

## 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	<p>Food safety risks:</p> <ul style="list-style-type: none"> <li>• micro-organisms associated with food poisoning</li> <li>• non-biological causes of food poisoning</li> <li>• conditions for bacterial growth.</li> </ul>	<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 <b>PowerPoint presentation 5</b>.</p> <p>Issue <b>Handout 6</b>.</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 <b>Handout 6</b>.</p> <p>Contribute to small group activity to share ideas on conditions required for bacterial growth.</p>	<p><b>PowerPoint presentation 5</b></p> <p><b>Handout 6</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
15 mins	<ul style="list-style-type: none"> <li>• types of high-risk foods</li> <li>• sources of physical contamination.</li> </ul>	<p>Introduce <b>Activity 2</b> 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 <b>Activity 2</b> on identification of high and low risk foods.</p> <p>Contribute to small group activity to identify physical contaminants.</p>	<p><b>Activity 2 Handout 6</b></p>
25 mins	<ul style="list-style-type: none"> <li>• common symptoms of food poisoning</li> <li>• people most at risk of food poisoning</li> <li>• techniques for preventing food poisoning.</li> </ul>	<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 <b>Worksheet 10</b>.</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 <b>Worksheet 10</b> individually.</p>	<p><b>PowerPoint presentation 5 Handout 6 Worksheet 10</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	<ul style="list-style-type: none"> <li>sources of common allergens and intolerances.</li> </ul>	<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 <b>Handout 7</b>.</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 <b>Handout 7</b></p>	<p><b>PowerPoint presentation 5</b></p> <p><b>Handout 7</b></p>

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

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
20 mins	<ul style="list-style-type: none"> <li>temperatures requirements for cooking, reheating and hot holding of food</li> <li>best practices for chilling food.</li> </ul>	<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 <b>Handout 8</b>.</p> <p>Complete <b>Worksheet 12</b>.</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 <b>Handout 8</b>.</p> <p>Complete <b>Worksheet 12</b>.</p>	<p><b>PowerPoint presentation 5</b></p> <p><b>Handout 8</b></p> <p><b>Worksheet 12</b></p>

Timing (mins)	Work to be covered	Teaching activity/assessment	Learner activity	Resources
30 mins	Revision activities: <ul style="list-style-type: none"> <li>• mix and match activity</li> <li>• <b>Activity 4</b></li> <li>• quiz</li> </ul>	Introduce mix and match revision activity.  Confirm correct answers for activity.  Introduce <b>Revision activity 4</b> .  Confirm correct answers for activity Introduce quiz, establishing teams .	Complete <b>Activity 7</b> mix and match activity individually.  Complete <b>Revision activity 4</b> individually.  Participate in quiz by contributing to team/individual answers.	<b>Activities 4, 7 and quiz</b>

**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

<b>Homework/research work:</b>	
<ul style="list-style-type: none"> <li>• Review <b>Worksheets 10, 11, 12, Revision activities</b> and class notes.</li> <li>• Read handouts to reinforce learning and understanding food safety risks.</li> </ul>	
<b>Lesson evaluation</b> (delete as appropriate)	<ul style="list-style-type: none"> <li>• Was the lesson better than expected</li> <li>• As expected</li> <li>• Worse than expected</li> </ul>
<b>Lesson evaluation/comments</b>	
<b>Suggestions/modifications for next lessons</b>	