

## Unit 207: Food safety

### Sample lesson plan 3

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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 <b>PowerPoint presentation 3.</b></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><b>Power Point presentation 3</b></p> <p><b>Worksheet 4</b></p> <p><b>Handout 3</b></p>
1 hour	<ul style="list-style-type: none"> <li>practices used in a 'clean as you go' policy</li> <li>correct order for six stages of cleaning.</li> </ul>	<p>Facilitate class discussion on the meaning of a 'clean as you go' policy.</p> <p>Issue six stages of cleaning activity. <b>Worksheet 4.</b></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 (<b>Worksheet 4</b>).</p>	<p><b>Worksheet 4</b></p> <p><b>Handout 3</b></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 <b>Activity 9</b></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 <b>Activity 9</b> individually.</p> <p>Participate in class discussion.</p>	<p><b>Activity 9</b></p> <p><b>Worksheet 4</b></p> <p><b>Handout 3</b></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 <b>Handout 3</b></p>	<p>Participate in class discussion.</p> <p>Listen and ask questions.</p>	<p><b>Power Point presentation 3</b></p> <p><b>Worksheet 4</b></p> <p><b>Handout 3</b></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 <b>Handout 3</b>.</p>	<p><b>Worksheet 5</b> <b>Handout 3</b></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 <b>Activity 12</b> 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><b>Worksheet 5</b> <b>Handout 3</b> <b>Activity 12</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
1 hour	<ul style="list-style-type: none"> <li>• how waste should be managed safely</li> <li>• importance of keeping waste storage areas clean</li> </ul>	<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 <b>Activity 6</b> 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 <b>Activity 6</b> on bin rules individually.</p>	<p><b>Activity 6</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
1 hour	<ul style="list-style-type: none"> <li>• how common types of pests pose a risk to food safety</li> <li>• signs of infestation</li> <li>• different methods of pest control.</li> </ul>	<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 <b>Handout 4</b>.</p> <p>Issue <b>Worksheet 6</b>.</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 <b>Handout 4</b>.</p> <p>Complete <b>Worksheet 6</b>.</p>	<p><b>Activity 5</b></p> <p><b>Worksheet 6</b></p> <p><b>Handout 4</b></p>

<p><b>How learning is to be measured:</b></p> <ul style="list-style-type: none"> <li>• Q&amp;A during the session</li> <li>• Completion of <b>Worksheets 4, 5 and 6</b></li> </ul> <p><b>Opportunities for embedding core skills:</b></p> <ul style="list-style-type: none"> <li>• Basic speaking and listening</li> <li>• Basic writing skills to include spelling</li> </ul>	
<p><b>Homework/research work:</b></p> <ul style="list-style-type: none"> <li>• Review <b>Worksheet 4, 5, 6</b> and class notes.</li> <li>• Read handout to reinforce learning and understanding of pest control.</li> </ul>	
<p><b>Lesson evaluation</b> (delete as appropriate)</p>	<ul style="list-style-type: none"> <li>• Was the lesson better than expected</li> <li>• As expected</li> <li>• Worse than expected</li> </ul>
<p><b>Lesson evaluation/comments:</b></p>	

**Suggestions/modifications for next lesson:**