Unit 207: Food safety

# Sample lesson plan 3

**Course number:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Course title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 6 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** How to keep working areas clean and hygienic

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| **Aims**:   * To develop an awareness of the resources and cleaning procedures to keep the work area clean and hygienic * To develop an understanding of cleaning schedules * To understand the safety requirements for handling and storing chemical * To develop an awareness of suitable equipment and surfaces that can be used in a kitchen * To develop an understanding of how waste should be managed * To develop an awareness of common pests, signs of infestation, risk posed and controls. | **Learning outcomes**:  To enable learners to:   * identify different types of cleaning resources needed to keep the work area clean and hygienic * state the practices used in a ‘clean as you go’ policy * state the correct order in which the six stages of cleaning is used * state the key features of cleaning schedules * describe the process for cleaning tools and equipment * describe the safety requirements for handling and storing chemicals * list the features of equipment and surfaces suitable for use in food handling areas * describe how waste should be manged safely * describe the importance of keeping the waste storage area clean * explain how common types of pests pose a risk to food safety * identify signs of food pest infestation * state different methods of pest control. |

| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources** |
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| 5 mins | Register and introduction | Take register and introduce session. | Respond and ask questions. |  |
| 55 mins | Different types of cleaning resources needed to keep the work area clean. | Introduce small group activity to identify cleaning resources.  Summarise resources using **PowerPoint presentation 3.**  Demonstrate use of cleaning resources. | Listen and ask questions.  Contribute to small group activity.  Practice using cleaning resources. | Power Point presentation 3  Worksheet 4  Handout 3 |
| 1 hour | * practices used in a ‘clean as you go’ policy * correct order for six stages of cleaning. | Facilitate class discussion on the meaning of a ‘clean as you go’ policy.  Issue six stages of cleaning activity. **Worksheet 4.**  Confirm correct order of the six stages of cleaning. | Listen and ask questions.  Participate in class discussion.  Complete six stages of cleaning activity individually (**Worksheet 4**). | Worksheet 4  Handout 3 |
| 30 mins | Key features of cleaning schedules. | Introduce cleaning schedules for use.  Facilitate class discussion on information included in a cleaning schedule.  .  Issue **Activity 9**  Confirm answers to activity discussing reasons why. | Listen and ask questions  Participation in class discussion.  Completion of cleaning schedule **Activity 9** individually.  Participate in class discussion. | Activity 9  Worksheet 4  Handout 3 |
| 30 mins | Process for cleaning tools and equipment. | Facilitate class discussion on the process for cleaning tools and equipment.  Summarise correct process.  Issue **Handout 3** | Participate in class discussion.  Listen and ask questions. | Power Point presentation 3  Worksheet 4  **Handout 3** |
| 30 mins | Safety requirements for handling and storing chemicals | Introduce small group activity to identify safety requirements when handling and storing chemicals.  Activity on chemical symbol identification.  Summarise safety requirements. | Listen and ask questions.  Contribute to the small group activity.  Read **Handout 3**. | Worksheet 5  **Handout 3** |
| 30 mins | Features of equipment and surfaces suitable for use in food handling areas | Introduce practical activity to identify surfaces and equipment used in centre’s kitchens.  Facilitate class discussion on surfaces suitable for use in food handling areas.  Issue **Activity 12** on completing a cleaning schedule for a kitchen or restaurant area working in pairs.  Summarise key points. | Listen and ask questions.  Complete practical activity to identify surfaces and equipment used in kitchens.  Participate in class discussion on suitability of surfaces and equipment identified, share findings.  Complete cleaning schedule activity working in pairs. | Worksheet 5  **Handout 3**  **Activity 12** |
| 1 hour | * how waste should be managed safely * importance of keeping waste storage areas clean | Directed questioning on how to manage waste safely.  Facilitate class discussion on the importance of keeping waste areas and resources clean.  Issue **Activity 6** on bin rules.  Confirm correct answers for activity. | Listen and ask questions.  Participate in class discussion on the importance of keeping waste areas and resources clean.  Complete **Activity 6** on bin rules individually. | Activity 6 |
| 1 hour | * how common types of pests pose a risk to food safety * signs of infestation * different methods of pest control. | Issue activity on common pest identification.  Confirm correct answers for activity.  Introduce small group activity to identify how each of the pests identified pose a risk to food safety, the signs of infestation and the control measures.  Summarise risks, signs and controls.  Issue **Handout 4.**  Issue **Worksheet 6.** | Listen and ask questions.  Complete activity on pest identification.  Participate in small group activity to identify risks posed, signs of infestation for each type of pest and the possible control measures.  Read **Handout 4.**  Complete **Worksheet 6.** | Activity 5  Worksheet 6  **Handout 4** |

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| **How learning is to be measured:**   * Q&A during the session * Completion of **Worksheets 4, 5 and 6**   **Opportunities for embedding core skills:**  • Basic speaking and listening • Basic writing skills to include spelling | |
| **Homework/research work:**   * Review **Worksheet 4, 5, 6** and class notes. * Read handout to reinforce learning and understanding of pest control. | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments:** | |
| **Suggestions/modifications for next lesson:** | |