

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

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
5 mins	Register and introduction	Take register and introduce session.	Respond and ask questions.	
15 mins	Food safety risks: <ul style="list-style-type: none"> • micro-organisms associated with food poisoning • non-biological causes of food poisoning • conditions for bacterial growth. 	<p>Introduction to food safety risks:</p> <p>Facilitate class discussion to identify micro-organisms and non-biological causes of food poisoning.</p> <p>Summary of causes of food poisoning using PowerPoint presentation 5.</p> <p>Issue Handout 6.</p> <p>Introduce small group activity to determine the conditions for bacterial growth.</p> <p>Confirmation of conditions for bacterial growth.</p>	<p>Listen and ask questions.</p> <p>Participate in class discussion with examples micro-organisms and non-biological causes of food poisoning.</p> <p>Read Handout 6.</p> <p>Contribute to small group activity to share ideas on conditions required for bacterial growth.</p>	PowerPoint presentation 5 Handout 6

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
15 mins	<ul style="list-style-type: none"> types of high-risk foods sources of physical contamination. 	<p>Introduce Activity 2 on identification of high and low risk foods.</p> <p>Confirm correct answers for activity.</p> <p>Introduce small group activity to identify examples of physical contaminants.</p> <p>Summarise examples of physical contaminants.</p>	<p>Listen and ask questions.</p> <p>Complete Activity 2 on identification of high and low risk foods.</p> <p>Contribute to small group activity to identify physical contaminants.</p>	Activity 2 Handout 6
25 mins	<ul style="list-style-type: none"> common symptoms of food poisoning people most at risk of food poisoning techniques for preventing food poisoning. 	<p>Directed questioning to identify common symptoms of food poisoning and people most at risk.</p> <p>Confirm symptoms and people most at risk.</p> <p>Introduce small group activity to identify ways of preventing food poisoning.</p> <p>Issue Worksheet 10.</p>	<p>Listen and ask questions.</p> <p>Contribute to small group activity on identifying ways of preventing food poisoning sharing any personal experiences.</p> <p>Complete Worksheet 10 individually.</p>	PowerPoint presentation 5 Handout 6 Worksheet 10

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	<ul style="list-style-type: none"> sources of common allergens and intolerances. 	<p>Directed questioning to establish the differences between a food allergy and a food intolerance with an example of a dish containing it.</p> <p>Introduction of small group activity to identify common food allergens and intolerances food handlers should be aware of</p> <p>Summarise the list of allergens food handlers should be aware of.</p> <p>Issue Handout 7.</p>	<p>Listen and ask questions.</p> <p>Contribute ideas on the differences between a food allergy and a food intolerance.</p> <p>Contribution to small group activity to identify the common allergens and intolerances with examples of dishes containing it.</p> <p>Read Handout 7</p>	<p>PowerPoint presentation 5</p> <p>Handout 7</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	<ul style="list-style-type: none"> symptoms of common food allergens and intolerances. 	<p>Facilitate groups discussion to establish symptom associated with allergens and intolerances.</p> <p>Summarise common symptoms.</p> <p>Issue Worksheet 11.</p>	<p>Listening and questioning.</p> <p>Participation in group discussion contributing examples of symptoms associated with allergens and intolerances.</p> <p>Complete Worksheet 11 individually.</p>	Worksheet 11
10 mins	<ul style="list-style-type: none"> definition of the term temperature danger zone. 	<p>Facilitate class discussion on food safety records.</p> <p>Summarise key points.</p>	<p>Participate in class discussion.</p> <p>Listen and ask questions.</p> <p>Complete Activity 2.</p>	PowerPoint presentation 5 Activity 2

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
20 mins	<ul style="list-style-type: none"> temperatures requirements for cooking, reheating and hot holding of food best practices for chilling food. 	<p>Directed questioning to establish the meaning of 'danger zone' in relation to temperature controls.</p> <p>Introduction to small group activity to identify correct temperatures for cooking, reheating and hot holding foods.</p> <p>Confirm correct temperatures.</p> <p>Facilitate class discussion on best practice for chilling foods.</p> <p>Issue Handout 8.</p> <p>Complete Worksheet 12.</p>	<p>Listen and ask questions.</p> <p>Contribute ideas on what is meant by the 'danger zone'.</p> <p>Contribute to small group activity by suggesting temperatures for cooking, reheating and hot holding foods.</p> <p>Participate in discussions on best practice for chilling foods.</p> <p>Read Handout 8.</p> <p>Complete Worksheet 12.</p>	<p>PowerPoint presentation 5</p> <p>Handout 8</p> <p>Worksheet 12</p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	Revision activities: <ul style="list-style-type: none"> • 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

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**