



Course title: SFBB training – Level 3 students	Subject/Topic or Unit/Module: Lesson 1	Tutor:	Date/Week:	Time:	No in class:	Room:
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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

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

- describe how SFBB meets legal requirements
- describe three safe methods, the relevant checks and follow-up actions
- list five checks you would make as opening checks and five as closing checks
- give three examples of entries you would make in an SFBB diary

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)	√	Workshop (W)
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		
Lang: Group discussion Speaking and listening skills	Lit: Making notes	Num: Understanding where the legal temperatures fit into the temperature monitoring in a kitchen	Communication: Group work, discussion	Application of number: Temperature	IT: PowerPoint College intranet

<p>How will you use ILT (Information and Learning Technology) in this lesson?</p> <p>Use of PowerPoint to outline the course. Intranet site to show the student the safe methods.</p>	<p>How are you addressing health and safety in this lesson to ensure learners have a safe learning environment?</p> <p>Chairs arranged correctly, door closed and any obstacles from walkway removed.</p> <p>All learners will have been given a 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>How is ECM (Every Child Matters) addressed in this lesson?</p> <p>Enjoying and achieving – 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>Making a positive contribution – see above.</p> <p>Achieving economic wellbeing – 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>How will the Additional Support Assistant (ASA) assist the learners in this lesson?</p> <p>Group support: ASA 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>One to one support: 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>How will you promote equality and diversity during this lesson?</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>How have you differentiated for learners – do any learners require specific resources or support?</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 food.gov.uk</p>

Blue text: essential knowledge for a Level 3 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 3			Topic:		
Timing	Focus of the lesson Subject matter/content	What teaching methods will you use? (see abbreviations on previous pages)	Learner activity Include differentiation and activities of Additional Support Assistants.	Which resources will you use?	How will you check learning? (see abbreviations on previous pages)
5 minutes	Introduction of yourself, SFBB, Icebreaker of your choice	WG			Q&A
5 minutes	Aims, learning outcomes	PP number: 1 – 3		PowerPoint presentation for students Level 3	Q&A
20 minutes	Recap on safe methods	P, G	Recap through identification of potential hazards and control measures by using the SFBB folder.	SFBB packs (one between two) available free from FSA Publications on 0845 606 0667 or email foodstandards@ecgroup.co.uk Activity number: SM1	Completed activity
15 minutes	SFBB: The background facts	PP 4 – 13 N	To introduce the learner to the facts behind SFBB.	PowerPoint presentation for students	Q&A

20 minutes	Management section from the FSA DVD	V-TV	This activity is to show the learners key information that the FSA has highlighted to ensure that the Management section is completed correctly.	SFBB DVD (free with the SFBB packs)	Interactive DVD Q&A Ob
25 minutes	Importance of the opening and closing checks	WG, Pr, G	To introduce the learner to what is included on an opening and closing checklist.	Activity number: REC 4 Handouts : HO1, HO2, HO3	Production of checklists
30 minutes – 2 hours	Identification of hazards and control measures	G, Pr, Wb	This activity helps the learner to identify hazards and the control measures to prevent contamination of food.	Activity number: SM11	Completed activity Q&A
30 minutes – 1.5 hours	Planning and implementation of control measures	G, Pr, Wb	This activity follows on from the previous activity and helps the learner to plan to control hazards and prevent contamination of food.	Activity number: SM12 (extension activity linked to SM11)	Q&A, P
5 minutes	Recap	WG, Ds			Q&A

	Learning activities – additional resources:				
30 minutes	Activity number: SM4 Safe methods – Cleaning schedule				
30 minutes – 1.5 hours	Activity number: SM7 Safe methods – Temperature checks				
40 min - 1 hour	Activity number: SM8 Safe methods – Checking your menu				
45 min - 1 hour	Activity number: SM9 – Safe methods – Kitchen cleaning audit				
1 – 1.5 hours	Activity number: SM10 – Safe methods – Brave new world				
45 minutes	Activity number: SM14 – Safe methods – Preparing an induction programme				
30 - 45 minutes	Activity number: REC5 – Auditing practice				

	Checking of learning – additional resources:				
20 minutes	Activity number: Q6 SFBB crossword				
	SFBB interactive DVD free with the packs and available at sfbtraining.co.uk				

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