Unit 207: Food Safety

# Sample lesson plan 5

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

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 3 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Food safety risks associated with food production and service

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| **Aims**:   * To develop an awareness of the causes of food poisoning * To develop an understanding of the condition required for bacteria to grow * To understand the foods classified as high and low risk * To develop an awareness of common symptoms of food poisoning and how they can be prevented * To develop an awareness of physical contaminants * To understand what is classed as an allergen and an intolerance, the common symptoms associated * To understand the danger zone in relation to temperature controls * To understand temperature requirements and best practice to maintain food safety. | **Learning outcomes**:  To enable learners to:   * list the micro-organisms and non-bacterial causes associated with food poisoning * state the conditionals required for bacteria to grow * list examples of high and low risk foods * describe the common symptoms of food poisoning and those most at risk * describe techniques for preventing food poisoning * state the sources of physical contaminants * list the common allergens and food they can be found in * describe the symptoms of common allergens and intolerances * define the term ‘danger zone’ in relation to temperature controls * state the temperature requirements for cooking, reheating and hot holding of foods * describe the best practice for chilling foods. |

| **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. |  |
| 15 mins | Food safety risks:   * micro-organisms associated with food poisoning * non-biological causes of food poisoning * conditions for bacterial growth. | Introduction to food safety risks:  Facilitate class discussion to identify micro-organisms and non-biological causes of food poisoning.  Summary of causes of food poisoning using **PowerPoint presentation 5.**  Issue **Handout 6.**  Introduce small group activity to determine the conditions for bacterial growth.  Confirmation of conditions for bacterial growth. | Listen and ask questions.  Participate in class discussion with examples micro-organisms and non-biological causes of food poisoning.  Read **Handout 6.**  Contribute to small group activity to share ideas on conditions required for bacterial growth. | PowerPoint presentation 5  Handout 6 |
| 15 mins | * types of high-risk foods * sources of physical contamination. | Introduce **Activity 2** on identification of high and low risk foods.  Confirm correct answers for activity.  Introduce small group activity to identify examples of physical contaminants.  Summarise examples of physical contaminants. | Listen and ask questions.  Complete **Activity 2** on identification of high and low risk foods.  Contribute to small group activity to identify physical contaminants. | Activity 2  Handout 6 |
| 25 mins | * common symptoms of food poisoning * people most at risk of food poisoning * techniques for preventing food poisoning. | Directed questioning to identify common symptoms of food poisoning and people most at risk.  Confirm symptoms and people most at risk.  Introduce small group activity to identify ways of preventing food poisoning.  Issue **Worksheet 10.** | Listen and ask questions.  Contribute to small group activity on identifying ways of preventing food poisoning sharing any personal experiences.  Complete **Worksheet 10** individually. | PowerPoint presentation 5  Handout 6  Worksheet 10 |
| 30 mins | * sources of common allergens and intolerances. | Directed questioning to establish the differences between a food allergy and a food intolerance with an example of a dish containing it.  Introduction of small group activity to identify common food allergens and intolerances food handlers should be aware of  Summarise the list of allergens food handlers should be aware of.  Issue **Handout 7.** | Listen and ask questions.  Contribute ideas on the differences between a food allergy and a food intolerance.  Contribution to small group activity to identify the common allergens and intolerances with examples of dishes containing it.  Read **Handout 7** | PowerPoint presentation 5  Handout 7 |
| 30 mins | * symptoms of common food allergens and intolerances. | Facilitate groups discussion to establish symptom associated with allergens and intolerances.  Summarise common symptoms.  Issue **Worksheet 11**. | Listening and questioning.  Participation in group discussion contributing examples of symptoms associated with allergens and intolerances.  Complete **Worksheet 11** individually. | Worksheet 11 |
| 10 mins | * definition of the term temperature danger zone. | Facilitate class discussion on food safety records.  Summarise key points. | Participate in class discussion.  Listen and ask questions.  Complete **Activity 2.** | PowerPoint presentation 5  Activity 2 |
| 20 mins | * temperatures requirements for cooking, reheating and hot holding of food * best practices for chilling food. | Directed questioning to establish the meaning of ‘danger zone’ in relation to temperature controls.  Introduction to small group activity to identify correct temperatures for cooking, reheating and hot holding foods.  Confirm correct temperatures.  Facilitate class discussion on best practice for chilling foods.  Issue **Handout 8.**  Complete **Worksheet 12.** | Listen and ask questions.  Contribute ideas on what is meant by the ‘danger zone’.  Contribute to small group activity by suggesting temperatures for cooking, reheating and hot holding foods.  Participate in discussions on best practice for chilling foods.  Read **Handout 8**.  Complete **Worksheet 12.** | PowerPoint presentation 5  Handout 8  Worksheet 12 |
| 30 mins | Revision activities:   * mix and match activity * **Activity 4** * quiz | Introduce mix and match revision activity.  Confirm correct answers for activity.  Introduce **Revision activity 4.**  Confirm correct answers for activity  Introduce quiz, establishing teams . | Complete **Activity 7** mix and match activity individually.  Complete **Revision activity 4** individually.  Participate in quiz by contributing to team/individual answers. | Activities 4, 7 and quiz |

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| **How learning is to be measured:**   * Q&A during the session * Completion of **Worksheets 10, 11 and 12**   **Opportunities for embedding core skills:**  • Basic speaking and listening • Basic writing skills to include spelling | |
| **Homework/research work:**   * Review **Worksheets 10, 11, 12, Revision activities** and class notes. * Read handouts to reinforce learning and understanding food safety risks. | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments** | |
| **Suggestions/modifications for next lessons** | |