine.

Regional Cuisine

The main feature of the Regional Cuisine is that it does not follow the rules of classic cuisine. In other words, the recipes vary from region to region, and the dish preparation is based on the food availability of each region, whether in agriculture, hunting or fishing.



Fried cuttlefish - Portugal



Pargo a la roteña - Spain

1. Personal Health and Safety

Health



In order to maintain a good health, it is necessary to keep a clean body, acquire good habits and maintain a healthy mental attitude.

People who handle food must undergo a complete medical examination at the beginning of their professional activity, which must be periodically repeated or where justified.

The food handler must be aware of the existence of certain diseases that are transmitted through cross- contaminated foods, such as food poisonings.

Some situations may justify the temporary retirement of food handlers:

- Abdominal pains, diarrhea, fever, nausea and vomiting;
- Angina, cough or runny nose;
- Inflammatory processes of the mouth, eyes and ears;
- Skin lesions, such as rashes, boils, infected wounds.



Main hygiene standards for kitchen personnel:

Before the service:

- Body hygiene – bath or shower
- Mouth and teeth hygiene
- Cleaning and cutting nails
- Clean shave
- Properly arranged hair
- Hand washing



Hands are a major source of food contamination.

They must be clean at all times; fingernails must be kept short and preferable without nail polish.



Rough hands, fissures, cuts or wounds may carry microorganisms and may constitute a danger to consumers if the appropriate precautions are not taken.



If you wear gloves when handling food, these should be kept in good hygienic conditions.



Hand hygiene must be the primary focus in the hygiene education of food handlers.



Personal habits to avoid when handling food:

- Touching/Sticking fingers in mouth, nose, eyes and ears
- Touching hair
- Nail biting
- Smoking
- Eating
- Chewing gum
- Putting hands in pockets
- Handling money, newspapers, etc.
- Coughing or sneezing
- Tasting food seasoning with your fingers



Wash hands:

- Before, during and after each task
- After using the toilet facilities
- After touching the hair, nose or any parts of the body



In general, every time it is necessary to handle utensils in poor hygienic conditions, immediately wash your hands!

How to wash your hands:



1st Wet hands



2nd Lather well, preferably with liquid soap



3rd Brush your nails with your own brush



4th Rinse under running water to remove the soap



5th Dry hands, preferably with paper towels or hand dryer



People who handle food must maintain a high level of personal hygiene and good hygiene habits throughout the working period.

Clothing

The food handler must start his workday with a clean and neat protective clothing/uniform and must ensure that it remains that way for as long as possible, throughout the entire task.



The clothing must be comfortable and suitable for the task:



Properly protect hair with a hat or Toque



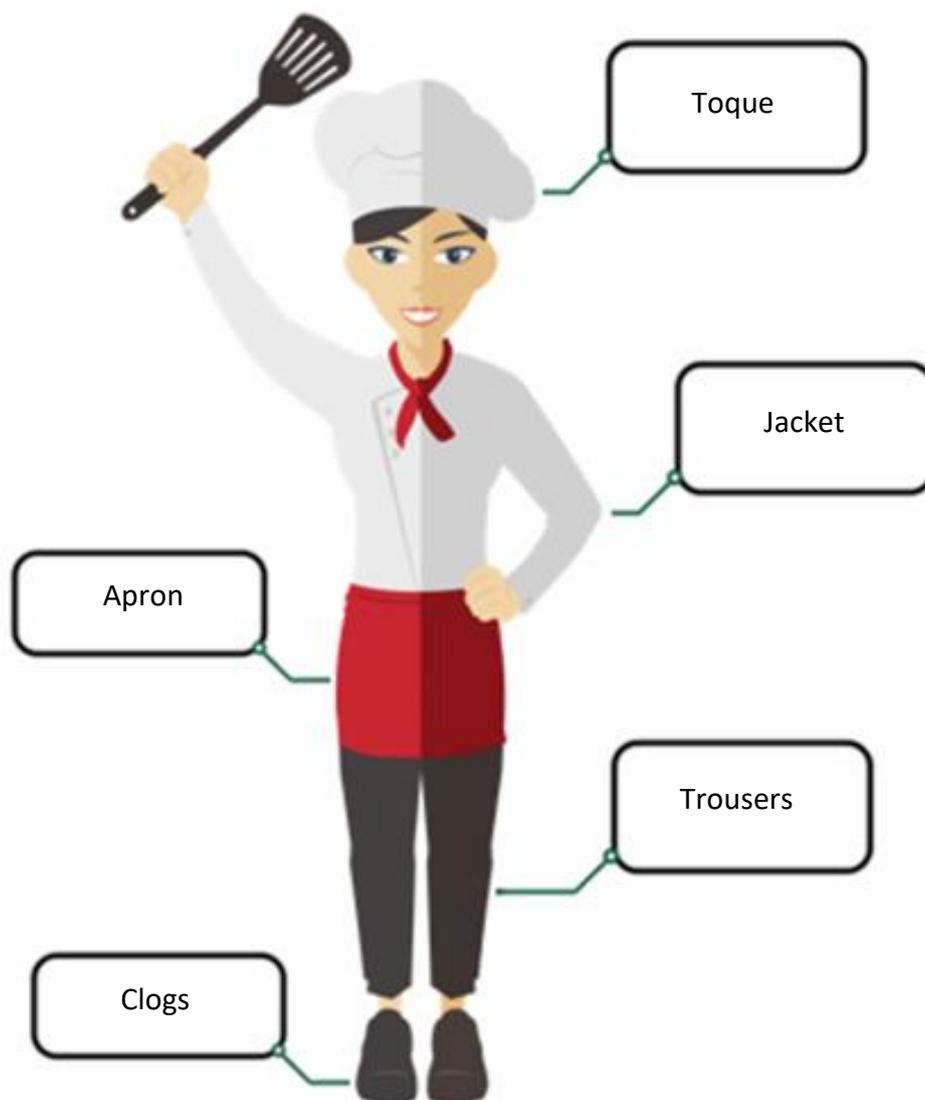
Do not wear wristwatches, rings or bracelets



Wear proper footwear for the function

Kitchen Uniforms: Composition and Care

- The Chef's uniform consists of:
- Toque
- Jacket (preferably white)
- Apron (preferably white)
- Trousers
- Orthopaedic clogs



Toque

Legend has it that the great chef Gréme" was the first to have the idea of replacing the inelegant cotton hat worn by his ancestors with the perfectly ironed and correctly used white toque.

Jacket

As for the jacket, we agree that it follows a classical model. It is invariably white, not only because white is the most noticeable colour, therefore showing dirt more than the others, but also because white is reflective, repelling the heat that cooks are exposed to.

Apron

The apron, also white for that same reason, is normally worn at half leg length, just above the knee.

Trousers

The trousers are usually made of cotton, to facilitate washing, traditionally with a grey-blueish- chess pattern.

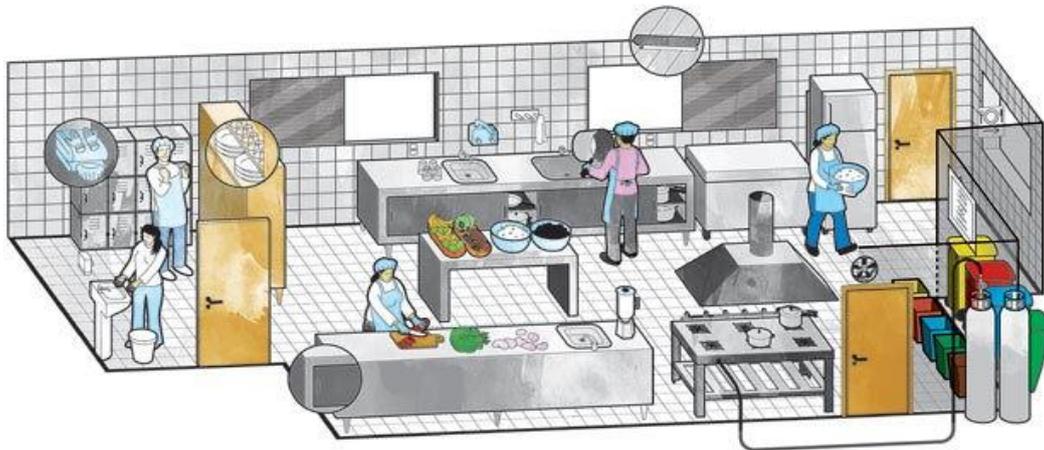
Clogs

Regarding footwear, we must agree that hard-soled clogs are more suitable for the profession. That type of footwear has the great advantage of avoiding burns and humidity, offering greater protection than ordinary shoes, which are less recommendable.

2. Kitchen Organization and Management

Since the kitchen is the heart of the catering industry, it must be well structured and follow a proper operational scheme:

- It should have good working areas, allowing the kitchen professionals to execute their tasks efficiently and without constraints.
- It should be airy, not only due of hygiene-related matters, but also to avoid the concentration of smokes and smells → for this purpose, today's kitchens are equipped with smoke, hot air and smell hood extraction systems, and use a smoke filtering system to not let grease pass through.
- The floor should be resistant, to support the weight of the kitchen equipment.
- The floor covering should be durable, resistant and preferably rough to avoid slippery surfaces.
- The floor should have a slight slope, to facilitate the drainage of spilled water; to that end, drainage grids should be installed in the strategic areas.
- Good, profuse lightning should be installed, avoiding light that may cause fatigue, and be adapted to the colour of the networks.



For it to be functional, the kitchen of a hotel unit must have an area of no less than $\frac{3}{4}$ of the restaurant area. It should be located as close to it as possible, allowing a forward flow of the prepared dishes from the kitchen to the restaurant, and ensuring that meals reach the costumers table while still hot.

The **hot block** should be in the centre of the kitchen's hot zone, allowing workers to easily move and get around. The **Bain-marie and the fryers** should be installed at the top of the hot block, closest to the order wheel as possible, to facilitate the plating process.

The **cold zone** of the kitchen should be separate from the hot zone, to avoid differences in temperature. The **chopping and cold food prep zone** should be far from the restaurant, to prevent and isolate to the greatest extent possible the noises caused by that sector, therefore avoiding disturbing customers during their meals.

The battery and kitchen utensils **washing area** should also be located as further away from the restaurant as possible, to prevent and isolate to the greatest extent possible the noises caused by that sector, therefore avoiding disturbing customers during their meals.



Kitchen Equipment

We can classify the kitchen equipment into the following groups:

- Mobile kitchen equipment.
- Preparation equipment.
- Cooking equipment.
- Refrigeration equipment.
- Washing equipment.
- Kitchen battery (utensils and plating material).

The kitchen equipment is diverse. Nonetheless, there are several indispensable equipment:

Storage area



- Ventilated and easily washable shelves.
- Separated refrigerated chambers for meat, fish, vegetables and greenery, and another for dairy products and eggs.

Preparation zone



- Washing tanks
- Several worktables
- Potato peeling machines
- Vegetable cutting machines
- Bone sawing machines
- Ham cutter machines
- Other universal machines to blend, batter, knead, etc.
- Net drawer for potatoes, onions, among others.

Cooking area



- Stove with gas burners or electrical plates, electric fryers and tippers.
- Tilt pans, bain-marie, refrigerated cabinets, worktables.
- Shelves and iron bars to place and hang kitchen battery.



Essential equipment handling precautions

- Check if wires and electrical outlets are in good condition
- Be cautious when assembling the components to ensure the equipment's perfect functioning
- Follow the instructions for the introduction of edible products in the moving parts of machines.
- Do not work with large and loose clothes that could get stuck in the moving parts of the machine.
- Read the instructions beside each machine on how to use and clean it, as well as the required precautions for its good functioning.

Gas leaks and explosion hazard:

There is an explosion hazard in gas equipment, for that reason, the control keys should only be open when the pilots are lit. Check the proper functioning of the safety valves, in steam appliances, thus avoiding explosion hazards.

Electrocution and intoxication:

There is a danger of electrical shock, therefore, avoid plugging in electrical appliances whose electrical connections are damaged or humid. Periodical technical checks should be carried out on gas appliances, to ensure that the heat emitted by the flames results from a correct gas/air combination, otherwise, there is the risk of hazardous and highly toxic gases.

Kitchen utensils:

Comprise an assortment of numerous shaped accessories or tools that are essential for handling and processing food.

Carving/Meat fork: Is used to turn the meats during the cooking process and to help carve food.



Spatulas: There are different shapes and sizes; they are used for loosening and turning food in pans or in other recipients.



Skimmer spoons and spider strainers: There are different sizes. They are used for skimming foam from broths and removing food from liquids and frying oils in general.



Chinois strainer: Is used for straining soups, creams or sauces. It is usually made of a cone-shaped metal, with either a thin or thicker woven mesh, according to the intended use.



Sieve: Made of metal, plastic or wood, with a mesh of different sizes, ideal for aerating flour.



Colander: A perforated bowl-shaped strainer used to rinse boiled vegetables, drain pasta, or wash vegetables and greenery. They come in different sizes and may have one or two handles.



Egg separator: Round-shaped spoon with strainer or slots. Allows the egg yolk to remain in the spoon while the white is drained.



Wooden/acrylic spoon: They vary in size, according to the intended use. These are used to stir food in the recipients, as well to stir stews and braise.



Ladles: Are used to take food portions or serve foods, such as sauces, gravies and/or soups. They are made of numerous shapes and sizes to best suit the desired functions.



Chef's Knife or kitchen knife:

A cook must have a good set of knives at his disposal to execute any cutting task. The knives must be kept sharp and stored in wooden blocks, so they don't lose their edge.



Cleaver



Cheese knife



Fish knife



Oyster knife



Carving knife



Boning knife



Serrated knife



Knife sharpener (rod)



Knife safety tips:

- Always pick up knives and cutting tools by the handle, thus avoiding accidents;
- Don't leave your knives lying around in the middle of other utensils or covered in food;
- Pass knives and cutting tools to someone by the handle, to ensure that the person takes safe control of the tool;
- After use, wash the knives separately from the other utensils, in a sanitizing solution, to prevent accidents during the washing process.

Kitchen Staff Roles

Within the individual categories, professionals must be endowed with a spirit of self-sacrifice, mutual help and understanding, always respecting the hygiene standards and the assigned work schedules.

Those who occupy lesser responsibility positions must respect their immediate superiors, complying with the guidelines, and only that way they will acquire the required knowledge for their professional training – in a consistent and evolutionary manner.

“You must know how to obey in order to know how to command”

And not only...

It is also necessary to respect and forgive!

The Cook candidate must:

- Have a certain physical strength (work standing and at an accelerated work rate)
- Have sufficient food service experience
- Be polite to everyone (customers, colleagues, superiors and colleagues from other sections)
- Have a good memory (remembering names)
- Self-discipline
- Sense of responsibility.

Head Chef:

- Manages, coordinates and oversees all the kitchen operations, in restaurants, hotels and other similar establishments.
- Develops and contributes to the restaurant's menus design.
- Gives instructions to the kitchen staff on the preparation of dishes, types of garnish and quantities to be served.
- Creates recipes and prepares culinary specialties.
- Monitors the cooks progress, ensuring that the dishes are perfect and in accordance with the establishment requirements.
- Supervises the dishes pick-up, ensuring that they match the orders and that they are perfect from all points of view.
- Is responsible for elaborating the staff menus and for the exemplary confection of the dishes, both at the qualitative and quantitative level.
- Controls the quantity and quality of the goods delivered by the suppliers, and/or purchases supplies according to the company's purchasing system. Controls the quantity and the quality of the goods delivered from other sections, ensuring that the quality of the products meets the expectations.
- Promptly and efficiently calculates the food costs (direct or indirect), considering all the portions value.
- Elaborates the maps, inventories and reports pertaining to his department, and administers and manages the budget to it allocated.
- Collaborates in the acquisition of equipment and utensils, as well as in their implementation and maintenance.
- Manages and maintains order and a strict discipline in the workplace, encouraging good relations among the kitchen staff and the other departments.



Sous Chef:

- Directly assists the Head Chef.
- Takes over the Head Chef duties in his absence.



Rôtisseur (Roast Chef):

- Specializes in roasting meats.
- Specializes in grilling and frying.
- Prepares and cooks all the potatoes destined to be fried.



Entremetier (Vegetable Chef):

- Prepares and cooks all the vegetable dishes, except the fried ones.
- Cooks all the egg dishes.
- Cooks all the Italian pasta dishes.
- Cooks soups and white stocks (in the large kitchens the potager is in charge of making soups)



Poissonnier (Fish Chef):

- Cooks all the fish dishes, except for the fried and grilled ones.
- Cooks all the fish sauces and the “fumet”.
- Cooks the English styled potatoes.
- In smaller establishments he is located near the “Entremetier”.



Saucier (Sauce Chef):

- Cooks and meat stocks and sauces.
- Cooks all the stewed and sautéed meats and poultry.
- Cooks game meat, except the roasted or grilled one.
- In smaller establishments, this position is held by the second head chef.



Garde-Manger (Pantry Chef):

- Prepares all types of meats (cleans, cuts, ties).
- Prepares all types of fishes.
- Cooks cold foods, cold sauces and appetizers.
- Cooks and decorates the cold “Buffet”
- Maintains the pantry stock, according to the needs of the establishment (in the large establishments this function is done by the Froid Boss).
- Distributes food products to other stations during service, as they are ordered by the Chef.



Family Chef:

- Prepares staff’s meals, following the Chef’s instructions.



Tournant (Relief Cook):

- Fills in as needed on all of the stations, when Chefs are on their days off.

Pâtissier (Pastry Chef):

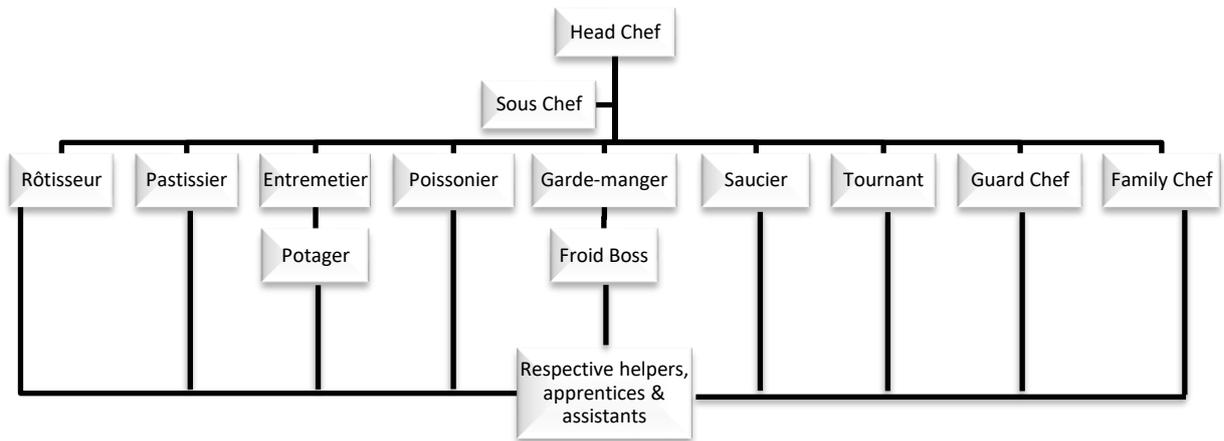
- Prepares the kitchen desserts.
- Bakes goods as pastries, makes and ice creams.
- Bakes events’ cakes.
- Bakes kitchen auxiliary salted pastries/doughs (vol-au-vents/pouf pastry, tartlets, puff pastry flowers, etc.).

Guard Chef:

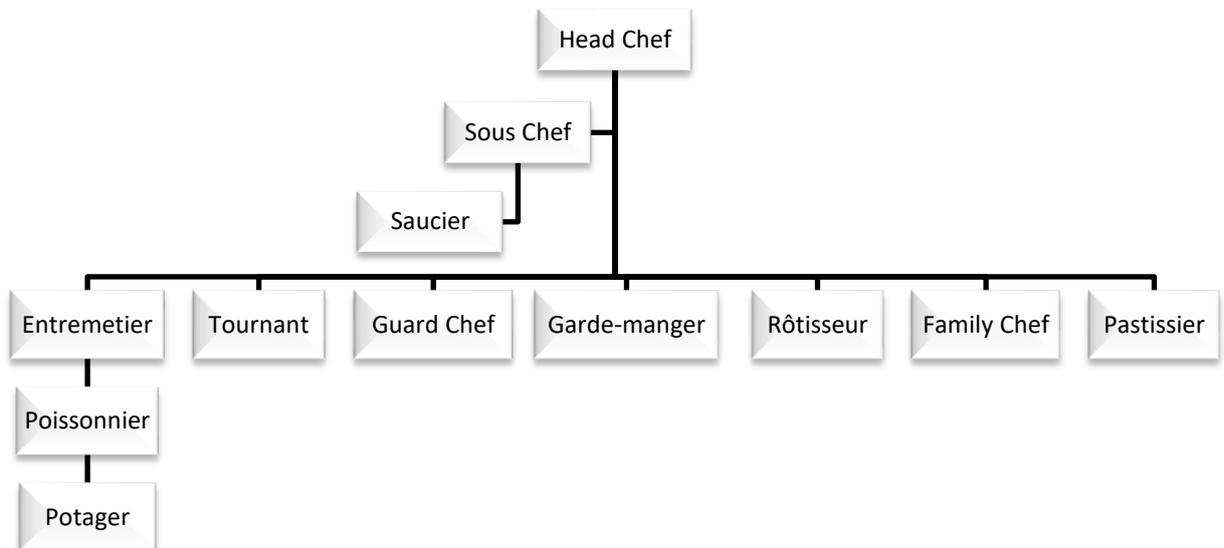
- Works during kitchen off hours.
- Serves meals requested outside normal mealtimes.

Organization Charts of Different Size Kitchens

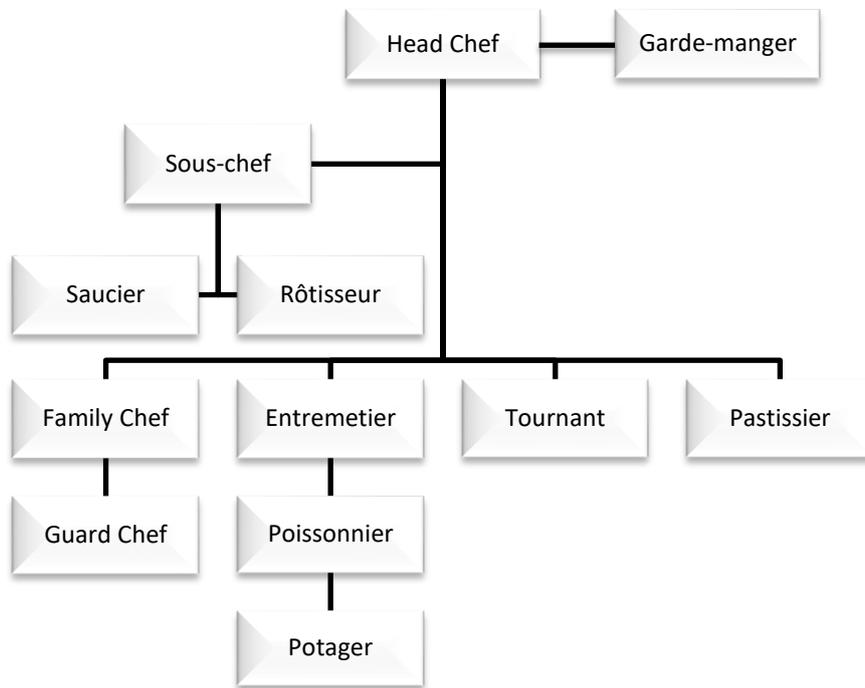
Organizational Chart of a large sized kitchen



Organizational Chart of a medium sized kitchen



Organizational Chart of a small sized kitchen



Articulation of the kitchen with the Support Services



Restaurant comprises a whole set of services aiming at providing meals to their customers, services that are divided into the following areas:

- Dining room
- Bar
- Kitchen e Patisserie (Pastry)
- Scullery
- Cafeteria / Cellar of the Day
- Pantry / Warehouse

In a hotel we can also add:

- Room-Service (meal service in the room)
- Convention Rooms



Mise en Place:

In large-sized kitchens that term refers to a culinary process in which ingredients are prepared and organized before the cooking process begins. Nevertheless, whether in large or small-sized kitchens, it is always important to prepare the auxiliary elements of the dishes to be cooked. When well executed, these procedures make the work easier and faster.



Cooking service:

After the *mise-en-place*, the service proceeds. In other words, cooking the dishes intended for the meals of the day. This work must be done quickly and following the Head Chef's indications and orders.



Wheel or Pass:

The pass is crucial in a commercial kitchen functioning, as it is of utmost importance for the successful operation of each and every kitchen section. For that reason, the Head Chef should have the task of running the pass, given the degree of responsibility that it represents, as that is where all the cooked and plated dishes are placed before reaching the customer. In addition, the person responsible for that task must constantly ensure that the cooked and ready to deliver dishes match the orders, and check the dishes presentation, temperature and quantity. To finalize, the chef will ensure that there are no mistakes or misunderstandings with the wait staff who pick up and deliver the orders, as it may sometimes happen that they pick-up dishes that do not correspond to the indicated table.

3. Hygiene and Safety at Work

The kitchen staff is required to wear an immaculately clean uniform, being the Head Chef or his substitute (in case of absence or impediment) responsible for inspecting this procedure.



Storage of Utensils

The storage of the utensils and shelves must be maintained, so that materials and utensils can be quickly identified when required.

It is the head chef's responsibility to assign the storage areas, and the chef responsible for the sculleries must ensure that everything is stored as assigned, thus training the staff involved in that routine.

The work is facilitated, and the storage, cleaning and visual aspect will be continuous.



Stocks and Storage of Products and Materials

- Stocks must be managed in accordance with the normal consumption of the section.
- The maximum stock must correspond to the average weekly consumption and the minimum stock to a three-day approximate consumption
- Special attention must be paid to the control of stock levels, to avoid keeping or overstocking products that are not consumed for long periods.



Expiry dates

The expiry dates must be checked at the reception of the consumption goods, as a weekly routine in all sectors.



Sanitizing procedure

The sanitization of sculleries, kitchens, restaurant and the related departments must be performed regularly (from monthly to three or four times a year). Eight days before the sanitization, a written notice must be elaborated and distributed to all sectors, and posted at the service entrance, so that the appropriate food storage arrangements can be taken, as well as the staff clothing, to ensure that their lockers are clear.



Waste

The waste containers must be kept in fixed and previously designated locations, always with a plastic bag inside for the easy final contents removal with no touching involved. They should be lidded when not in use. Therefore:

- Keep the waste areas clean;
- Avoid accumulating large quantities of waste;
- Dispose the waste in lidded waste bins;
- Clean and sanitize all the areas where waste is stored, even if for a short period.



Sculleries General Rules

- The sinks must be covered with a rubber protector to avoid damaging the materials.
- The coffee, milk and water machines must be cleaned when the service ends and must be filled and kept with water until the following day to avoid clogging.
- Appliances, such as blenders, squeezers, etc., must be washed every time a new product is processed there, and washed again at the end of each service shift.
- No other products are allowed inside the sorbet freezer.

- The refrigerators must be cleaned once a week; turn them off on Friday, during the last shift, to be cleaned on Saturday, taking that time to also proceed with a general cleaning and with the maintenance of the sculleries.
- Glasses cannot be washed together with cups, plates and platters.
- All the service material must be pre-washed before entering the washing machine. This machine must work at 65°C and 70°C.
- The detergent dispenser must be regulated for a good result both in quality and consumption.
- At the end of each shift, the dish washer must be cleaned and rinsed.

Establishments where tableware is manually washed must comply with the following procedures:

- Remove all the attached dirt and food debris from the tableware that is being washed.
- If possible, use very hot water and the appropriate products.
- Use cleaning supplies in accordance with the instructions received, respecting the quantities.
- The walls and surfaces cleaning cloths must be frequently washed, to avoid sour smells.
- Stack the plates according to their size and type.
- Do not stack glasses on top of each other.
- Place the glasses and plates on a support bench without throwing or piling them.
- Whenever possible, allow the tableware to be aerated
- Silverplated materials must be inspected after the washing procedure and, if needed, must be cleaned again to enhance the shininess.

Storage of material in the sculleries

The storage of service material must be meticulous and complying with the following procedures:

- Pots stored per capacity in appropriate place, lined up, not piled up.
- Plates stacked up to a maximum of 20 units.
- Cups lined up in shelves, never stacked nor inside one another.
- Cutlery separated by type, stored in drawers properly lined with felt.
- Wicker baskets stacked by size and shape and with no signs of damage.
- Cruets must be always clean, filled and with standard lids.

- Cups properly lined up, stacked to a maximum of three units.
- Saucers near the cups, stacked to a maximum of 15 per stack.
- Well-arranged and polished Ice buckets, never stacked inside one another not to scratch or dent.

Cleaning the Sculleries



Cleaning the workstations must be a flawless and continuous process. After each shift, an extensive cleaning of the scullery must be done, including machinery and other equipment. All the attached dirt and debris must be removed from equipment and service areas. Making use of hot water and the appropriate cleaning supplies, clean all counters, surfaces, shelves, washbasins, walls and tiles.

Organization of Chambers, Refrigerators and Freezers

The storage of products in the chambers, refrigerators and freezers may not in any circumstance be done in aluminium or metal containers, in wooden cases or cardboard boxes.

- Only plastic containers must be used for that purpose
- Plastic containers of various sizes must always be available in the scullery to store, preserve and transport products.
- Food prepared in advance cannot be unprotected and uncovered.
- Stacking lidless containers on top of each other is not allowed.
- Minced meat cannot be kept for more than 24 hours; it must be minced when required for immediate consumption.
- Dairy products must be in a specific location, next to the cold products.
- Fish and crustaceans should have their own freezer.
- Birds should be kept separate from other meats, to prevent the transmission of salmonella.



Cleaning the Chambers, Refrigerators and Freezers

Regardless of the day-to-day servicing, it is advisable that, once a week, and on a day assigned by the head chef, an extensive cleaning of the refrigerated chambers is made, that should include washing them and checking the conditions of the products there stored. The same procedure should be applied to the existing freezers.



Maintenance

The head chef must make the arrangements to provide maintenance, whenever necessary, and must supervise the handling and functioning of the equipment used in his section.

A preventive maintenance schedule must be established both by the head chef and the maintenance chef.



Fire Prevention

Many of the fires originate in the A&B [Food and Beverages] areas, mainly in kitchens and sculleries.

They are the result of negligence, lack of care or lack of attention regarding the possible causes of fire.

Some of the elements that may start a fire are:

- Plastic or cardboard packages stored near the sources of heat;
- Large quantities of flammable oil and grease;
- Excess of grease on extractor hoods and stoves;
- Lit stove burners;
- Worn or bare wires;
- Cigarette butts.



Most of the fires may be prevented with the following recommendations:

- Be careful when lighting gas burners or spirit burners, and when handling alcohol.
- Turn off equipment and burners that are not in use;
- Check electrical panels and detect faulty wires;
- Remove flammable materials from heat areas;
- Report the existence of faulty wires;
- Turn off damaged equipment or electrical connections;
- Place ashtrays in well distributed areas;
- Do not overload electrical circuits;
- Smoke only in the designated areas.



Tips to Prevent Accidents

- Do not obstruct fire escape routes or walkways with boxes or similar items;
- Do not store flammable products near electrical panels or boiler plants;
- Do not leave spilled liquids or grease on the floor without cleaning;
- Do not store or stack paper, plastic or cardboard in the work areas;
- Handle knives, bottles or very hot liquids with care;
- Open swing doors with your hands;
- Do not overload containers or trays;
- Smoke only in the designated areas;
- Avoid running.



First Aid

A first aid kit should be available in the kitchen area and scullery. First aid must be administered to anyone, from the sector or not. But that requires knowledge, besides good will!

Everyone may need that knowledge. Even at home or to aid the neighbours.

The knowledge of what can be done, how far to go and how to avoid problems is very important.

4. Cooking Soups, Consommés and Broths

Up until a few years ago, soup not only was mandatory in meals, as it was considered its main element. For many low-income families this was, on many occasions, the only hot dish of the meal. However, due to its nutritious richness and low caloric value, it should be mandatory in the meals of those wishing to stay healthy.

Soups

Regardless of the region where it is consumed, soup is rich in vitamins, minerals and high in fibre, it always has a base consisting mostly of water, flour-based products and vegetables.

According to the ingredients and their method of preparation, they may be classified and divided in two main groups:

1. Passed or clear soups are simple, creamy, clear and transparent soups. The famous consommé belongs to this group.
2. Unpassed or thick soups are made with vegetable purees or filled with chopped ingredients, mixed together with heavy cream, butter and/or egg yolk.

Basic elements of a soup:

Bases: liquid element, from which the flavour, colour and clearness partially derive, is the basic element of all soups.

Thickeners: to thicken the soups and turn them into cream soups, certain natural products are used, such as flour, heavy cream, purees, egg yolk, etc.

Aromatics: used in most of the soups, aims at changing or intensifying the flavour.



Consommés

The consommé, a culinary term inherited from the French cuisine, is a juicy and transparent veal, beef, chicken, poultry or fish broth reduced by simmering, which is usually served at the start of a meal, and it is grease free.

Its basic composition is very similar to that of the soup bases, and the quantity is determined by its thorough cooking process and balanced use of the ingredients. The Consommé can be served either cold or hot, can be garnished, and can also be slightly thickened and flavoured with a wine.

Method of preparation:

In a clean saucepan place the grease free broth, adding veal or chicken meat and vegetables, salt and a few grains of black pepper. Add the slightly whisked egg whites and bring to a boil, whisking regularly until it starts to foam. When the foam is firm and covering the broth, stop whisking. Lower the heat and let it simmer for about 20 to 30 minutes.

Place a clean cheesecloth dipped in cold sudsy water over the container. Using a strainer, strain the liquid through the cloth. Using gelatine is important. Soak the gelatine in cold water. When it becomes soft, dissolve it on gentle heat, without letting it boil. Next, bring the consommé to a boil, adding the gelatine when it is transparent, carefully mix it in the consommé.

Serve hot or let it cool down till it is set.



Broths

The broths are grease free culinary preparations, whose taste and nutritious value depend on the chosen ingredients. Sometimes, certain already cooked ingredients can be used, although raw products are recommended, as they add more flavour and quality to the broth.

Broths Reduction Process:

The reduction is a process that aims at adding a depth of flavour to the base or broth by simmering it until a desired flavour and concentration are reached. During the simmering process the foam formed on the surface must be removed. The simmered broth gives soups and sauces a particularly succulent and enhanced flavour. It is also important to know that the broth can be reduced according to the desired concentration, sometimes even turning into a gelatine. The reduced broth must be kept in the fridge for a period never longer than a week.

Depending on their ingredients, broths can be divided in:

- Meat Broth
- Fish Broth
- Vegetable Broth
- Seafood Broth



Meat Broth

White Meat Broths: obtained from boiling carcasses, bones and veal, chicken or game meat. A very simple process follows, consisting of boiling the meats in water for its preparation.

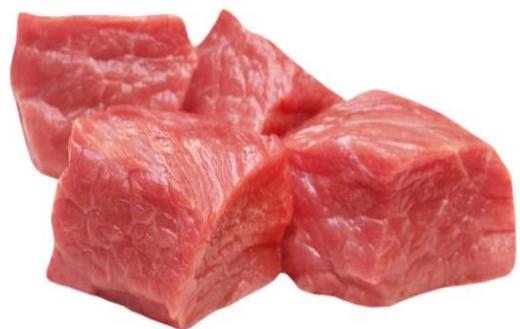
During this process, it is very important to remove the foam with a skimmer spoon or spoon. After simmering for 2-3 hours, they are removed from the heat and strained with a strainer covered with a cotton cloth.

Red Meat Broths: for the preparation of a red broth, one must first clean the bones, put them in a tray and let them sear in a hot oven. When a browned crust is formed, simmer them for 2-3 hours. This broth has a stronger flavour than the white broth and presents a brownish colour.

Poultry or Game Broth: to produce these broths preferably use raw bones, with or without meat and giblets, excluding the liver. Poultry carcasses may also be used but avoiding the skin and fat.

Method of preparation:

Cut the bones and carcasses and place them in a big saucepan, together with chopped onions, carrots, celery and leek. The poultry and game carcasses produce a dark broth. Cover the ingredients with water and let them simmer on the lidded saucepan for around 3 hours, removing the foam whenever necessary. Add a sprig of fresh herbs, such as rosemary and tarragon, which add a very nice flavour to the poultry broths. Strain and let it cool down, keep it in the fridge until the fat sets and degreases.



Fish Broths

These kinds of broths are more delicate than the others, as cooking them for longer than 25 minutes may give them an overly bitter tasting. If the intention is to reduce the broth, then the liquid must be strained before it keeps simmering.

White and gelatinous fishes, especially the flatfishes produce better broths. The best ones are the sole fish, flounder, fresh cod, turbot, roosterfish and grouper.

It is recommended that the heads, bones and tails are well cleaned and included in the production of fish broths. Prawn, lobster and crabs' shells and heads are great for confer a sweet flavour and pleasant colour. Fish broths have a greyish colour, which can be altered with the addition of onion peel, carrots, tomatoes and sometimes orange and lemon juice.

Method of preparation:

Put fish scraps in a saucepan, together with onions, carrots, a sprig of aromatic herbs, lemon juice and some grains of pepper. Add water and white wine. Let it boil first, and then simmer for 20 to 25 minutes, removing the foam when necessary. Strain the broth with a strainer and a cotton cloth.

Fish Broths Use:

As a fish soup base, may be used as a thin liquid, in which fishes and seafood can be quickly cooked before serving. The broth can be thickened with a little bit of flour, with a lot of heavy cream, to obtain a creamy soup. To obtain a transparent soup, straining it again with a thin and clean cloth and a chinois strainer will be sufficient. A soup will be obtained by adding breadcrumbs, potatoes or pureed boiled vegetables to a fish broth. To create a fish sauce and serve it with boiled or steamed fish dishes, just add heavy cream to the reduced fish broth, let it boil for 1 to 2 minutes. The strained fish broth may be turned into gelatine, to which prawns and fresh herbs are added.



Vegetable Broths:

This is a contemporary type of broth, as the eating habits of our society rely on choosing healthy foods. The vegetable broths may be used in all types of vegetable soups and sauces.

Most of the fresh vegetables are used in the production of these broths: kale, leek, spinaches, carrots, tomatoes, celery, red pepper, onions and beetroot. Vegetables must be boiled till they are soft and then be discarded, as all the nutritional qualities are retained in the broth during the cooking process.

Vegetable Broths Use:

Vegetable broths are recommended in the cooking of soups and sauces, as well as to cook vegetables, chicken or stewed and braised meats.

All types of pureed vegetables (use the colander for softer purees) and dried vegetables can be used to thicken a vegetable soup.

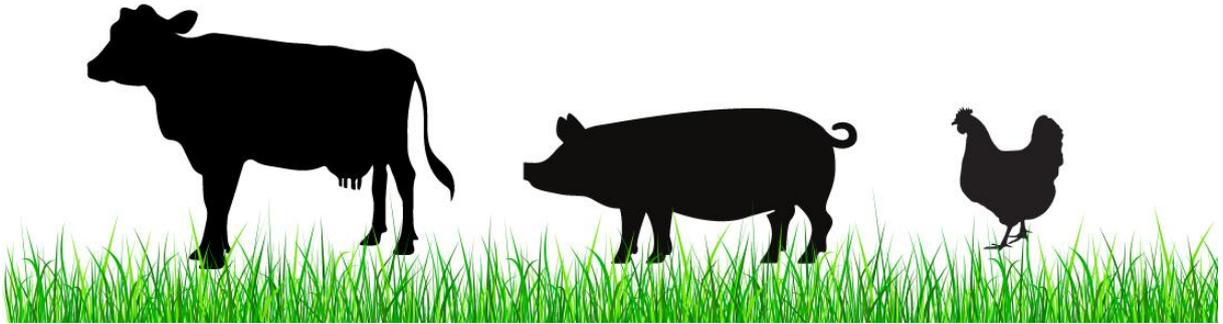
The not thickened vegetable broth is ideal for soups like minestrone soup, with roughly chopped vegetables and slightly cooked pasta.

To produce a simple sauce, reduce the broth to intensify the flavour and thicken it with heavy cream, a little bit of corn flour or a thin vegetable puree.

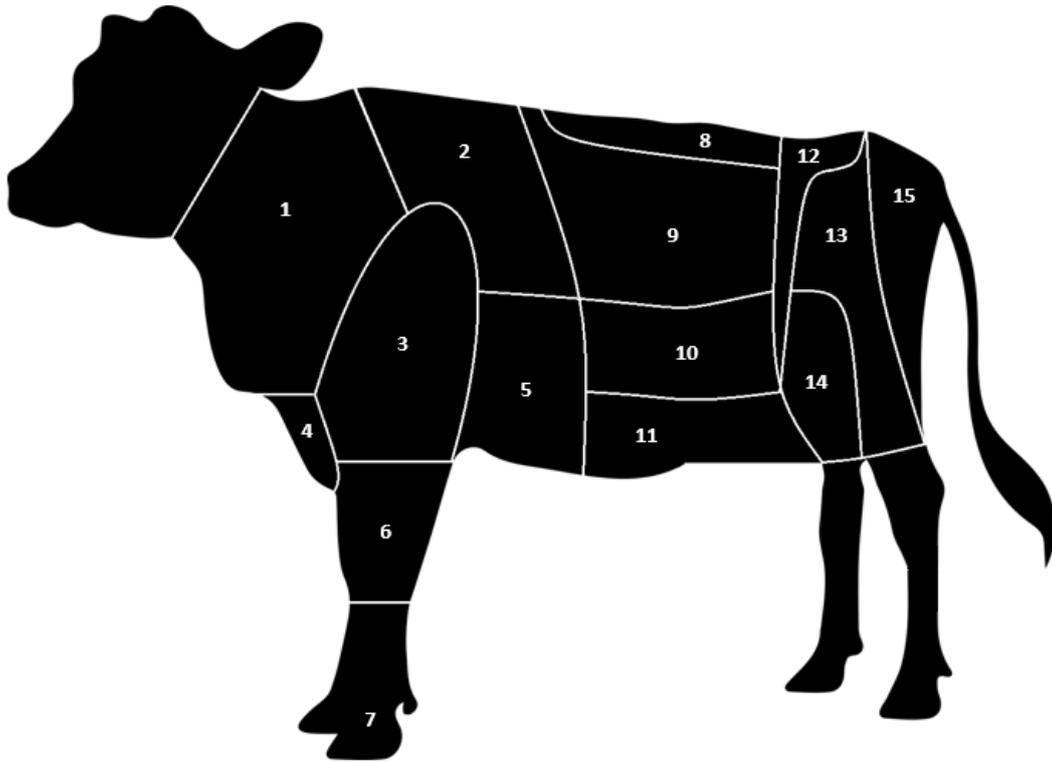
The strained vegetable broths may be used to make gelatine, to which eggs, herbs and vegetables may be added.



5. Cooking Meat Dishes



Beef Meat Cutting Techniques



- | | | | | |
|-----------|----------|----------------|-----------------|-------------|
| 1. Neck | 2. Chuck | 3. Shoulder | 4. Thick rib | 5. Brisket |
| 6. Shin | 7. Foot | 8. Sirloin | 9. Tenderloin | 10. Flank |
| 11. Flank | 12. Rump | 13. Silverside | 14. Thick flank | 15. Topside |

Tenderloin

Is the tenderest part of the beef. Located under the ribs, this muscle works very little, which gives it its soft texture. Weighs between 2,5kg and 4kg, according to the size of the animal. The gross weight to be served per person must be between 180g and 200g.

Preparation:

1st Trim the upper part of the tenderloin

Place the tenderloin piece in front of you with the head turned to the top of the board. Remove the connective tissue (flat membrane attached to the meat that is similar to the tendons), stretching it with the left hand and holding the knife faced up.



2nd Remove the muscle

Detach the muscle from the tenderloin piece (lateral side of the loin).



3rd Trim the tenderloin

Turn the tenderloin over and thoroughly remove all the fat. The meat is ready to be cooked (as a whole piece of cut).



Beef Chop

It is preferably cut from the upper part of the ribs of a cow. It is generally served to 4 people and has an average weight of 1,2kg to 1,5kg.

Preparation:

1st Remove the fat

Trim the chop, removing the excess of fat.



2nd Separate the vertebra

Place the knife along the bone of the vertebra and detach the meat up to the base of the chop.



3rd Remove the backbone

With the butcher's saw, saw the bone on the diagonal to detach the backbone. Remove any marrow remains.



4th Trim the Beef Chop

From the top, cut 3-4cms of the rib cut meat and carefully detach the edge of the bone.



Flank meat

The flank meat is in the back of the cow. Corresponds to the top of the boneless spine. The gross weight of flank meat served per person is between 175g and 200grs.

Preparation:

1st Trim the top

Remove all the fatty skin covering the back of the meat.



2nd Remove the nerves

Gently place the knife's blade between the "nerves" and the muscle. Remove the nerves without cutting the meat.



3rd Remove the muscle

Detach the large tendon from the fleshy side of the flank, pulling it out as you cut it little by little.

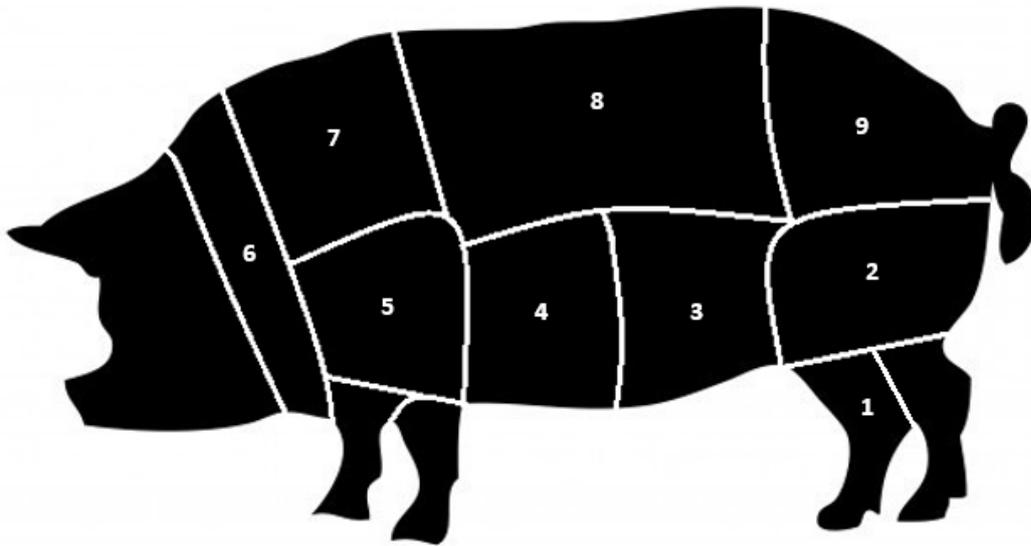


4th Trim the bottom part

Turn the meat over and remove the nerves, the fat and the parts located between the ribs.



Pork Meat Cutting Techniques



- | | | | | |
|---------|-------------------|----------|---------------|-----------------|
| 1. Hock | 2. Ham | 3. Belly | 4. Spare ribs | 5. Arm shoulder |
| 6. Neck | 7. Blade shoulder | 8. Loin | 9. Sirloin | |

Pork Carré

Composed of 5 primary ribs and 3 secondary ribs, weighting between 2,4kg and 3kg. The gross weight per person is between 225gs and 250grs.

Preparation:

1st Trim the Fat and the Back Nerve

Remove all the fat from the top (if needed) and the back nerve, pulling the knife towards you.



2nd Scrap the bones

Cut at least 2cm of the skin covering the edge of the ribs. Detach the meat around the bones to free the top part of the ribs and cut all the detached meat.



3rd Break the Vertebra apart

Pass the knife between each vertebra, breaking them apart by moving from left to right.



4th Separate the Ribs

Place the tip of the knife on the base of each rib and separate them from the backbone.



5th Detach the backbone and remove the vertebra

Detach the spinal bone and cut the meat along the vertebra bones.

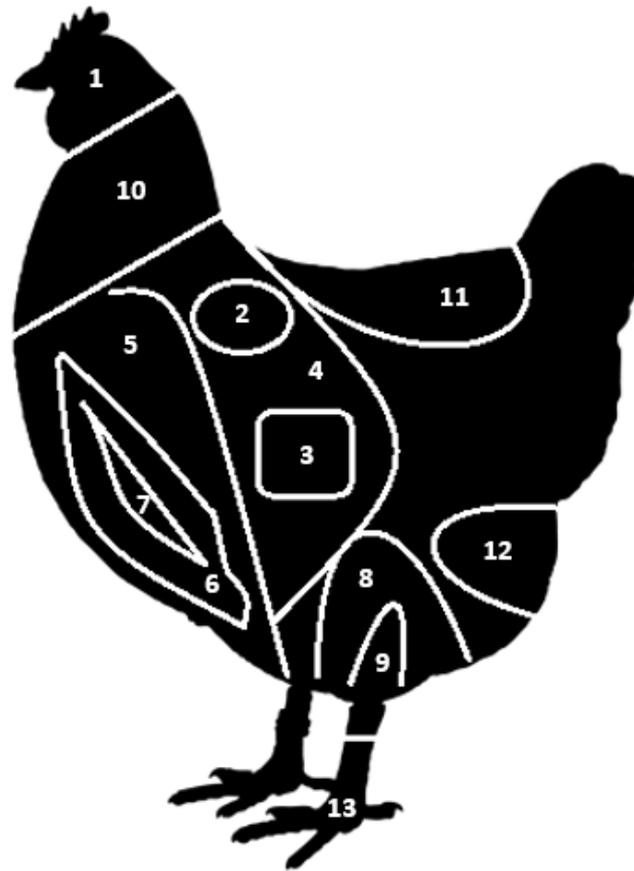


6th Tie the Carré

Tie the Carré, slightly tying each chop.



Chicken Meat Cutting Techniques



- | | | | | |
|------------------|-----------------|-------------------|--------------|-----------|
| 1. Head | 2. Drumette | 3. Mid-joint wing | 4. Wing | 5. Breast |
| 6. Breast fillet | 7. Inner fillet | 8. Thigh | 9. Drumstick | 10. Neck |
| 11. Back | 12. Tail | 13. Feet | | |

Clean the Chicken

Preparation:

1st Trim the chicken wings

Remove the tips of the wings and place them in previously prepared tray.



2nd Trim and Remove the Neck, Head and Tail

Keep the bird on its chest and head facing you. Cut the neck skin lengthwise and the neck close to the base, at the backbone level. Then remove the chicken's head and tail and place them in a pre-designated food waste tray.



3rd Remove the viscera, gizzards and the entrails

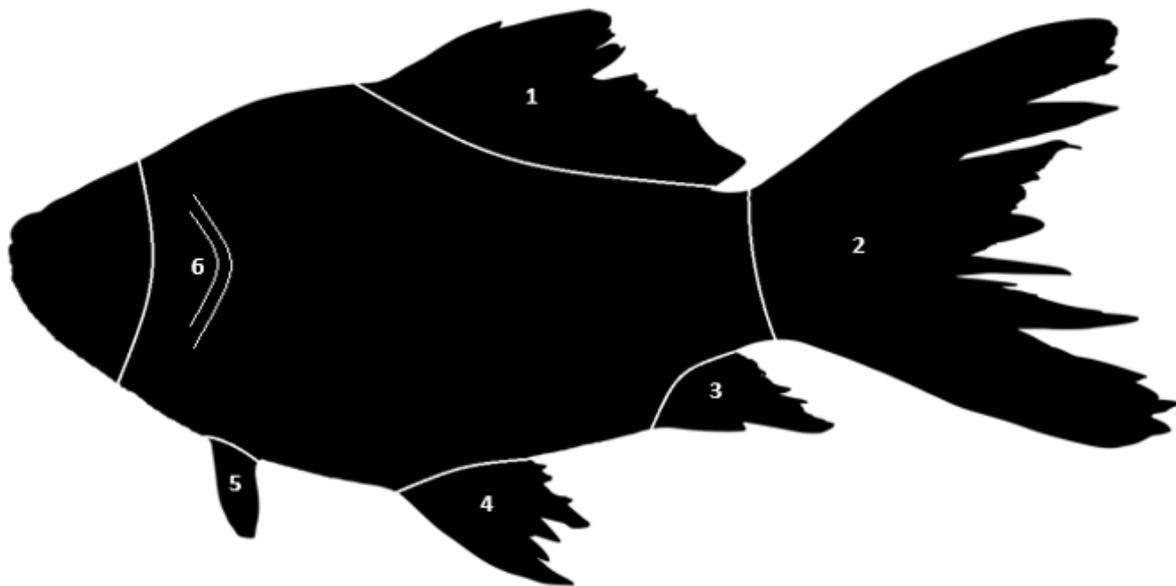
Remove the chicken viscera, gizzards and the entrails.



6.Preparing Fish Dishes



Fish Cutting Techniques



1. Dorsal fin

2. Caudal fin

3. Anal fin

4. Pelvic fin

5. Pectoral fin

6. Operculum

Clean a whole fish

1st Remove the caudal fins and tails

Start from the tail to the head and remove all the caudal fins and barbels with the aid of a set of kitchen scissors. Pay attention to thorny rays and poisonous bones, which may be dangerous.



2nd Carefully remove the tail fins with scissors

Start from the fish tail to the head and carefully remove the tail fin with the scissors.



3rd Scale the fish

Firmly hold the fish by the tail, remove all the scales with the aid of an appropriate knife and wash the fish.



4th Remove the gills

Lift the gill covers (operculum) and detach and pull the gills with the aid of a knife.



5th Remove the fish guts

Make a 2cm to 3cm long incision, from the tail to the head, in the middle part of the fish. Remove all the guts and fully clean the fish.



Prepare fish with medium-sized fishes (Trout or Red Mullet)

1st Dry the fish

Gently dry the fish with absorbent paper.



2nd Position the fish on the board

Position the fish on top of a cutting board with the tail facing yourself and the backbone facing the right side.



3rd Stretch the skin

Put your left hand on top of the fish and stretch the skin well at the backbone level.



4th Make a full-length incision

Make a full-length incision 1mm to 2mm above the backbone and gently separate the fillet. Get around the fish head as much as possible not to leave fish meat where the fillet is thicker.



5th Turn the fish over

Turn the fish over. Make a 1mm to 2mm incision above the backbone along the entire length of the fillet, and carefully detach it not to leave traces of meat in the backbone.

Delicately put the knife's blade between the nerves and the muscle, removing them without cutting the meat.



Prepare fish fillets with big fishes (Bass, Salmon, Hake)

1st Place the fish

Place the previously dried fish on the cutting board with the tail facing yourself and the backbone facing the right side.



2nd Stretch the fish tightly

Put your flattened hand on top of the fish.



3rd Start separating the fish from the bone

Make an incision above and underneath the backbone, to separate them.



4th Separate the backbone

Slightly lift the edge of the sliced fillet and introduce the knife's back above the backbone.



5th Finalize the cut

As you get to the end of the fish, get around the fish head not to ruin the cut.



6th Remove the backbone

Do not turn the fish over. In that moment, slightly lift the backbone, separating it from the fillet and follow the same instructions as the previous fillet procedure.



7th Remove the fillets skin

With the skin facing down in the cutting board, remove the fillets skin. Hold the fillet by the skin and carefully let the knife slide between the fillet meat and the skin.



7.Preparing Vegetables



Vegetables are a source of micronutrients (vitamins and minerals) and macronutrients, which are essential for a balanced diet. For that reason, and thanks to their lower costs, do abuse of vegetables in your dishes, and you will see that they will add richness and unique flavours to your recipes!

Vegetable Cutting Utensils



Chopping board



Mandolin



Peeler



Alveolos knife



Peeling knife



Corrugator



Parisian spoon

Vegetables Cutting Techniques

Mince

With a suitable knife, reduce the vegetables to very small fragments (for big quantities, use a vegetable mincer with a tank and appropriate blade). Used as an aromatic garnish or seasoning for several fillings, salads or as stew bases.



Macedoine

A large but longer dice. Follow the dicing procedure but make them a bit longer. A vegetable cutting technique that is often used in pot dishes or stews.



Brunoise

Cut the vegetables in large strips, overlapping them and dicing them in regularized 4mm to 5mm width dices. Perfect to sauté in butter, as they have fast cooking times and work very well as filling of various dishes. They may also be used to garnish soups, creams, veloutés (velvet soups) and consommés, or simply as raw vegetables in compound salads or to garnish main dishes.



Garden Stew

Medium-sized dices with 2cm on the side, and generally used in salads. These are used to prepare a Russian Salad base or to puree.



Slice

Slice the vegetables circularly. Place the vegetable on the cutting board sideways and use an appropriate knife to cut regular slices of 2m to 3mm. Separate all the rings.



Dice

Dices may range between small 0,6cm x 0,6cm, medium 1cm x 1cm and big 2cm x 2cm dices. Dicing the vegetables may be a practical way of preparing vegetables for soups or purees, as it reduces the vegetables cooking time and makes your work easier.



Julienne

It is a versatile way of cutting vegetables thinner than a sticks/toothpick. Consists of cutting vegetables into long and thin strips. Use as appetizers, to garnish soups (creams, veloutés), consommés or fish sauces. It can also be used to garnish fish stews, stews and others.

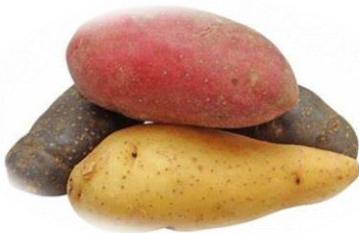


Paysanne

Cutting vegetables paysanne-style is to slice them following irregular shapes, but with similar sizes. Overlap the strips and dice them in 1cm dices. Ideal for Farmer's Soup or to garnish fumet or fish bases.



Potatoes Cutting Techniques



The potato is a very important ingredient in the traditional cuisine, as such, it is present in the various Portuguese dishes, and is either boiled, fried or gratinated. For that reason, it is important to dominate the potato's basic cutting and preparation techniques.

Angel Hair

Start by laminating the potatoes lengthwise using a mandolin. Overlap the obtained pieces and laminate them with an appropriate knife, until you obtain a very thin potato. Fry in pre-heated oil at 160-165°C, by adding small quantities at a time.



Straw

Drain the potatoes and cut them into regular 1,5mm to 2mm sticks using a mandolin. It is a thinner cut than the angel hair potato. The straw potato is used in traditional Portuguese dishes, as the Bacalhau à Brás (cod fish) or even in the preparation of dishes as the Dauphinoise potatoes and grated and sautéed potatoes.



Pont Neuf (Parisian Fried Potatoes)

Choose the largest potatoes and cut the edges to form a rectangular parallelepiped cut. Cut them in 1cm thick slices. Overlap two or three slices and dice them in 1cm thick sticks.

This is a thick-cut technique. They should be twice cooked: first, to cook them, secondly, to reach the desired colour.



Dices (pommes bataille)

Cut the potatoes in two pieces and dice them in cubes of 2cm edgewise. This potato cut is very used in stews and pan dishes.



Sticks

Medium-sized dices of 2cm edgewise, often used in cold salads. It is the most common cut for fries. A great combination for dishes with sauces.



Matchsticks

Choose the long and regular-sized potatoes. Cut the ends of the potato to obtain a stable base to work the potato in the cutting board. Dice in parallelepiped-shaped cuts with a 3mm to 4mm thickness. The mignonette potatoes follow the same instructions, although they are diced in shorter 5mm thick sticks.



Laced

Add the potato in the mandolin and hold it firmly with the palm of your hand and with your fingers slightly raised. While cutting the potato in the fluted blade, give it a lace shape, making it whirl $\frac{1}{4}$ back between each cut. Fry them in small quantities. Try frying several slices inside a wire basket, to create lace-shaped potato baskets, which are great for creative appetizers.



Chips

Trim and round (moderately) the potatoes in a cylinder-shape. Cut thin and regular-shaped slices in the mandolin. It is a good variation. Choose to not always serve stick-shaped fries and make very thin homemade potato chips.



Noisettes

Also known as Parisian Potatoes. It is a small balls shaped cut made with an appropriate spoon, which is mostly used in the preparation of Melon or cantaloupe. They are great starters and appetizers. Serve the Noisettes with Mustard sauce, BBQ sauce or potato sauce.

**Wedges**

It is a rustic way of cutting the potato in the shape of small boats. Like the Chips, these are a good variation to the typical potato sticks. Sprinkle them with oregano and salt, and it is ready to serve!



8.Preparing Desserts



Today, pastry has a prominent space in the world cuisine, as it refers to the art of providing enchantment and delight moments to sweets lovers!

The good quality of the sweets to be prepared depends on the correct handling of the pastry, considering the weight and measures. This factor is extremely important, as a few grams more or less may completely alter the process. The pastry professional, even if he has a lot of practice, must measure and count all the ingredients that are part of a pastry recipe.

Pastry Staff



The pastry staff owns the designation of “Brigade”. Each brigade must be formed according to the needs and existing availabilities, to the type of establishment, and follows a hierarchy traditionally comprised of the following positions:

Pastry Chef

Is the person who plans the day-to-day operations, distributes, coordinates and oversees all the tasks and work stages of the section, intervening when necessary. He is in charge of requesting supplies (raw materials and other products) and ensure their preservation. Develops new recipes and collaborates in the preparation of the dessert menus and lists. Keeps up with the inventory and the raw materials stocks.



Boulangier (1st Baker)

Is responsible for breads, cakes and pastries, keeps track of the temperatures and the precise cooking times. Runs the machines, following the chef's instructions regarding all operations, and replacing him in his absence. Collaborates, within his sphere of expertise, in all the pastry works.



Confectioner (2nd Baker)

Is the person who operates the oven, and regardless of his area, assists the 1st Baker in the exercise of his functions, replacing him in his absence or impediments. Prepares desserts and collaborates, within his sphere of expertise, in all the pastry works.



Pastry Assistant

Assists the confectioner and is responsible for transporting and storing all the material requested by the section.

He Is in charge of cleaning and tidying-up all the Pastry section.



Dessert Utensils

- Strainers (chinois strainer);
- Pots;
- Casserole pans;
- Pans.



- Stainless steel pastry rings;
- Gravy boats;
- Skimmer spoons;
- Ladle;
- Saucepans;
- Egg threads funnel.



- Cutters;
- Hand whisk, mixers;
- Nozzles;
- Moulds;
- Rolling pin;
- Sweet fritter moulds.



- Siphon;
- Croissants roller;
- Grater;
- Hob Lace Wheel;
- Spatula;
- Pit removers;
- Scissors;
- Brushes;
- Polyethylene spoon.



- Cuvettes;
- Cups;
- Ice cream scoops;
- Ice cream spatulas.



Key Ingredients in the Dessert Making



Chocolate

Originally from Latin America, it arrived in Europe right after Hernan conquered Mexico, in 1519, where it became popular in the XVII and XVIII centuries. Produced along the equatorial line, this food product is obtained through the cocoa bean fermentation process. After grinding, and following the proportionate addition of other elements, different types of chocolates are obtained. Appreciated worldwide, the chocolate is mainly available on the market as powdered chocolate, bars, chips or in liquid form. In addition to being consumed in its pure state, it is also an excellent ingredient in numerous pastry delicacies, as cakes (cookies, tarts, etc.), chocolate mousses, ice creams and other sweets.

Dark Chocolate:

Serves as the base for numerous desserts. Has a deep brown colour and a bitter flavour.



Milk Chocolate:

It is obtained by adding sugar and powdered milk to the cocoa mass. The content of cocoa is between 30% and 40%.



White Chocolate:

It is not technically chocolate. Launched already in the XX century, it is obtained from the addition of sugar, powdered milk and cocoa butter. It is heat-sensitive and hard to work with.



Sugar

Brow sugar: Refined sugar, also classified as light and dark brown sugar.



Flavoured Sugar: Sugar with added extracts, such as vanilla extract, for example.



Crystallized Sugar: It is a granulated sugar presented with thinner crystals, and it mostly used in jams, fruit pastes and in the decoration of cakes.



Molasses sugar: Is a non-refined dark Brown sugar with a high percentage of molasses.



Demerara sugar: It originates from Guyana, consists of large grains, and is slightly sticky.



Granulated Sugar: Is the most used type of sugar in pastries. It is also used to make flavoured sugars.



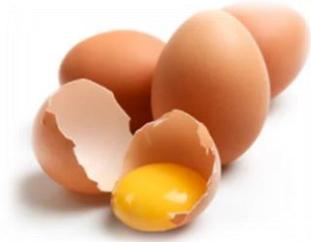
Muscovado sugar: Can be either light or dark. Has less flavour than the molasses sugar.



Powdered/Icing sugar: Granulated sugar, very well grinded, reduced to an impalpable powder, added with 3% of starch to avoid the formation of sugar stones, is used to sprinkle, decorate and covering sweets. It is very used in a Pastries.



Eggs



Grade A

The eggs belonging to this grade must present a normal, clean and intact shell and cuticle. They must not be washed or cleaned before and after being graded, nor subject to any kind of treatment or refrigeration below the 5 °C.

Grade B

Are considered grade B eggs all the eggs that do not meet the required conditions of grade A eggs. The eggs belonging to this grade may only be referred to industry.

Dairy products



Pasteurized milk or fresh milk: is heated at a temperature of 73 °C/76 °C for 15 seconds.

Ultra-pasteurized milk (UP): is heated at a temperature of 145 °C for 2 to 4 seconds.

Sterilised milk: is heated at a temperature of 120 °C/130 °C for a longer period.

Condensed milk: produced from the partial evaporation of the milk's water, with the addition of sugar.

Powdered milk: produced from the partial evaporation of the milk's water. The milk can be used and consumed in its natural form, in the preparation of cafeteria beverages and in kitchen and pastry preparations (cakes, ice creams, etc.).

Restaurant Desserts

Spoon sweets: are normally presented as a creamy or thick liquid, served in cups or similar glassware that retain the cream. They may also be presented as a garnish with fruits, cookies, biscuits, etc.



Pies: The pies allow a wide variety of uses, as it results from the combination of a pastry crust with a cream or filling. After applying the crust in a pie mould, a raw or pre-cooked filling is added and is oven ready. After cooking, the pie can be finalized in numerous ways, according to the intended result.



Cakes: Cakes are presented as a pastry batter with very specific characteristics, ingredients and cooking times, according to their origins and desired result. The ingredients are all combined in a bowl and are then baked in the oven. They may be presented simple or filled with creams, sugar syrups, fruits, etc.



Tarts: Again, a pastry batter similar to a cream is added. In this case, this batter will have a specific application: thin layers of batter are added in trays, always with baking paper or any of similar type in them.



Semifreddo/Cheesecakes: The semifreddo/cheesecakes result from the combination of dairy products (milk, heavy cream, cream cheese, etc....) with fruits (strawberries, mango, etc..) or flavouring agents (beverages, essences, fruit syrups, etc.) aggregated or solidified with gelatine thickener, through the prolonged exposure to cold temperatures.



Parfaits: Follow the same procedure of the cheesecake, except in the solidification process. Instead using thickener or gelatine, sugar syrup is added, and, in that case, it will go in the freezer to set in the mould. It is served cold.



Crepes: The crepes are the result of a well-mixed batter made with egg, milk, sugar and flour, which is cooked on an appropriate crepe pan. This batter may be flavoured with essences or with vanilla sugar, depending on the desired usage.



Soufflé: The soufflé may present various characteristics, flavours, and ingredients. The whisked egg whites are essential, being only incorporated in the soufflé bowl before baking in the oven, which will allow it to rise and to obtain a fluffy and even texture.



Ice cream/Sorbet: The ice creams can be divided in two distinct groups: the ice cream based on dairy products combined with flavours, pieces of fruit, chocolate chips and other garnishes, and the sorbet, which is based on a large quantity of water, combined with fruit essences, syrups, beverages, etc. The two are different in terms of texture and flavour.



Puddings: In most cases, puddings are presented as the result of eggs and a liquid combination, flavoured with diverse flavours, seasonings or even beverages. In most of the cases, these are cooked in bain- marie, either in the oven or stove, inside a covered pan.



9.Glossary



The act of cooking means exposing the ingredients to heat, therefore changing their appearance, their flavour, their texture, their chemical composition, and making it tastier, more digestible, and healthier.

A

Aeration: To work the flour by adding small portions margarine, with the aim turning it into a shortcrust pastry.

Aromatize: To give an aromatic flavour or perfume a dish by adding aromatic herbs, roots or liqueur drinks.

Aspic: Can be made of meat, vegetables or fish. It is a savoury jelly used to finalize any dish.

B

Bain-marie: to place food inside a recipient, which is introduced inside another recipient covered with boiling water. Similar to steaming.

Bake: A cooking method, in which the food is placed in a recipient, according to the size of the food, and then bakes in the oven at a variable temperature.

Balance: Balance the flavour of a sauce by adding seasoning or by reducing it.

Base: Preparation made up by one or more elements, which are used to cook different dishes when mixed.

Batter: Liquid batter, in which small-sized foods are coated and then fried. Mix flour with water or milk and may or not have eggs.

Beat: Stirring thoroughly – heavy cream, egg white – to add volume and incorporate air into food. Bed: sort the food in layers.

Blanch: Quickly immersing food into boiling water for very short minutes.

Boil: Cooking process in which food is subject to a boiling liquid. Water is often used.

C

Clean fish: Is the process of cleaning the fish by removing the scales and the innards to be cooked.

Clean shells: Trimming, tearing, cutting certain shellfish outgrowths stuck in the shells before opening them.

Clearing: The act of getting rid impurities or cleaning a broth or jelly with the addition of egg whites, making any liquid become transparent.

Coagulation: Changing liquid into a solid or thicker form with the help of a binding product, such as gelatine.

Coating: Covering food with a layer of gelatine.

Confit: Is a cooking method consisting of slowly cooking in any fat in low temperatures (100° max) for a long time.

Crouton: Fried or toasted small pieces of bread cut in different shapes, used in soups, salads, etc.

Cure/brine: Dry or liquid preparation based on salt, saltpetre and water. Meats and fishes are salted in this preparation.

Curing: Add tongue or other meat pieces to a dry curing or liquid brining, to make them pink.

Caramelize: Cooking in a really hot pan will brown and caramelize the food.

D

Decant: Allow a liquid to settle in the container, so that the residues (dregs) settle in the bottom, and then pour it into another container.

Deep-fry: Cooking at a temperature between 120° C and 140° C, but usually in hydrogenated oil or fat. This process is related to the twice-cooked fries.

Dip: Completely cover or dip a piece in the sauce.

Drain: Refers to the process of draining the water by pouring off the excess of liquid.

E

Emulsify: Mix, little by little, a little bit of butter, heavy cream, or olive oil to a sauce to make it bulkier and lighter.

Eine: To add wine to give it a wine flavour and scent.

F

Flambeau: Drizzle an alcoholic drink over the hot food and torch it. Let it burn, until the flame is off. It enhances the flavour of food.

Fluting: Making incisions in lemons, carrots, etc., with a fluting blade knife Freeze: the act of freezing something.

Fritter/doughnut: The various already cooked types of small-sized foods (with the exception of fruits, which are raw), which are involved in a batter and then fried.

Fry: Cooking food in hot fat or oil at a temperature between 155° and 165°.

G

Garnish: A decoration or embellishment of dishes, often made of puree, butter, creams, which are squeezed through piping bags with nozzles.

Gelatine: Soak in cold water, drain and add to a prepared mixture, or simmer in a tablespoon of water.

Glaze: Coating with a glossy mixture to enhances both flavour and appearance of food.

Grate: Extract the fruit peel with the help of a grater.

Gratin: After cooked and plated, dishes are brought to the oven to obtain a lightly browned crust of breadcrumbs or melted cheese.

Grease: Apply a layer of gelatine, fat or glacé, etc. before filling with any base. Grill: A process in which the food is cooked in a grill.

K

Knead: Form a dough with flour, starch, water, butter or any other fat, and work it.

Kneaded butter: Mixture of butter and flour to serve as sauce base. It can be white, golden, dark, depending on it is destined for.

L

Lard: To insert strips of lard, truffles, etc., in a piece of meat.

Lard: To add a thin layer of lard or fat of bacon to the top of meat, fish, or game. It aims at protecting the food from heat and maintains its moisture while it cooks. It also adds flavour.

M

Macerate: Let food rest before cooking, soaking them in wine broths and liqueurs.

Moisten: Moist the baked cake or biscuit with a syrup prepared for that effect.

N

Nut: Small quantity of butter (1 coffee spoon).

P

Panfry: To cook in a frying pan with a small amount of fat (olive oil) and garlic.

Piping: Display the ingredients to be baked in the oven with the use of a piping bag nozzles Plate: Arrange the food in a plate or tray in harmony and with a nice visual effect.

Poach: Cooking process, in which the food (eggs or fish) is slowly cooked in water with a little bit of vinegar, to ensure that it does not dry out the food. Stir the water in the clockwise direction or the other direction but ensuring that the water is stirred to the same direction to not damage the food.

Puree: To mash the ingredients until a paste is reached, with the help of a magic stick, a kitchen robot, a mortar or a masher.

R

Raise: Raising the batter by adding baker's yeast or dried yeast, the batter will rise. To rise, the batter must be kept in a warm place and free from air currents and will rise even more if a little sugar is added to the yeast.

Reduce: Simmer the broth to reduce the moist quantity. Used to thicken a broth or to concentrate flavour to the dish.

Roll: Rolling or stretching the dough with a rolling pin.

Rub: Rub the fish with salt from the opposite direction of the scales.

S

Scald: Quickly add food to cold water to peel it or to make it softer.

Scallop: Thinly slice any piece of meat.

Seal: Is the process of searing the meat before it is cooking.

Sear: Is the process of partially cooking the surface of any food ingredient by frying it in pre-heated butter for a short time to give the food a brown colour, before completing the cooking process in the oven or salamander oven.

Season: Act of seasoning.

Season: The same as seasoning. Add and enhance flavour.

Sieve: Strain solids in a sieve to dissolve or remove lumps.

Simmer: Bringing to a lower or gentle heat.

Singe: The act of slightly burning with a flame to remove animal hair or feathers.

Soak: Soaking food with cold water to rehydrate it or to remove the excess of salt or sugar, such as the crystalized fruits, for example.

Soften: Soak dry foods with a liquid to make them softer.

Sous vide: Cook food under vacuum, mostly without water or stock.

Spread: Spread with butter, filling, puree or any other element in a relatively thick layer.

Steam: Place the food in an oven tray and bring it to a convector oven programmed to steam. The traditional way of steaming is by using a pan with boiling water and adding a grid on top of it, where the food is placed and covered. There are also bamboo steamers for that effect.

Stew: A cooking process, in which food is slowly cooked in a closed dish or pan, with aromatic leaves, fat elements and liquid (water).

Strain: Straining the liquid with a strainer, separating the solid parts from the liquid parts. String: the thread wired around or on top of certain culinary delicacies.

Syrup: Mixing water of any fruit juice with a certain amount of sugar.

T

Thicken: Add flour or egg yolk to a preparation to get a thicker sauce or broth.

Tie: Tying with a string to give a certain shape.

Topping: A portion of dark, sweet chocolate and cocoa, melts in low temperature or bain-marie.

Trim: Cut a delicacy along the edges to embellish it.

Thicken: Add flour or egg yolk to a preparation to get a thicker sauce or broth.

U

Unmould: Remove the cake or pudding from the mould.

W

Warm up: Slightly heat.

Whisk: Strongly whisk heavy cream or egg whites to increase the volume.

Whisk: Whisked egg whites. Add a pinch of salt and some drops of lemon juice to the egg whites. Stir thoroughly and vigorously, starting with a medium speed, and increasing as the egg whites get thicker. Egg whites must not contain any egg yolk residues.

Wreath: Plating dishes with slices or other delicacies in a wreath shape.

10. Rights and Responsibilities

Citizenship comes from the Latin word for city, and the city **concerns each of us**, as it did for the Ancient Greek, who named it “polis”.

We **don't live isolated from the rest of the world**, we don't do whatever we want, as if no one else existed, do we?

We live in a society, and everybody living in a society must respect their **rights and duties – we are all citizens!**

However, being a citizen is not a simple task... to be a citizen we must exercise citizenship, namely:

- Demanding rights;
- Complying with the duties;
- Respecting and living with others;
- Knowing the role of citizens in Democracy.



Citizenship is precisely respecting the environment we live in and our fellow human beings. It is about actively participating in the community life, by paying attention to both the small and big things, as for example: throwing the trash in the trash bins, organizing street parties, protecting the environment and respecting the differences!

Being an active citizen means to be alert to the world and to reflect on it!

Is to know how to analyse what happens on the day-by-day basis and discuss it with others!

Did I exercise citizenship today?

Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

(Article 1 of the Universal Declaration of Human Rights)

The Universal Declaration of Human Rights, adopted and proclaimed by the United Nations General Assembly in its Resolution 217A (III), of December 10, 1948, three years after the end of World War II, emerged as a concrete political response to a historical circumstance, in which human rights violations led to unspeakable acts like the Holocaust.



It applies to all men without any discrimination for reasons of race, colour, sex, language, religion, political or other opinion, national or social origin, economic status, birth, or any other situation.

Article 1

Recognizes personal dignity as the foundation of equality of all members of the human family.

- Humans are humans because:
- They are born with the same rational nature, expressed in the form of freedom.
- They have the same origin; therefore, they must act with a spirit of brotherhood.
- They want the same rights, bound to a decent life.



Article 2

Unequivocally expresses the basic principle of equality and non-discrimination with respect to the full enjoyment of human rights, with the prohibition of any «distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, birth or other status». Equality between men coexists, at another level, with many differences, namely, at the cultural, gender, beliefs, territorial level, among others, but those differences must not undermine equality, even less establish categories of superiority or inferiority.



Article 3

States the common nature of mankind as having ... “the right to life, liberty and security”. That is the right to live and to fully enjoy human rights.



Article 29

Focuses on the duties of individuals in their relations with the community and with the state. Man is also subject to duties, which are the reverse of their rights.



The commitments declared and assumed in the Universal Declaration of Human Rights have been extended by several pacts and conventions seeking to ensure the effectiveness of the rights there proclaimed.

Workers' Rights

Fair Salary and Good Working Conditions

Each worker has the right to be remunerated for his work, according to its nature and quality, in other words, he must receive a fair wage appropriate for the profession and for the work done.

He must also be able to perform his work in hygienic, safe, healthy, and socially dignifying conditions, reducing the risk of occupational diseases, and must be able to conciliate his professional activity with family life, contributing to personal fulfilment.



Rest and Vacation Periods

The right to rest and recreation are equally safeguarded, to a maximum allowed working hours, weekly rest and paid periodic vacations.



Vacation and Christmas Allowances

When employees enjoy vacation days, they will receive a wage, as if they were working, plus an additional amount (vacation allowance) for vacation extra expenses.



Healthcare Support

When workers have an occupational accident or professional related illness. There are protection mechanisms for employees who become ill as a result of their professional activity.



Vocational training

Companies must annually structure training plans for their employees, ensuring continuous vocational training.



Parenthood Protection

There are established parenthood rights to protect the balance between the professional and family life:

- Leave from work to assist minor children.
- High risk pregnancy leaves in case the health of mother or child are at risk.
- Leave from work for prenatal consultations.
- Parental leave granted both to mothers and fathers;
- Flexible working hours for employees with children up to the age of 12.



Authorized Absences

There are expected legitimate reasons for the employee to be absent from work, without loss of pay:

1. Marriage;
2. Death of spouse or family member;
3. Taking school examinations;
4. Providing assistance to children;
5. Traveling to an educational establishment with their children;
6. Collective Employee Representation;
7. Candidate for public office.



If the employee is absent for other reasons, the absence may still be justified, however with loss of pay.

Unemployment Assistance

People who become involuntarily unemployed (who are laid off) have the right to receive an unemployment benefit.



Employer and Employee Responsibilities



Along with the rights, there are also responsibilities to be fulfilled.

The employee must:

- Respect all colleagues, regardless of the held position;
- Show punctually and assiduously at work;
- Work zealously and with diligence;
- Follow the orders and instruction given by the employer and hierarchical superior;
- Maintain the duty of professional secrecy;
- Ensure the conservation and proper use of work related assets;
- Contribute to the increased productivity of the company.

Employers must:

- Provide a safe workplace at the physical and moral level;
- Pay the remuneration on time, which must be fair and adequate to the job;
- Contribute to the employee's increased productivity and employability;
- Provide vocational training, therefore contributing to the employee's vocational skills;
- Respect professional ethics and code of conduct;
- Prevent any risk of professional illnesses, taking into account the employees' health, safety and security policy;
- Ensure working conditions that favour the conciliation between the professional activity and personal and family life.

11.Active Job Search

The Active Job Search comprises a set of measures taken by the unemployed person/Job candidate, taking in consideration his position in the labour market.



It's important to bear in mind that:

- It takes time to search for a job. It is estimated that it may take 6 months or more to obtain a job offer;
- The more you know about yourself and your goals, the easier the process will be, therefore, get to know yourself and your skills.
- Jobs don't "fall from the sky", we have to search for them. For that reason, face your job search as a full-time job.

There are many reasons that lead us to search for a job:

- Completion of studies or vocational training;
- Career change;
- Unemployment situation;
- Financial autonomy.

Finding a job is not about luck!

It implies knowledge and the implementation of strategies that may multiply the opportunities of obtaining a job.

The more you know about yourself, your resources (skills and e abilities) and the labour market, the easier it will be to direct the job search.

What to do first?!

Build your professional project!

- Define what you can do first;
- Determine the areas and sectors that best fit your characteristics;
- Identify the professions that are best suited for your personal profile;
- Frame your personal goals with your professional goals and with your goals in life;
- Define the priorities and draw an action plan to reach your goals.



And then?!

Survey the labour market and the existing offers!

- Networks of personal contacts (acquaintances, friends, family members, ex-colleagues)
- Newspapers and Magazines
- Employment centres
- Temporary Work Agencies/Companies
- Recruitment and selection agencies
- Commercial spaces
- Internet



What now?!

Put Your Action Plan into Practise!

- Building the Curriculum Vitae (CV)
- Replying to job advertisements.
- Sending spontaneous applications.
- Preparing for the job interviews.



Techniques, Methods and Procedures for the Active Job Search

Acquiring techniques, methods and procedures for the Active Job Search is an important step to successfully get a job.

Cover Letter

The cover letter, letter of motivation or spontaneous application are key elements, when someone decides to apply for a job.

These aim at presenting the reasons for applying for a certain job, with the intention of generating and captivating the interest of the employing entity.

These letters must be a simple, clear and pertinent, and must always be attached to the Curriculum Vitae (CV).



Tips for Writing a Letter:

- Be straightforward and brief;
- Do not exceed an A4 page;
- Original and Personalized.
- Tailored to whom it is destined;
- Typed on the computer;
- Printed in white and plain paper;
- Dated and signed;
- Without spelling mistakes;
- Whenever possible, it must be addressed to a specific person (Director or President).

Curriculum Vitae (CV)

The CV is a fundamental document that acts as a business card, as this document is the first step towards the start of a professional career. That's why it is extremely important to know how to build it correctly, aiming at establishing a connection between the job searcher and the employer.

The elaboration of the Curriculum must be thorough, attractive, and well structured!

Components of a Curriculum:

- Personal Information
- Academic degree
- Professional Experience
- Skills
- Other activities/ interests



Types of Curriculums:

- Chronological: is the most common type of CV and is characterised by listing the experience in a time-order. Therefore, it starts with the acquired education and qualifications, following the professional occupation, which may be organized in a descending order, from the most recent to the oldest professional occupation.
- Functional: This type of CV focuses on the professional experience. On one hand, information is listed prior to education, which is relegated to the end of the CV. On the other hand, the experiences are grouped in information blocks regarding the activity or positions held.
- Curriculum by Objectives: In this type of CV, the candidate makes a description of the professional experience, highlighting the aspects that he considers most suitable for the hiring company. The professional career information is provided in a reverse chronological order, by first displaying the oldest professional experience. Thus, it must meet the following structure: objectives, skills and other events.

- Mixed Curriculum: a CV that adapts to specific situations and combines the formalism of the chronological feature with the adaptability of the functional feature.
- Europass format: If you wish to enroll in an education and training programme, or if you are searching for a job or for an opportunity to acquire experience abroad, it is very important that your skills and qualification are presented in a clear and understandable way.

Job Interview

The job interview is one of the main steps into the labour market. Thus, it takes up the role of a final examination and is a key point in the recruitment process.

Job Interview Tips:

Always be on time for the interview. If you make your prospective employer wait in your first contact, he may conclude that it is not important for you or that you are a slovenly person.



Turn the interview into the main moment of the day. In other words, be available and do not arrange other meetings close to the interview time, which may make you constantly look at the clock.



You often have to wait for the interviewer to arrive. Do not jump up when you think that he is going to enter. Calmly wait until someone speaks to you and only then stand up. It is also important that you do not run to the interviewer with your hand up and ready to shake. You may seem overly enthusiastic or desperate. Wait for the other to take the initiative to shake your hand.



Allow the interviewer to lead you the way to the interview place, unless he opens the door and gives you the sign to enter. Usually, you will be given instructions on where to sit. If you have the opportunity to choose, sit where you can easily see the interviewer.



Don't just sit still, but don't overdo it either! Use your hands to gesticulate and to emphasise and explain what you are saying. Gestures often reveal that the person is comfortable and filled with enthusiasm. However, avoid being overly theatrical.



The art of communicating means reacting to a situation in a flexible way. In case there's more than one interviewer, look at each of them in the same measure of time. Start by looking at the person who asked the question and quickly look at each of them as you reply.



Smile when you greet the interviewer, as it will immediately cause a positive impression, and smile from time to time during the interview. If you don't do so, it will give the impression that you are stressed and insecure.



Casually say goodbye, without being overly anxious. Do not ask when you will be contacted, instead mention that you will wait for a contact.



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