

## Safe methods – SM10 Brave new world

Subject	Details
Overview of activity:	Small group, case study activity to be undertaken towards the end of an SFBB session.
Learning objective:	Identify barriers that can hinder the initiation and implementation of an SFBB system.
Target audience:	Level 3 and above.
Additional resources required:	Flipchart paper and pens. SFBB packs may help.
Estimated duration of activity:	1–1.5 hours
Links to other resources:	
Guidance notes:	<p>This activity can be shortened or adapted to fit the particular needs of the group of learners. The task could be undertaken by learners either individually or in pairs.</p> <p>The feedback at the end could be completed as an individual or group presentation or as a role play.</p> <p>The type of establishment chosen could be adapted to promote diversity.</p>

### Brave new world

Working in small groups of three or four, read through the following case study and then complete the tasks at the end.

### The scenario

You have all recently finished college and have started work in a local gastro pub. You have been there three weeks and are thoroughly enjoying your new job. The food is prepared from fresh, is seasonal and innovative; the staff are professional,

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hard-working and have a good sense of humour; the kitchen is clean, well resourced and maintained.

After a recent review with your head chef, she has asked you if there is anything you have noticed that can improve the business. You have noticed the absence of any HACCP system and so mention 'Safer food, better business'. She really does not appear keen, but asks you to come and see her at the end of the week to discuss it further.

As a group, you are keen to get a system up and running and feel it is important that you are prepared for this meeting. As part of your preparation, you undertake the following tasks.

### **Part 1**

1. Identify five good reasons for following a HACCP system, such as SFBB.
2. Recognise some barriers to your head chef accepting the implementation of such a system.
3. For each barrier, decide on a response to reassure the head chef and promote the benefits of such a system.

### **Part 2**

Each group will be numbered and a group leader identified.

Group 1 will state one of the barriers identified above to group 2. Group 2 will provide their response.

After each response, other groups would be invited to state any additional points that may have been missed.

This will continue until all points have been covered.