

## Lesson plan: Food safety when preparing and cooking food

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This lesson plan gives you delivery ideas for our GCSE Food preparation and nutrition (8585)

The one hour session is designed to:

- enhance students' knowledge and understanding of the main food safety principles and the importance of following food safety procedures
- test students' application of food safety during practical tasks.
- Provide students with stretch and challenge activities to extend teaching and learning and improve exam technique.

### Learning objectives

This will teach students:

- to recognise and explain the importance of following food safety procedures when preparing and cooking foods. (including personal hygiene, clean work surfaces, separating raw and cooked foods and use of separate utensils, correct cooking times and temperature control including defrosting and reheating, appropriate care with high risk foods and the correct use of temperature probes.)
- to apply knowledge and understanding of food safety principles and assess the teacher on a practical demonstration of preparing and cooking a high risk dish e.g. sweet and sour prawns with egg fried rice.
- to devise a checklist for food workers with advice on how to maintain a safe working environment when preparing, cooking and storing high risk foods and ingredients.
- to demonstrate and apply the principles of food safety and hygiene when storing, preparing, cooking, serving and reheating a sweet and sour chicken dish with high risk foods and ingredients.

### Prior knowledge needed

Students will build upon learning from the KS3 cooking and nutrition curriculum. They will further develop their knowledge and understanding of what makes safe and hygienic working environment during a food lesson. They should already have a good range of practical skills and have made a repertoire of

predominantly savoury products which meet current guidelines for a healthy diet.

## Lesson preparation

### Resources and equipment

Set up the food room in advance with all resources and equipment necessary for both theory and practical activities:

- PowerPoint presentation
- recipes and instructions to set up and clear away on an interactive whiteboard or at work stations, to encourage independent learning and group work
- ICT facilities are useful for nutritional analysis of the product, if time permits
- the online stopwatch to manage timings and add pace to practical activities.

### Activities

Support each lesson with a variety of teaching and learning activities, to include:

- starters, plenaries and opportunities to stretch and challenge
- activities and opportunities to encourage questioning for learning during demonstrations and practical activities
- practice exam questions to test knowledge and understanding.

Allow time for feedback to students on attainment, progress and reflection on next steps.

## Activity plan

### Starter Activity

A0 1, A02, A04 - 15 minutes

Go through BNF food hygiene and safety power point. Students to assume role of hygiene inspector and use BNF check list to inspect the cleanliness and hygiene of the food room. Designate a chief spokesperson to report findings to the class. Make any recommendations for improvement.

Resources:

- [Food hygiene and safety information – Food a fact of life website](#)

## Main activity

A0 1, A02, A04 - 25 minutes

Demonstration of preparing, cooking, serving, reheating and safe storage of a high risk food, such as sweet and sour chicken with egg fried rice.

Use a hygiene and safety checklist to observe, make notes and assess the teachers' demonstration of a high risk dish.

Questioning for learning topics throughout demonstration:

- 1) What is good personal hygiene?
- 2) What is good kitchen hygiene?
- 3) What conditions do bacteria need to grow?
- 4) How does food poisoning occur?
- 5) How do we stop bacteria growing in food?
- 6) What are high risk foods and how do we ensure we cook them safely?
- 7) How does cross contamination occur and how can we prevent it from causing food poisoning?
- 8) What are the essential rules for reheating and storing foods and how can you use a temperature probe to check temperatures of food?

Resources:

- Recipe for sweet and sour chicken
- Temperature probe and wipes.
- [Food hygiene and safety information – Food a fact of life website](#)

Group session:

A01, A02, A04 - 20 minutes

Discussion of teachers' demonstration of good food safety and hygiene. Identify recommendations for improvement. Produce a food hygiene and safety guide with essential advice and guidelines for a trainee food worker who has just started to work in a local restaurant. Use information from BNF food safety resource and textbook to assist you. Include topics from earlier demonstration and discussion of sweet and sour chicken with egg fried rice.

Resources:

- [Food hygiene and safety information – Food a fact of life website](#)
- [AQA nutrition textbook](#)

## Further work and reading

Extension – Stretch and challenge activity

Produce a food hygiene and safety guide with essential advice and guidelines for a trainee food worker who has just started to work in a local restaurant. Use information from BNF food safety resource and textbook to assist you. Include topics from earlier demonstration and discussion of risk assessment when cooking sweet and sour chicken with egg fried rice.

Information to include an outline of:

- What is good personal hygiene?
- What is good kitchen hygiene?
- What conditions do bacteria need to grow?
- How does food poisoning occur?
- How do we stop bacteria growing in food?
- What are high risk foods and how do we ensure we cook them safely?
- How does cross contamination occur and how can we prevent it from causing food poisoning?
- What are the essential rules for reheating and storing foods and how can you use a temperature probe to check temperatures of food?

## Homework and preparation for next lesson

Select a simple snack recipe which has one or more high risk ingredients in it to make next week. Think about what essential points you will need to consider to ensure that your dish is made with the highest standards of hygiene and safety throughout.

Practice questions:

1. Identify the correct temperatures for:
  - freezing
  - chilling
  - danger zone for rapid bacteria growth
  - serving temperature for food
  - reheating of food? (5 marks)
2. Explain what the ideal conditions for bacteria growth. (6 marks)
3. What are the essential rules for safe reheating of foods and how can a temperature probe be useful for ensuring foods are reheated to the correct temperature? (6 Marks)

4. Explain why the use of colour coded equipment can prevent cross-contamination in a food lesson. Give examples to explain your answers. (4 marks)
5. What advice would you give to a younger student about good food hygiene?(8 marks)