

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

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 managed 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
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.	<p>Introduce small group activity to identify cleaning resources.</p> <p>Summarise resources using PowerPoint presentation 3.</p> <p>Demonstrate use of cleaning resources.</p>	<p>Listen and ask questions.</p> <p>Contribute to small group activity.</p> <p>Practice using cleaning resources.</p>	<p>Power Point presentation 3</p> <p>Worksheet 4</p> <p>Handout 3</p>
1 hour	<ul style="list-style-type: none"> practices used in a 'clean as you go' policy correct order for six stages of cleaning. 	<p>Facilitate class discussion on the meaning of a 'clean as you go' policy.</p> <p>Issue six stages of cleaning activity. Worksheet 4.</p> <p>Confirm correct order of the six stages of cleaning.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussion.</p> <p>Complete six stages of cleaning activity individually (Worksheet 4).</p>	<p>Worksheet 4</p> <p>Handout 3</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	Key features of cleaning schedules.	<p>Introduce cleaning schedules for use.</p> <p>Facilitate class discussion on information included in a cleaning schedule.</p> <p>Issue Activity 9</p> <p>Confirm answers to activity discussing reasons why.</p>	<p>Listen and ask questions</p> <p>Participation in class discussion.</p> <p>Completion of cleaning schedule Activity 9 individually.</p> <p>Participate in class discussion.</p>	<p>Activity 9</p> <p>Worksheet 4</p> <p>Handout 3</p>
30 mins	Process for cleaning tools and equipment.	<p>Facilitate class discussion on the process for cleaning tools and equipment.</p> <p>Summarise correct process.</p> <p>Issue Handout 3</p>	<p>Participate in class discussion.</p> <p>Listen and ask questions.</p>	<p>Power Point presentation 3</p> <p>Worksheet 4</p> <p>Handout 3</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	Safety requirements for handling and storing chemicals	<p>Introduce small group activity to identify safety requirements when handling and storing chemicals.</p> <p>Activity on chemical symbol identification.</p> <p>Summarise safety requirements.</p>	<p>Listen and ask questions.</p> <p>Contribute to the small group activity.</p> <p>Read Handout 3.</p>	<p>Worksheet 5</p> <p>Handout 3</p>
30 mins	Features of equipment and surfaces suitable for use in food handling areas	<p>Introduce practical activity to identify surfaces and equipment used in centre's kitchens.</p> <p>Facilitate class discussion on surfaces suitable for use in food handling areas.</p> <p>Issue Activity 12 on completing a cleaning schedule for a kitchen or restaurant area working in pairs.</p> <p>Summarise key points.</p>	<p>Listen and ask questions.</p> <p>Complete practical activity to identify surfaces and equipment used in kitchens.</p> <p>Participate in class discussion on suitability of surfaces and equipment identified, share findings.</p> <p>Complete cleaning schedule activity working in pairs.</p>	<p>Worksheet 5</p> <p>Handout 3</p> <p>Activity 12</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
1 hour	<ul style="list-style-type: none">• how waste should be managed safely• importance of keeping waste storage areas clean	<p>Directed questioning on how to manage waste safely.</p> <p>Facilitate class discussion on the importance of keeping waste areas and resources clean.</p> <p>Issue Activity 6 on bin rules.</p> <p>Confirm correct answers for activity.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussion on the importance of keeping waste areas and resources clean.</p> <p>Complete Activity 6 on bin rules individually.</p>	Activity 6

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
1 hour	<ul style="list-style-type: none"> • how common types of pests pose a risk to food safety • signs of infestation • different methods of pest control. 	<p>Issue activity on common pest identification.</p> <p>Confirm correct answers for activity.</p> <p>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.</p> <p>Summarise risks, signs and controls.</p> <p>Issue Handout 4.</p> <p>Issue Worksheet 6.</p>	<p>Listen and ask questions.</p> <p>Complete activity on pest identification.</p> <p>Participate in small group activity to identify risks posed, signs of infestation for each type of pest and the possible control measures.</p> <p>Read Handout 4.</p> <p>Complete Worksheet 6.</p>	<p>Activity 5</p> <p>Worksheet 6</p> <p>Handout 4</p>

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: