

Unit 306: Monitoring and supervision of food safety

Sample lesson plan 5

Course number: _____ Course title: _____

Tutor's name: _____ Date: _____ Time: _____ Lesson length: 3 hours Room: _____

Lesson topic: Monitoring and supervision of food safety

Aims:

- Explain the importance of temperature control in a professional kitchen
- Describe the methods used to control safe temperatures of food
- Explain methods used to control contamination and cross contamination.

Learning outcomes:

To enable learners to:

- understand the application and monitoring of food safety practices.

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|---|--|---|----------------------------------|
| 20 minutes | Introduction. | Tutor-led presentation/discussion. Tutor to identify learner's prior supervisory knowledge for the LO. Icebreaker Activity 13 . | Learners to listen, observe, take notes and question appropriately. Question and answer session. Complete icebreaker Activity 13 . | Activity 13 |
| 40 minutes | Importance of temperature control: <ul style="list-style-type: none"> To prevent or reduce to an acceptable level bacterial multiplication To prevent outbreaks of food poisoning To meet due diligence criteria Environmental health agency requirements To keep food safe To comply with legislation To control wastage. | Tutor-led presentation/discussion using PowerPoint presentation 5 . | Learners to listen, observe, take notes and question appropriately. | PowerPoint presentation 5 |
| 40 minutes | Methods: <ul style="list-style-type: none"> Monitoring temperatures | Tutor-led presentation/discussion using PowerPoint presentation 5 . | | PowerPoint presentation 5 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|---|---|------------------|----------------------------------|
| | <ul style="list-style-type: none"> • Calibrated and sanitised temperature probes • Recording of temperatures • Use of cold storage equipment • Use of hot holding equipment • Blast chillers/freezers • Temperature management systems: Computerised/automated systems • Use of appropriate temperature-controlled vehicles for transporting food • Temperature control technology. | | | |
| 40 minutes | Methods: <ul style="list-style-type: none"> • Control of hazardous substances • Effective cleaning procedures | Tutor-led presentation/discussion using PowerPoint presentation 5. | | PowerPoint presentation 5 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|--|------------------------------|--|--------------------|
| | <ul style="list-style-type: none"> Regular monitoring Correct use of cleaning products Separation of low and high-risk foods Pest control Suitable work surfaces Suitable equipment Personal hygiene procedures- handwashing, correct use of protective clothing Visitor hygiene policy Use of separate sinks for food/washing food equipment/hand washing Use of sterilising sinks Correct storage of equipment Internal/external waste/food disposal procedures. | | | |
| 20 minutes | | Activity 14 | Learners to listen, observe, take notes and question appropriately. Question and answer. | Activity 14 |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|-----------------------------|---|---|--|
| 10 minutes | Recap. | Tutor-led presentation/discussion. | Learners to listen, observe, take notes and question appropriately. Question & Answer | Worksheet 5 |
| 10 minutes | Revision of lesson content. | <ol style="list-style-type: none"> 1-minute paper: Task the learners to briefly summarise the key points from the presentation. Ask individuals to provide one point each to all the class. Question and answer session: In pairs, learners to ask each other questions to consolidate their learning. Tutor to monitor and fill in any gaps. | <p>Learners should think and write their key points down. Learners should communicate their thoughts with the rest of the class, recording their key point on the flip chart/whiteboard.</p> <p>Learner Q&A session to confirm the knowledge required to carry out the performance.</p> | |
| | Independent learning. | <p>Worksheet 5</p> <p>Independent elearning (refresher):</p> <p>Watch <i>Safer food, better business</i> Food Standards Agency videos on YouTube:</p> <p>www.youtube.com/playlist?list=PLLTNCta7yiY-i9cQqXigCHnkd08Pn7SnC</p> | Complete the worksheet for the next session | <p>Worksheet 5</p> <p><i>Safer food, better business</i> Food Standards Agency videos on YouTube:</p> <p>www.youtube.com/playlist?list=PLLTNCta7yiY-i9cQqXigCHnkd08Pn7SnC</p> |

| Timing (mins) | Work to be covered | Teaching activity/assessment | Learner activity | Resources |
|---------------|---|--|--|--------------------|
| | Stretch task. | Activity 15: FIFO Outline the main roles and responsibilities of a supervisor to ensure the correct storage of food. | | Activity 15 |
| | Look forward to your next lesson/any final questions. | | Listen and ask questions as required. Learners to take notes if required. | |

How learning is to be measured:

- Q&A
- **Activities 13–15**
- **Worksheet 5**

Homework/research work:

- **Worksheet 5**
- **Activity 15**

Lesson evaluation (delete as appropriate)

- Was the lesson better than expected
- As expected
- Worse than expected

Lesson evaluation/comments:

Suggestions/modifications for next lessons: