

## Unit 306: Monitoring and supervision of food safety

### Sample lesson plan 7

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

Tutor's name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Lesson length: 2 hours Room: \_\_\_\_\_

**Lesson topic:** Monitoring and supervision of food safety

**Aims:**

- Explain the importance of good personal hygiene standards.
- Outline requirements relating to the design of food premises and equipment.

**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
10 minutes	Introduction	<p>Tutor-led presentation/discussion. Tutor to identify learner's prior supervisory knowledge for the LO</p> <p>Icebreaker <b>Activity 19</b>.</p>	<p>Learners to listen, observe, take notes and question appropriately. Question and answer session.</p> <p>Learner to complete icebreaker <b>Activity 19</b>.</p>	<b>Activity 19</b>

40 minutes	<p>The importance of good personal hygiene standards:</p> <ul style="list-style-type: none"><li>• Prevents food poisoning</li><li>• Reduces the risks associated with food safety</li><li>• Prevents the transmission of pathogenic bacteria</li><li>• Prevents - physical hazards from an individual getting into the food chain</li><li>• Prevents - convalescent and healthy carriers contaminating food</li><li>• Prevents infecting co-workers</li><li>• Promotes a safe working environment</li><li>• Promotes an organisations reputation.</li></ul>	<p>Tutor-led presentation/discussion using <b>PowerPoint presentation 7</b>.</p>	<p>Learners to listen, observe, take notes and question appropriately.</p>	<p><b>PowerPoint presentation 7</b></p>
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40 minutes	<p>Requirements relating to the design of food premises and equipment:</p> <p>Food premises design should:</p> <ul style="list-style-type: none"> <li>• Allow for good food hygiene practices- separation of high risk and ready to eat foods</li> <li>• Ensure safe food storage and preparation</li> <li>• Be easily cleaned</li> <li>• Surfaces should be smooth, impervious, impact resistant, non-tainting, non-corrosive</li> <li>• Have adequate lighting</li> <li>• Have adequate ventilation</li> <li>• Have adequate refrigeration</li> <li>• Be pest proofed</li> <li>• Have adequate hand washing facilities</li> <li>• Have potable water</li> <li>• Have adequate drainage</li> <li>• Have adequate services</li> <li>• Have suitable staff facilities to promote</li> </ul>	Tutor-led presentation/discussion using <b>PowerPoint presentation 7</b> .	Learners to listen, observe, take notes and question appropriately.	<b>PowerPoint presentation 7</b>
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	<p>good personal hygiene practices.</p> <p><b>Equipment</b></p> <p>Food equipment should:</p> <ul style="list-style-type: none"> <li>• Be easily taken apart</li> <li>• Be in a good state of repair</li> <li>• Be installed to allow adequate cleaning of surrounding areas</li> <li>• Be easily cleaned</li> <li>• Be impervious, non-tainting, resistant to corrosion,</li> <li>• fit for purpose-for commercial use</li> <li>• Suitable work surfaces – smooth.</li> </ul>			
20 minutes		<b>Activity 20</b>	<b>Activity 20</b>	<b>Activity 20</b>

10 minutes	Revision of lesson content.	<ol style="list-style-type: none"> <li>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.</li> <li>Question and answer session: In pairs, learners to ask each other questions to consolidate their learning. Tutor to monitor and fill in any gaps.</li> </ol>	<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&amp;A session to confirm the knowledge required to carry out the performance.</p>	
	Independent learning.	<p><b>Worksheet 7</b></p> <p>Watch <i>Safer food, better business</i> Food Standards Agency videos on YouTube:</p> <p><a href="http://www.youtube.com/playlist?list=PLLTCta7yiY-i9cQqXigCHnkd08Pn7SnC">www.youtube.com/playlist?list=PLLTCta7yiY-i9cQqXigCHnkd08Pn7SnC</a></p>	Complete the worksheet for the next session.	<p><b>Worksheet 7</b></p> <p><i>Safer food, better business</i> Food Standards Agency videos on YouTube:</p> <p><a href="http://www.youtube.com/playlist?list=PLLTCta7yiY-i9cQqXigCHnkd08Pn7SnC">www.youtube.com/playlist?list=PLLTCta7yiY-i9cQqXigCHnkd08Pn7SnC</a></p>
	Stretch task.	Personal hygiene problem Outline the main roles and responsibilities of a supervisor to ensure staff maintain high standards of personal hygiene	<b>Activity 21</b>	<b>Activity 21</b>

	Look forward to your next lesson/any final questions.		Listen and ask questions as required.  Learners to take notes if required.	
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**How learning is to be measured:**

- Q&A
- **Activities 19–21**
- **Worksheet 7**

**Homework/research work:**

- **Worksheet 7**
- **Activity 21**

**Lesson evaluation**  
(delete as appropriate)

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

**Lesson evaluation/comments:****Suggestions/modifications for next lessons:**

