

## Unit 306: Monitoring and supervision of food safety

### Sample lesson plan 8

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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 pest control.
- Describe the methods of pest control.

**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   | Tutor-led presentation/discussion.<br>Tutor to identify learner's prior supervisory knowledge for the LO<br>Icebreaker <b>Activity 22</b> . | Learners to listen, observe, take notes and question appropriately.<br>Question and answer session.<br><br>Learner to complete icebreaker <b>Activity 22</b> . | <b>Activity 22</b>               |
| 40 minutes    | Importance of pest control: <ul style="list-style-type: none"> <li>• Legislative compliance</li> <li>• To avoid contamination - pathogenic bacteria, spoilage bacteria)</li> <li>• To avoid spread of disease,</li> <li>• To avoid loss of reputation and profit</li> <li>• To prevent drop in staff morale</li> <li>• To avoid damage and wastage of food.</li> </ul> | Tutor-led presentation/discussion using <b>PowerPoint presentation 8</b> .  | Learners to listen, observe, take notes and question appropriately.  | <b>PowerPoint presentation 8</b> |

| Timing (mins) | Work to be covered   | Teaching activity/assessment   | Learner activity  | Resources                        |
|---------------|--|--|---|----------------------------------|
| 40 minutes    | <p>Methods of pest control:</p> <ul style="list-style-type: none"> <li>• Staff training and awareness</li> <li>• Engagement of a pest control contractor</li> <li>• Path around food business buildings for ease of detection</li> <li>• Keeping areas surrounding the business clean and tidy</li> <li>• Pest proofing - traps, poisons, pesticides, fly screens, fly traps, electronic fly killers</li> <li>• Waste management.</li> </ul> | Tutor-led presentation/discussion using <b>PowerPoint presentation 8</b> .   | Learners to listen, observe, take notes and question appropriately. | <b>PowerPoint presentation 8</b> |
| 20 minutes    | Pest control recap.  | Set <b>Activity 23</b> : Give three examples of pest control equipment and identify the three categories of pests, giving an example of each | <b>Activity 23</b>  | <b>Activity 23</b>               |

| Timing (mins) | Work to be covered          | Teaching activity/assessment  | Learner activity  | Resources   |
|---------------|-----------------------------|---|---|---|
| 10 minutes    | Revision of lesson content. | <ol style="list-style-type: none"> <li>1. Show <i>Safer food, better business</i> Food Standards Agency videos on YouTube: <a href="http://www.youtube.com/playlist?list=PLLTNCTa7yiY-i9cQqXigCHnkd08Pn7SnC">www.youtube.com/playlist?list=PLLTNCTa7yiY-i9cQqXigCHnkd08Pn7SnC</a></li> <li>2. 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>3. 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> | <p><i>Safer food, better business</i> Food Standards Agency videos on YouTube: <a href="http://www.youtube.com/playlist?list=PLLTNCTa7yiY-i9cQqXigCHnkd08Pn7SnC">www.youtube.com/playlist?list=PLLTNCTa7yiY-i9cQqXigCHnkd08Pn7SnC</a></p> |
|               | Independent learning.       | <p><b>Worksheet 8</b><br/>Independent elearning (refresher)<br/>Learners to watch 'Identifying hazards' e-learning.</p>   | Complete the worksheet for the next session.  | <b>Worksheet 8</b>  |

| Timing (mins) | Work to be covered                                    | Teaching activity/assessment   | Learner activity   | Resources          |
|---------------|---|--|--|--------------------|
|               | Stretch task  | <b>Activity 24:</b> Investigate a pest infestation:<br>Outline the main roles and responsibilities of a supervisor to investigate a pest infestation in the workplace. | <b>Activity 24</b>   | <b>Activity 24</b> |
|               | Look forward to your next lesson/any final questions. |  | Listen and ask questions as required.<br><br>Learners to take notes if required. |                    |

**How learning is to be measured:**

- Q&A
- **Activities 22–24**
- **Worksheet 8**

**Homework/research work:**

- **Worksheet 8**
- **Activity 24**

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|---|---|
| <b>Lesson evaluation</b><br>(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>  |   |