Course title: SFBB training – Level 3 students	Subject/Topic or Unit/Module: Lesson 2	Tutor:	Date/Week:	Time:	No in class:	Room:

Aim of the lesson:

To reinforce with the learner the importance of the safe methods and SFBB recording systems. Successful completion of the test at the end of this session will identify learners competent in promoting SFBB within college practical areas.

Learning outcomes	Which of the following will you use to check learning? (√ tick):		
By the end of the lesson, learners will be able to: • demonstrate how to complete an SFBB diary accurately • complete a 4-weekly review	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)	

SFBB Resources
Level 3 lesson plan lesson 2

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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:**	**Communication:** Group work, discussion	**Application of number:**	**IT:** PowerPoint College intranet site
How will you use ILT (Information and Learning Technology) in this lesson? Use of PowerPoint to outline the course. Intranet site to show the student the safe methods.			**How are you addressing health and safety in this lesson to ensure learners have a safe learning environment?** Chairs arranged correctly, door closed and any obstacles from walkway removed. All learners will have been given an health and safety talk in induction week to include fire evacuation information. Familiarisation of the class profile will ensure any specific individual needs will be catered for.		

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How is ECM (Every Child Matters) addressed in this lesson?	How will the Additional Support Assistant (ASA) assist the learners in this lesson?
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. **Making a positive contribution** – see above. **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.	**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. ASA will also take an active role in group tasks facilitating participation. **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. Where required, adapted resources will be provided by tutor/ASA e.g. large print handouts/handouts on coloured paper etc.
How will you promote equality and diversity during this lesson?	**How have you differentiated for learners – do any learners require specific resources or support?**
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'. All learners will be asked questions and encouraged to participate in discussions. Group will mix usual friendship groups/cultural backgrounds.	Questions at different levels. Differentiation of tasks – extension tasks for more able learners. Group pairing to enable the learners to support one another. Members of the group who want to gain more information after the class – could direct them to the FSA website food.gov.uk

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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, lesson outcomes/ Register	PP 14, 15 WG			
10 minutes	Recap	WG, Ds, PP 4 – 13 (Optional)			Q&A
20 minutes 15 minutes	Consolidation of safe methods	PR	Identifying relevant safe methods for named hazards	Activity number: **Q5** – Part 1 Activity number: **Q5** – Part 2	Completion of activity
10 minutes	Diary writing	G	Using blank diary pages to produce examples	Activity number: **REC2** Blank diary sheets	Completed diary sheets
30 minutes	4-weekly review	P, G	The importance and experience of completing a 4-weekly review	Activity number: **REC3** Handout: **HO4, HO5** Blank 4-weekly review forms from the SFBB packs	OB Q&A
5 minutes	Recap	WG, Ds, PP			

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30 minutes	SFBB recording quiz		Completion of test	Activity number: **Q7**	T

Marking of this test is likely to take place after the session has finished. When learners have satisfactorily demonstrated their understanding of SFBB recording systems, they will need to sign the training matrix (or organisational equivalent) to demonstrate due diligence compliance.

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

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