Unit 207: Food safety

# Sample lesson plan 2

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

**Tutor’s name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Lesson length:** 4 hours **Room:** \_\_\_\_\_\_\_\_\_\_\_

**Lesson topic:** Personal hygiene

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| **Aims**:   * To develop an awareness of the importance of good personal hygiene in food handlers * To develop an understanding of correct handwashing procedures * To develop an awareness of reportable illnesses and infections * To develop an awareness of the pathogenic bacteria found in human beings. | **Learning outcome 2**:  To enable learners to:   * identify the features of protective clothing for food handlers * identify poor personal hygiene practices * identify when handwashing should occur * identify the procedures for safe handwashing * identify reportable illnesses and infections * explain the term carrier * state the importance of being ‘fit for work’ * state the features of plasters suitable for use by food handlers * identify sources of pathogenic bacteria found in human beings. |

| **Timing (mins)** | **Work to be covered** | **Teaching activity/assessment** | **Learner activity** | **Resources** |
| --- | --- | --- | --- | --- |
| 5 | Register and introduction | Take register and introduce lesson topic. | Respond and ask questions. |  |
| 55 mins | Personal hygiene:   * features of protective clothing * poor personal hygiene practices. | Introduce the importance of personal hygiene and how it can be maintained.  Facilitate class discussion on features of protective clothing for food handlers  Present **PowerPoint presentation 2** to summaries key features.  Introduce small group activity to identify poor personal hygiene practices. | Listen and ask questions.  Participate in class discussion.  Contribute to small group activity. | PowerPoint presentation 2  Handout 2  Worksheet 2 |
| 1 hour | Handwashing:   * when hand washing should occur * procedures for safe handwashing | Introduce the importance of handwashing.  Demonstrate correct procedure for handwashing.  Facilitate practical task on handwashing.  Issue **Handout 2.** | Listen and ask questions.  Participate in practical task on handwashing.  Read **Handout 2.**  Complete **Worksheet 2.** | PowerPoint presentation 2  Handout 2  Worksheet 2 |
| 1 hour | Reportable illnesses and infections:   * the term ‘carrier’ * importance of being fit for work * features of plasters suitable for use by food handlers. | Issue small group activity – idea shower to identify illnesses and infections that must be reported by food handlers.  Summarise key points.    Define the term ‘carrier’.  Explain features of plasters.  Facilitate class discussion on the importance of food handlers being fit for work.  Issue **Worksheet 3.** | Listen and ask questions.  Contribute to small group activity.  Participation in class discussion.  Complete **Worksheet 3.** | Worksheet 3 |
| 1 hour | Sources of pathogenic bacteria in human beings | Facilitate class discussion on pathogenic bacteria in human beings to include a range of scenarios.  Summarise the list of pathogenic bacteria.  Continue **Worksheet 3.** | Participate in class discussion.  Listen and ask questions.  Complete **Worksheet 3.** | Worksheet 3  Activity 10 |

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| **How learning is to be measured:**   * Q&A during the session * Completion of **Worksheet 3**   **Opportunities for embedding core skills:**  • Basic speaking and listening • Basic writing skills to include spelling | |
| **Homework/research work:**   * Review **Worksheet 3** and class notes. * Read handout to reinforce learning and understanding of the importance of personal hygiene and correct handwashing procedures. | |
| **Lesson evaluation** (delete as appropriate) | * Was the lesson better than expected * As expected * Worse than expected |
| **Lesson evaluation/comments** | |
| **Suggestions/modifications for next lessons** | |