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|----------------------|--|---------------|-------------------|--------------|---------------------|--------------|
| <b>Course title:</b> | <b>Subject/Topic or Unit/Module:</b><br>SFBB training – Level 2 students | <b>Tutor:</b> | <b>Date/Week:</b> | <b>Time:</b> | <b>No in class:</b> | <b>Room:</b> |
|----------------------|--|---------------|-------------------|--------------|---------------------|--------------|

**Aim of the lesson:**

To introduce the learner to Safer food, better business (SFBB) and develop understanding of the safe methods, opening and closing checks and diary completion as part of documented food safety management procedures.

**Learning outcomes (Primary)**

By the end of the lesson, learners will be able to:

- state the benefits of using SFBB
- name the five main sections in SFBB
- define the term 'safe methods'
- give two examples of a safety point for each safe method

**Learning outcomes (Secondary)**

By the end of the lesson, learners will be able to:

- name five personal hygiene rules you must follow when working with food
- describe the illnesses that SFBB states employees need to report to their manager when working with food
- describe two areas that are checked in the 4-weekly review
- give two examples of entries that would be recorded in the SFBB diary
- give three examples of checks you would make as opening checks and three as closing checks

**Which of the following will you use to check learning? (✓ tick):**

|                                     |                          |   |
|-------------------------------------|--------------------------|---|
| Question and Answer (QA) ✓          | Revision Exercises (R) ✓ | Individual Learner Review/PPR or E-ILP (LR) |
| Group/Individual Presentation (P) ✓ | Observation (Ob)         | Assignment/Homework (A/H)                   |
| Completed tests or exercises (T)    | Other (O)                |   |

**Please identify teaching and learning methods and resources planned (√tick):**

|                           |   |                              |  |                     |                              |   |                                 |
|---------------------------|---|------------------------------|--|---------------------|------------------------------|---|---------------------------------|
| Whole-group teaching (WG) | √ | Coaching and instruction (C) | Working in pairs/small groups (G)              | √                   | Individual project work (PW) | Role-playing exercises (RP)                             |                                 |
| Case study (CS)           | √ | Presentation (Pr)            | √  | Discussion (Ds)     | √                            | Wordstorm/thought shower (WS)                           | √                               |
| Practical exercises (PE)  | √ | Practical demonstrations (D) | Using SmartBoard/ interactive whiteboard (IWB) |                     | Notetaking (N)               | √   | Using whiteboard/flipchart (Wb) |
| Using an OHP (OHP)        |   | Using video or TV (V/TV)     | √  | Using other IT (IT) | Using radio/audio tapes (A)  | Using the Internet or virtual learning environment (In) | √                               |
| Using PowerPoint (PP)     | √ | Other (please specify):      |  |                     |                              |   |                                 |

| Language, Literacy, Numeracy skills addressed in this lesson      |                             |  | Key Skills addressed in this lesson             |  |   |
|---|-----------------------------|--|---|--|---|
| <b>Lang:</b><br>Group discussion<br>Speaking and listening skills | <b>Lit:</b><br>Making notes | <b>Num:</b><br>Understanding where the legal temperatures fit into the temperature monitoring in a kitchen | <b>Communication:</b><br>Group work, discussion | <b>Application of number:</b><br>Temperature | <b>IT:</b><br>PowerPoint<br>College intranet site |

|   |   |
|---|---|
| <p><b>How will you use ILT (Information and Learning Technology) in this lesson?</b></p> <p>Use of PowerPoint to outline the course.<br/>Intranet site to show the student the safe methods.</p>  | <p><b>How are you addressing health and safety in this lesson to ensure learners have a safe learning environment?</b></p> <p>Chairs arranged correctly, door closed and any obstacles from walkway removed.</p> <p>All learners will have been given an health and safety talk in induction week to include fire evacuation information.</p> <p>Familiarisation of the class profile will ensure any specific individual needs will be catered for.</p>  |
| <p><b>How is ECM (Every Child Matters) addressed in this lesson?</b></p> <p><b>Enjoying and achieving</b> – the learners will take ownership of the lesson through practical tasks and will understand and be able to demonstrate their understanding of the aims of the lesson.</p> <p><b>Making a positive contribution</b> – see above.</p> <p><b>Achieving economic wellbeing</b> – the understanding of the topics covered will give learners an opportunity to develop these skills in a chef role in a catering establishment.</p> | <p><b>How will the Additional Support Assistant (ASA) assist the learners in this lesson?</b></p> <p><b>Group support:</b> Additional support assistant will be familiar with the class profile and will focus on the individual needs of the group moving between learners and assisting where needed.</p> <p>ASA will also take an active role in group tasks facilitating participation.</p> <p><b>One to one support:</b> A detailed assessment of each learner’s needs will be on file and read prior to support commencing. Individual learners’ needs will be discussed with additional support team and tutor.</p> <p>Where required, adapted resources will be provided by tutor/ASA e.g. large print handouts/handouts on coloured paper etc.</p> |
| <p><b>How will you promote equality and diversity during this lesson?</b></p> <p>All learning styles will be met through the variation of teaching styles VAK (visual, audio, kinaesthetic) and the use of ILT (Information and Learning Technology). All learners treated equally and fairly, no learner to be ‘singled out’.</p> <p>All learners will be asked questions and encouraged to participate in discussions.</p> <p>Group will mix usual friendship groups/cultural backgrounds.</p>  | <p><b>How have you differentiated for learners – do any learners require specific resources or support?</b></p> <p>Questions at different levels.</p> <p>Differentiation of tasks – extension tasks for more able learners.</p> <p>Group pairing to enable the learners to support one another.</p> <p>Members of the group who want to gain more information after the class – could direct them to the FSA website <a href="http://food.gov.uk">food.gov.uk</a></p>   |

Blue text: essential knowledge for a Level 2 learner (for this lesson)

Green text: bank of learning activities (for other lessons) available for you to choose depending on your learners' needs and teaching time available

| Subject: SFBB: Level 2 |   |  | Topic:  |  |   |
|------------------------|---|--|---|--|---|
| Timing                 | Focus of the lesson<br>Subject matter/content             | What teaching methods will you use?<br>(see abbreviations on previous pages) | Learner activity<br>Include differentiation and activities of Additional Support Assistants.  | Which resources will you use?  | How will you check learning?<br>(see abbreviations on previous pages) |
| 5 minutes              | Introduction of yourself, SFBB, Icebreaker of your choice | WG   |   |  | Q&A   |
| 5 minutes              | Aims, course content                                      | PP number:<br>1, 2, 3  |   | PowerPoint presentation for students Level 2   | Q&A   |
| 5 minutes              | Introduction of SFBB packs                                | CS   | Students to take five mins to familiarise themselves with the SFBB pack. No writing on packs. | SFBB packs (one between two) available free from FSA Publications on 0845 606 0667 or email <a href="mailto:foodstandards@ecgroup.co.uk">foodstandards@ecgroup.co.uk</a> | Q&A   |
| 15 minutes             | SFBB: The background facts                                | PP 4, 5, 6, 7, 8<br>N  | To introduce the learner to the facts behind SFBB.  | PowerPoint presentation for students level 2   | Q&A   |

|                              |  |           |  |   |                              |
|------------------------------|--|-----------|--|---|------------------------------|
| 20 minutes                   | Staff training section from the SFBB DVD                                 | V-TV      | This activity is to show the learners key information that the FSA has highlighted to ensure that the safe methods in the kitchen are followed every time. | Interactive SFBB DVD (free with the SFBB packs)   | Interactive DVD<br>Q&A<br>Ob |
| 20 - 30 minutes              | Consolidation exercise on safety points                                  | G         | Complete activity number <b>SM1</b> – Calamity Café  | Handout   | Completed exercise           |
| 25 minutes                   | Importance of the opening and closing checks<br>Link to the diary system | WG, Pr, G | To introduce the learner to what is included on an opening and closing checklist.  | Activity number: <b>REC 4</b><br>Handouts: <b>HO1, HO2, HO3</b>                               | Q&A                          |
| 20 minutes<br><br>15 minutes | Consolidation and summary activity                                       | G         | This activity helps learners identify the SFBB safe methods to be followed in practical areas.   | Activity number <b>Q5</b> :<br>Consolidation of safe methods (Part 1)<br>Word search (Part 2) | Completed exercise           |
| 10 minutes                   | Recap and summary of key points  | WG        |  |   |                              |

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|                        | <b>Learning activities – additional resources:</b>                              |  |  |  |  |
| 15 minutes – 1.5 hours | Activity number: <b>SM2</b><br>Safe methods – Cross Contamination – The journey |  |  |  |  |
| 30 minutes – 2 hours   | Activity number: <b>SM3</b><br>Safe methods – Cross-contamination               |  |  |  |  |
| 30 minutes             | Activity number: <b>SM4</b><br>Safe methods – Cleaning schedule                 |  |  |  |  |
| 20 minutes             | Activity number: <b>SM5</b><br>Safe methods – Fridge cleaning checklist         |  |  |  |  |
| 15 minutes             | Activity number: <b>SM6</b><br>Safe methods – Cooking checks                    |  |  |  |  |
| 30 minutes – 1.5 hours | Activity number: <b>SM7</b><br>Safe methods – Temperature checks                |  |  |  |  |
| 40 min - 1 hour        | Activity number <b>SM8</b><br>Safe methods – Checking your menu                 |  |  |  |  |
| 30 minutes             | Activity number <b>SM14</b> –<br>Preparing an induction programme               |  |  |  |  |

|                 |  |  |  |  |  |
|-----------------|--|--|--|--|--|
| 10 minutes      | Activity number <b>REC2</b> – Recording system – Diary writing   |  |  |  |  |
| 30 minutes      | Activity number <b>REC3</b> – Recording system – 4-weekly review |  |  |  |  |
| 30 - 45 minutes | Activity number <b>REC5</b> – Auditing practice                  |  |  |  |  |

|            |  |  |  |                         |     |
|------------|--|--|--|-------------------------|-----|
|            | <b>Checking of learning – additional resources:</b>  |  |  |                         |     |
| 20 minutes | Activity number: <b>Q3</b><br>SFBB Safe methods and general food hygiene knowledge quiz                              |  |  |                         |     |
| 20 minutes | Activity number: <b>Q4</b> Card game   |  |  |                         |     |
| 20 minutes | Activity number: <b>Q6</b><br>SFBB crossword   |  |  |                         |     |
|            | SFBB interactive DVD free with the packs and available at <a href="http://sfbbtraining.co.uk">sfbbtraining.co.uk</a> |  |  |                         |     |
| 5 minutes  | All students to sign training matrix   |  | Students to understand why they are signing the training matrix. | Student training matrix | Q&A |

**Reflections on lesson** (link any developments needed to your IfL Reflect portfolio):