

Food hygiene

Introduction to Module 4

Training in food hygiene and safety is a requirement for every person working with food in this country. The principles behind the training are straightforward; however, the language associated with food safety is often complex and scientific, which can be daunting. It is important that learners understand both the concepts and the language if they are to maintain the high standards of hygiene expected of them at work.

This module covers skills required to complete the food safety and hygiene training, and in particular looks at the reading and language issues that may arise when interpreting food labels and food law. It also covers important areas such as temperature and time.

The material in this module covers the following:

- listening to training and taking notes
- getting to grips with the language of food hygiene
- understanding food law and food labels
- critical control points
- temperature and time.

The settings and scenarios in this module are generic and learners may need support to apply the skills to their own situations. The Word version of these Embedded Learning materials provides opportunities to adapt and customise materials where appropriate to specific learner settings.

Hospitality – Module 4: Food hygiene					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Taking notes in training	Hos 4:1–4:2	1GEN1; 1GEN4.3	Wt/L2.2; Wt/L2.4; Wt/L2.7; Rs/L2.2; SLlr/L2.1; SLlr/L2.2; Rt/L1.2		C1.3
Listening to training	Hos 4:3–4:4	1GEN1; 1GEN4.3	SLlr/L1.1; SLlr/L1.2; SLc/L1.2; Wt/L1.2		C1.3
What does it mean?	Hos 4:5–4:6	1GEN1; 1GEN4.3	Rt/L1.1; Rw/L1.1; Rw/L1.2; Rw/L1.3		C1.2
Food law	Hos 4:7–4:8	1GEN1; 1GEN4.3	Rt/L1.5; Rw/L1.1; Rw/L1.2; Rt/L2.7; Rt/L2.8		C2.2
Food labels	Hos 4:9–4:10	1GEN1; 2GEN7	Rt/L1.3; Rt/L1.4; Rt/L1.5	MSS1/E3.3; N1/E2.1; N1/E3.1	
It's all down to you	Hos 4:11–4:12	1GEN1; 1GEN4.3	Rt/L1.1; Rt/L1.2; Rt/L1.3; Rt/L1.5; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Temperature and time	Hos 4:13–4:14	1GEN1; 2GEN7		MSS1/E3.9; MSS1/L1.3	N1.1c
Hazard analysis critical control points (HACCP)	Hos 4:15–4:16	1GEN1; 2GEN7	Rt/L1.3; Wt/L1.5; Rt/L1.4; Wt/L1.2		C1.2
Pests	Hos 4:17–4:18	1GEN1; 1GEN4.3	Rt/L1.4; Wt/L1.5		

Skills checklist

Food hygiene is about serving food as well as cooking it. Anyone who works with food needs to be absolutely sure that the food is safe to eat, and properly prepared and served to the customer. This means maintaining very high standards of hygiene in all areas of the workplace – the kitchen, the bar, the restaurant or the service area – wherever you work.



Food hygiene and safety is the most important aspect of your work and you will have a food hygiene certificate. The safety procedures you learn must be understood and maintained throughout your career in hospitality. Your company cannot afford for any of its customers to become ill due to carelessness on the part of its staff.

The skills listed in the table below will also help you to get the best out of your food hygiene training. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you need more practice.

Skills for food hygiene	Now	Later
Listening and taking notes during training		
Understanding the laws about food safety		
Understanding the information on food labels		
Following hand-washing procedures		
Understanding temperature and time		
Understanding critical control points		
Finding out about pests and infestations		

PAGES 4:1–4:2

Taking notes in training

Occupational setting

Training and staff development is an important aspect of hospitality today. Staff in large organisations may have individual development plans, which identify areas where they need training or updating. Staff will need to read training materials and take part in training sessions – perhaps on-line – throughout their career in hospitality.

This theme develops the reading, writing and listening skills needed for making notes, either at work or in training sessions. It concentrates on the training that all food handlers must undertake to obtain a certificate in food hygiene/safety. This theme introduces several strategies for taking brief notes that can be used for keeping a record of main points from written or on-line training materials and in face-to-face training sessions.

Materials

Selection of materials used in training for food hygiene/safety certificate

Audio equipment

Learning outcomes

- 1 To identify the purpose of taking notes (focus page)
- 2 To introduce and experiment with different note-taking strategies (focus page, Tasks 1–3)
- 3 To practise note-taking strategies when reading (Tasks 1 and 2)
- 4 To practise note-taking strategies when listening (Task 3)

Introduction

- Discuss where note taking could help learners in their jobs (e.g. training sessions, induction material, telephone messages, as a memory aid when listening to instructions).
- Point out that developing a personal method of note taking can be useful when required to both listen and take notes and read and take notes.
- Discuss the general purposes for taking notes (e.g. memory prompts, helping understanding, quick reference of main points).
- Confirm that, whereas good notes are really useful, poor notes can lead to problems later on if you cannot understand what you have written or if you didn't quite understand the information first time around. Taking or making good notes requires good understanding of the information and lots of practice.
- Discuss any note-making/-taking strategies already used by learners and any difficulties experienced. Make sure learners' contributions are valued and encourage learners to experiment with a range of strategies.
- Emphasise the importance of finding a way of making notes that suits the individual, in terms of both writing information down and reading it back later. There are lots of ways to make note taking easier – not all will suit everybody.

Focus page

- Ask learners to write down a text message to 'send' to another learner as if on a mobile phone (alternatively get learners to text each other). Other learners 'read' the message aloud. Discuss the different ways of representing words – combinations of symbols, shortened words, letters and numbers to represent words (e.g. gr8 for great), etc. Demonstrate the use and construction of some workplace abbreviations.
- Point out the strategies shown on the focus page. Give examples of how these can be used by giving the learners information from the Source material or instructions about using a product.
- Go through the strategies on the focus page one at a time in any order, looking at the examples, discussing any examples used regularly in the workplace, and encouraging learners to give other examples or make up examples.

- You may want to pay particular attention to the strategies of leaving out unnecessary words and using dashes and arrows, as these require a good understanding of sentence structure.
- You may want to focus on the most appropriate occasions for using numbers, letters or bullet points in lists. For example, numbers are particularly appropriate if things have to be done in a particular order. It is a good idea to start writing notes using bullet points if the person starts to say things like ‘first you need to do ...’.
- Explain the importance of giving all notes a clear heading for quick reference.
- Emphasise that the notes are for the learner to read and that accurate spelling is not important – unless it is a new technical word that the learner needs to remember.
- Point out that the same techniques can be used whether the learner is taking notes while listening or reading.
- ESOL learners may prefer to make notes in their own language.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, or alternative strategies (e.g. recording training sessions, spidergrams for notes, using pictures or drawings) in order to do this effectively. Additional practice in listening and then repeating back is also useful for learners who need these skills frequently.
- Explain the whole task page to learners first to ensure that they understand how the tasks are structured.
- Explain to learners the importance of writing notes suitable for purpose (so that they can understand them when they refer to them at a later stage).
- Encourage learners to write the notes in the way they can understand them – only taking out words that do not change the meaning of the text for them. Point out the tips.
- Encourage learners to draft work before writing it up, in case they make errors of fact.
- Explain to learners that leaving out unnecessary words and using dashes to link ideas are strategies they can use to keep notes short when taking notes in training or work settings.
- Discuss why the second highlighted sentence would be better as bullet points in notes. Look at the punctuation of the sentence to decide where the bullet points might be inserted.
- Confirm that abbreviating words is another strategy when taking notes in training or work settings. Remind learners of methods for abbreviating.
- Encourage learners to use different methods to shorten the highlighted text for question 3. Point out the relevant tip.
- Learners may like to discuss question 4 in pairs or small groups. Each pair or group makes a decision about the sentence and gives reasons why a numbered list or bulleted list is more appropriate.

Curric. refs	NOS/NVQ	Key Skills
Wt/L2.2	1GEN1	C1.3
Wt/L2.4	1GEN4.3	
Wt/L2.7		
Rs/L2.2		
SLlr/L2.1		
SLlr/L2.2		
Rt/L1.2		

Task 1

Rewrite notes, leaving out unnecessary words, using dashes to link ideas, creating bullet points and or numbered lists and using abbreviations

Wt/L2.2

Wt/L2.4

Rs/L2.2

Rt/L1.2

If the learner has difficulty

- Learners may think that there is a ‘right way’ to do this – stress that the object is to make notes they can read **for themselves**.
- Go through the tips for each question and make sure they understand what to do – go through an example with them from the task.
- Make sure learners understand the more difficult words.
- Encourage learners to work through the text methodically, one sentence at a time.
- Read back the notes to learners and ask questions to check they can understand the notes they made.

- For question 2, discuss how commas are used to separate items in a list within a sentence. Offer alternative strategies to bullet points that might be more appropriate to the learner (e.g. spidergram).
- Learners with limited or poor experience (e.g. ESOL learners or some dyslexic learners) may struggle with question 3 in particular, as it requires some phonic skills (B4 = before) and an understanding, for example, that ‘comm’ is an appropriate abbreviation for ‘communication’, whereas ‘co’ might not be, as it could be confused with the abbreviation for ‘company’. Provide structured support.
- For question 4, discuss the relative importance of each item and whether order is important. Ask the learner to identify the number of items to be listed. Write these down. Ask if they are all equally important. If they are it will be fine to write them as a list of bullet points. If not, which order should they go in? Is the order for these items important? Should one thing be done before or after another? Remind learners that a list should be numbered only if the order of items is important.
- ESOL learners may need additional support here because of the use of adverbs such as ‘before’ and ‘after’ in the sentence. As a group think about how this could be replaced by another word/phrase such as ‘every time’.

Extension

- Ask learners to make notes in the same way for any material in their own induction pack.
- Bullet point a section from the course text book.
- Ask learners to compile a list of abbreviations (with their meanings) that they need for work. Learners can test each other on these.
- Ask learners to put some instructions (e.g. setting out a table, greeting customers) into a numbered list.

Task 2

Proofread and revise notes

Wt/L2.2

Wt/L2.4

Wt/L2.7

- Remind learners of all the possible ways of making notes.
- Emphasise the personal nature of note taking.

If the learner has difficulty

Refer back to different strategies that were discussed in the focus teaching or to strategies that learners have used themselves. Try to identify what works best for them. Ask questions to identify learning preferences. This will help inform choice of note-taking strategies.

Extension

Make sure learners have tried a range of strategies and have discussed their methods with other learners.

Task 3 22 23

Listen and make notes of details from a training session

SLlr/L2.1

SLlr/L2.2

Wt/L2.2

Wt/L2.4

Question 1 22

- Explain that it is important to pick out the details when listening to a training session because they illustrate the main point.
- Remind learners to listen carefully for key words and about the use of emphasis. Although they will be able to listen to the audio clip several times, in many situations they will only get one chance to listen.
- Learners might like to think about/predict the sorts of things they will be listening for.
- Play the audio clip through once for gist, then again for learners to listen for the key words they have chosen.
- Remind learners to write the list as key words rather than in sentences. Play the audio clip again to confirm this.
- Check learners’ responses to question 1 before moving on to question 2.

Question 2 23

- Discuss the importance of focusing on instructions when listening to a training session, as these are the things you have to remember and follow.
- Play the audio clip. Remind learners to listen carefully for emphasis on key words. In some instructions there may be specific detail to remember.

- Remind learners to write in note form in any way they like, as long as they can read what they have written.

If the learner has difficulty

- Explain to learners that for question 1 they are listening out for four key points. Learners might prefer to work in groups so they can jointly pick out the details.
- Play the audio clip as many times as necessary or read the script out, emphasising the words in bold.
- Encourage learners to listen for emphasis, as the important information is often emphasised (stressed). Remind learners to write down just the key words as a list.
- Ask learners questions about what they heard.
- ESOL learners may need support to understand some aspects of the language or technical language.
- For question 2, learners are listening out for five instructions. Important clue words about order signal these (e.g. 'first', 'second', 'also').
- Replay the audio clip as many times as necessary or read the script out, emphasising the words in bold.
- Encourage learners to listen for emphasis on key instruction words such as order words or imperatives (use questions and answers to encourage them to give examples of these).
- Make sure learners understand the idioms and less formal structure of speech.
- Read the notes back to learners to make sure they can follow what they have written.

Extension

- In pairs, learners check and compare notes and discuss any problems they had with the task. Do they have any strategies for making listening and note taking easier?
- Learners can work in small groups. One learner describes a process to other learners, who make notes using the same techniques as used for this task.

Theme assessment

- Notes to be taken in actual training sessions.
- Notes to be taken from on-line courses.
- Notes to be taken from a course book.

Taking notes in training

Focus

There are strategies you can use to help you make notes while you are listening or reading.

Cut notes down by using **abbreviations** (shortened words).

- Use the **first few letters** of the word, for example: prob = problem.
- Use the **first and last letter** of the word, for example: yr = year.
- Use just the **capital letters** for titles, for example: National Vocational Qualification = NVQ.
- Use the apostrophe to show letters have been left out, for example: you are = you're.

Here are more examples of common abbreviations:

approximately = approx including = inc
telephone number = tel no refrigerator = fridge

What do these abbreviations mean?

e.g. i.e. etc.

Use **symbols** in place of words.

Symbols are marks that have a meaning, for example:

+ plus or more % per cent
– minus or less ∴ therefore
∴ because & and
@ at = equal, the same as

Cut notes down by **leaving out unnecessary words** such as: **and the are as to is which**

If a refrigerator shelf has previously been used for raw foods it must be disinfected before it is used for cooked foods.



Refrigerator shelf previously used raw foods must be disinfected before used cooked foods.

Use **dashes** and **arrows** to link ideas.

Mouldy food is generally considered unfit to eat.



Mouldy food – unfit to eat

Use a **highlighter** pen or **underline** the important parts you want to remember.

By law all **food handlers** must have some **food hygiene training**.

Use numbers and letters **in place of words**, like in text messages.

Always wash your hands before handling cooked foods.



Always wash yr hands b4 handling cooked foods.

Write your notes as a **list** of short main points using **numbers**, **letters** or **bullet points**.

Signs of spoilage – vegetables

1. soft, discoloured
 2. black spots
 3. rotten smell
- a) soft, discoloured
 - b) black spots
 - c) rotten smell
- soft, discoloured
 - black spots
 - rotten smell

Use any or all of these techniques. Make sure:

- you understand what you have to take notes about
- your notes make complete sense to you – this includes using headings.

Tip

Don't worry too much about spelling in notes – except for new technical words you need to remember.

Taking notes in training

Task

General controls for bacterial risks

The most serious types of food poisoning are caused by bacteria. In the right conditions, one bacterium can multiply to four million in just eight hours. The more bacteria present in food, the more likely it is to cause food poisoning. Bacteria multiply fast if they have enough moisture, food, time and warmth.

Safety measures that can be taken to prevent bacterial contamination and cross-contamination include good standards of personal hygiene, particularly when it comes to hand washing.

Hands should be washed after handling raw food, before handling cooked foods, after handling waste and after visiting the toilet.

Task 1

- 1 Rewrite the **highlighted** part of the passage, missing out unnecessary words and using hyphens to link ideas.
- 2 Make the **highlighted** sentence into bullet points.
- 3 Write the **next part** of the passage using as many abbreviations as you can.
- 4 Would you write the **last sentence** as a numbered list or a bullet-point list? Explain your choice.

Task 2

Read your notes to make sure they make sense. Replace any words that you need to. Highlight or underline anything you want to. Use arrows, hyphens and symbols to help you make sense of your notes and remember the information.



Task 3

22
23

- 1 Listen to the trainer giving information during a food hygiene training session.

List some of the things to think about when you are storing food. Give your notes a heading.

- 2 Listen to the trainer again.

Make a list of the things that she mentions that you must do when you are washing your hands. Give your list a heading.

Tips

- 1 Look for words such as: and, the, to, of, in.
- 2 Use the punctuation to help you see where to use bullet points.
- 3 To make abbreviations:
 - use the first few letters of the word
 - miss out the vowels.
- 4 Think about each thing on the list.

Remember!

Use **abbreviations**. Use **symbols** in place of words. Leave out **unnecessary** words. Use **numbers** and **letters**. Make a **list**. **Highlight** and **underline** important parts.

Tip

Listen for key **order words** such as 'first', and **imperatives** (command words) such as 'rub'.

PAGES 4:3–4:4

Listening to training

Occupational setting

All food handlers must obtain a certificate in food hygiene but may also be involved in other training. This theme develops the skills required for active listening in training sessions and looks at strategies for remembering points from training. A mind map is used on the focus page to present the information for this theme.

Materials

Examples of 4–6 titles from different training sessions

Audio equipment

Sticky notes, large sheets of paper and coloured pens

Internet access

Learning outcomes

- 1 To be aware of the purpose for listening (focus page, Task 1)
- 2 To recognise main points and supporting examples (focus page, Tasks 2 and 3)
- 3 To consider strategies for writing down and organising information (focus page, Tasks 2 and 3)
- 4 To consider what questions to ask to check understanding or ask for further information (focus page, Task 4)

Introduction

- Discuss the reasons for having training sessions.
- Using about 4–6 titles from different training sessions, ask learners to predict what sort of things they would expect to learn about in each session. Discuss the list of ideas.
- Group mind maps may be created as follows:
 - Discuss the topic with the group and encourage them to record ideas on sticky notes or scraps of paper. Collect all the ideas together.

- Sort through the ideas together and put them into broad categories or idea sets. This physical activity enables learners to move ideas (notes) around until they are happy with the groupings. Give each category a heading.
- Create a map radiating from the main discussion topic, with each category represented by a branch. These should be clearly named and colour coded.
- All the ideas/words contributing to each branch should also be represented in words and pictures using the same colour code.
- The idea of the map is to represent all aspects of the topic in an ordered and graphical format so that it is easy to visualise and remember.

- Use the mind map technique to gather ideas about listening and remembering training. The purpose of this part of the session is to lead the group through the process of making a mind map based on their collective ideas about remembering training. The effectiveness of this activity will depend on the type of group and on the lead you give. If it is more appropriate to the group, the process of mind mapping can be introduced after looking at the focus page.
- Ask learners to write down on sticky notes any strategies they have for listening and remembering things during training sessions. Discuss different strategies used (e.g. some people may 'see' the words, some will remember the actual words spoken, some will mention taking notes).
- Through questioning and prompting, get the group to contribute the strategies shown on the focus page. Although not vital, this process will lead learners easily to the next stage. Sort the notes into categories and give them headings, such as taking notes, listening, questioning.
- Create a group mind map using the learners' input.

Focus page 24

- Look at the mind map on the focus page and compare it with the mind map produced by the group. Make additions as required.

- Listen to the extract from a training session about food poisoning (or read the script aloud, emphasising the words in bold). Discuss in the context of the mind map.
 - Discuss the purpose of the information in the audio clip. What would be a good title for the training session? Use a different colour to add this to the map.
 - Listen to the audio again and refer to techniques on the mind map for listening – listen for the emphasised words in the audio clip – learners write down any that they hear. Add this to the map. Discuss how these link to the purpose of the training.
 - Listen again to pick up which key phrase is used to introduce examples ('such as'). Discuss this and other phrases that might be used in speech – 'for example', 'like this', etc. and why examples can be useful.
- Put learners into three groups to listen to the audio clip for different purposes:
 - Group 1 write down the names of the different types of microorganism mentioned.
 - Group 2 write down just the figures relating to food poisoning.
 - Group 3 write down as much of the information as they can.
- Discuss the problems each group had with getting the information down and any other strategies groups used to help them.
- As a whole group, discuss ways of organising notes in different formats. Think about the following:
 - Columns (e.g. main points and their corresponding supporting examples or 'dos' and 'don'ts'); do this with examples from notes made by learners in the activity above
 - Spidergram format
 - Mind maps
 - Index cards.
- Remind learners of other note-taking strategies for cutting down/summarising information (see 'Taking notes in training' on pages 4:1–4:2).
- Point out the strategies for asking questions to get more information. Discuss the sort of questions learners might want to ask relating to the information in the audio clip. Learners may need to practise this.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	IGEN1	C1.3
SLlr/L1.2	1GEN4.3	
SLc/L1.2		
Wt/L1.2		

Task 1 25

Listen to an extract from a training session to decide its purpose

SLlr/L1.2

- Explain to learners that they will be listening to an extract from training.
- Remind learners that listening out for key emphasised words can help to establish the purpose of the information.
- Learners select the most accurate summary from the options on the page.
- Learners should listen to the whole clip for gist, then again listening out for emphasised words. Note that they will need a particular level of occupational knowledge to understand the purpose of the talk.
- Discuss the correct choice, considering what is wrong with the other choices.

If the learner has difficulty

- Learners will probably need to hear the audio clip more than once. Explain that they would be able to ask the trainer to repeat some of the information if they did not pick it up first time.
- Learners may need help with the emphasised words – read the script aloud, emphasising the words in bold.
- Learners could jot the emphasised words down to help them.
- Explain technical terms (e.g. 'bacteria') and other terms (e.g. 'first hand') as required.

Extension

- Learners could prepare for the feedback discussion by giving reasons for their choice of summary and why they discounted the other options.
- Learners could also make a summary of the information in their own words.

Task 2  **26**

Listen for and note down examples that support the main point

SLlr/L1.1

Wt/L1.2

- Explain to learners that they will now hear the next part of the training. Explain what is meant by the ‘main point’ (the main purpose of the talk – how cross-contamination occurs) and a ‘supporting example’ (examples of how this happens).
- Remind learners of key phrases to listen out for in establishing the supporting examples. Remind learners that examples will relate to the main point.
- Remind learners about writing in lists and the need to write in bullet points or numbered items.
- When learners have completed the task, go through the model answer and discuss learners’ responses to compare the different ways they recorded the information.

If the learner has difficulty

- Learners may need to listen to the audio clip more than once. Listening is a skill that requires plenty of practice and many learners will find the additional burden of trying to record information more than they can cope with. Encourage learners to listen in a structured way. *What is the main gist? What are the main points? Are there any facts or examples to support the main points?*
- Learners may need help with picking out the key information. Read the script aloud, at a slower pace than in the recorded clip, and emphasising the key parts. Ask direct questions about the content and get learners to note things down in a format that helps them.
- Learners could work in pairs or small groups for added support.

Extension

Ask learners to find other examples that would support the information in the training, such as case studies of infections caused by cross-contamination that they have researched on the Internet or have heard about in other training sessions.

Task 3  **27**

Listen for and organise points and examples in columns

SLlr/L1.1

Wt/L1.2

- Explain to learners that they will be listening to another audio clip.
- Make sure learners understand the column headings and where to write the information. (Note that ‘Features’ refers to information *other than* sources and symptoms.)
- Play the audio clip once for gist, a second time for learners to pick out the points relating to the items in each column and a third time for learners to confirm their responses.
- When learners have completed the task, they may like to read the audio script to find any information they missed.

If the learner has difficulty

- Learners may need more help with picking out the key information. You could read the audio script aloud, at a slower pace than in the recorded clip and emphasising the key parts. Encourage learners to listen for the information for each column separately.
- Learners could work in pairs or small groups for added support, jotting down key words, key points or information on sticky notes as they hear them and then sorting the notes into columns afterwards.
- In a group of three, each person could listen out for information for one column only, as on the focus page.
- ESOL learners in particular may need some additional help with vocabulary such as ‘source’, ‘gut’ and ‘survive’.

Extension

Learners can go straight on to the final task as this is directly related to Task 3.

Task 4

Make a mind map or spidergram of the information given in a training extract

SLc/L1.2

- Remind learners of the method for making a mind map.
- They use the information they have already sorted into columns as the basis of their map.

- Encourage learners to add to this using graphics or additional examples that will help them to remember.

If the learner has difficulty

Some learners will have a preference for visual memory aids such as mind maps and will respond positively to these activities. Learners with a preference for more linear formats should still be encouraged to try mind maps. They may enjoy working with mind-mapping programmes on computer. There are several Internet sites that will also support this learning: www.mind-map.com and www.mind-mapping.co.uk/make-mind-map.htm. (Mind maps should reflect learner preference and may vary widely in appearance.)

Extension

Learners can go straight on to the Theme assessment as this is directly related to Task 4.

Theme assessment

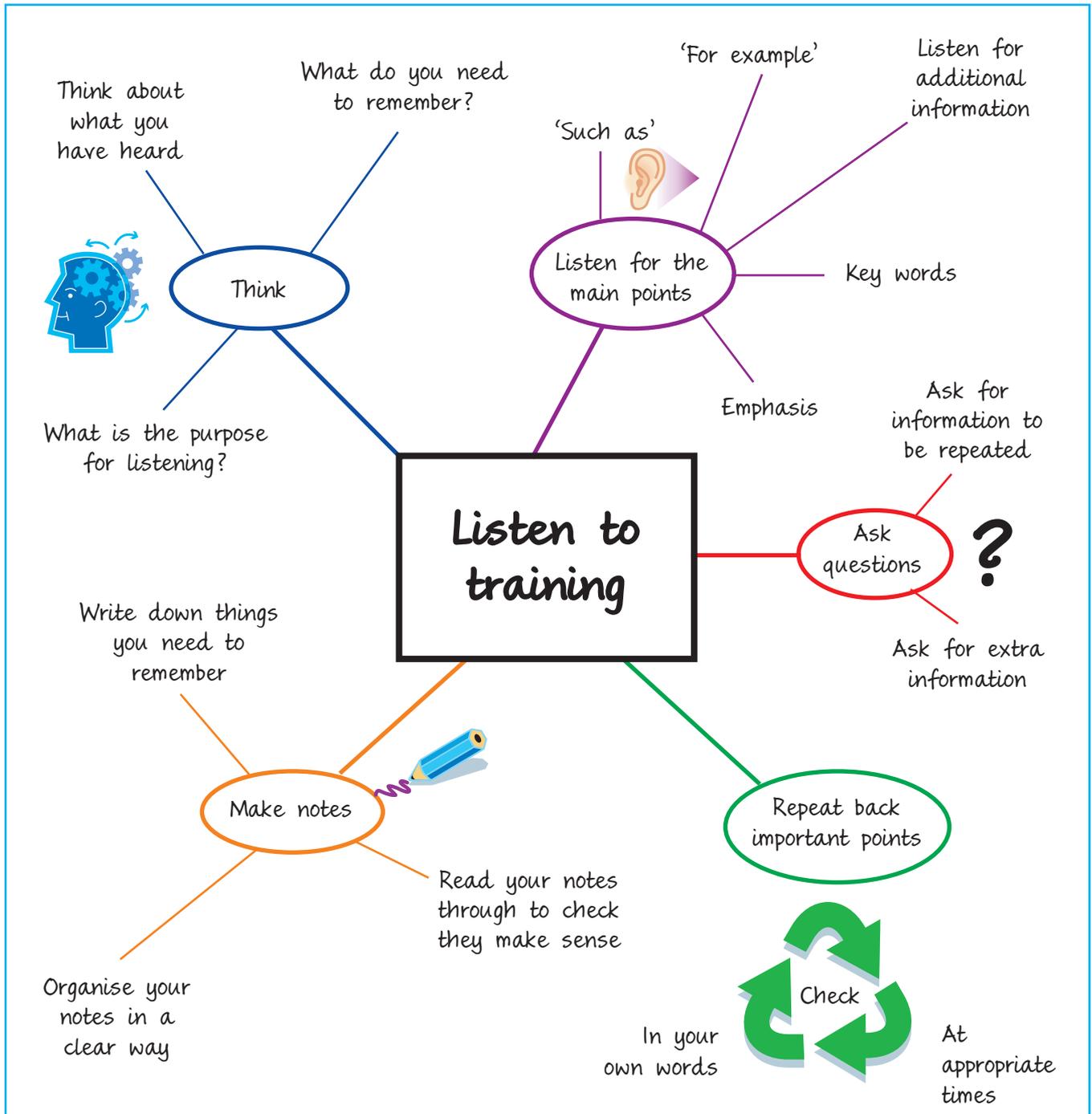
Learners to take notes in their own way while listening to an actual training session and use these to tell other learners about the training.

Listening to training

Focus

The training you receive at work is very important. Listening to training sessions carefully helps you to do your job more efficiently and safely.

Find different ways to sort information so that it makes sense to you. This is called a **mind map**.



 Listen to an extract from a training session to consider these points.

Listening to training

Task

Task 1

25

Listen to the extract from a training session on food poisoning. Which of these is the best summary of the purpose of this information?

- 1 To persuade cooks to cook food properly.
- 2 To give instructions about the safest ways of cooking food.
- 3 To give information on the reasons for cooking and chilling food properly.
- 4 To explain how to cook and chill food.
- 5 To tell the listener a story about food poisoning.

Tip

Listen for the emphasised words to help you think about the purpose.

Remember!

Keep your notes short – use any of the strategies for making a list.

Task 2

26

Listen to the next part of the extract. Write down the three supporting examples for the main point.

<i>Main point</i>	<i>Examples</i>
<i>Bacteria can be passed from one food to another by:</i>	

Task 3

27

Listen to the next extract from the training. Make notes from the information using the headings given below.

<i>Salmonella</i>		
<i>Sources</i>	<i>Features</i>	<i>Symptoms</i>

Task 4

Use the notes you made in Task 3. Write down some questions you might want to ask about the information.

Tip

Think about what *you* would need to know to help make this information clearer.

PAGES 4:5–4:6

What does it mean?

Occupational setting

Any specialist area has vocabulary associated with it and food hygiene is no exception. The use of many biological and scientific terms in food hygiene training may be daunting for a learner. This theme offers strategies for the learner to become familiar with the specialist vocabulary associated with food hygiene. The strategies can be applied to any other vocational training in which terminology is used.

Materials

Dictionary

Glossary

Examples of training material that contain specialist vocabulary

Learning outcomes

- 1 To explore different methods for finding the meaning of specialist vocabulary (focus page)
- 2 To practise the skill of finding the meaning of words by analogy (focus page, Task 1)
- 3 To check for meaning using reference sources (focus page, Tasks 2 and 3)
- 4 To practise rewording text to check for sense (focus page, Tasks 1–3)

Introduction

- Ask learners about any existing strategies they have for working out the meaning of unknown words, especially technical vocabulary. Expect: dictionary, glossary, asking someone, working it out (or guessing).
- Acknowledge that there are many valid strategies to achieve the aim of better understanding of the word and therefore of the information in the course handbook/on-line course.
- Look at some example sections from the course book. Confirm that the vocabulary is complex and contains many technical words. No-one is expected to know all these words, but it is important to be able to work out their meaning.

Focus page

- Look at the section of text. It might be useful to highlight any technical words or words learners identify as being difficult, perhaps just for one section to start with.
- **Looking up words:** discuss the various places where the meanings of words might be found (dictionary, glossary, website, specialist books) and vocational examples. What is the most appropriate place to find a specialist word used in a particular context? A glossary will direct you to a word in your given area, whereas a dictionary will include words and meanings not relevant to a vocational area (use 'carrier' as an example to illustrate this).
- **Predicting the meaning of words:** this is a way of working out meaning by:
 - using the context of the text (i.e. 'vehicle' is likely to have a different meaning depending on whether you are talking about cars or contamination)
 - finding similar patterns in words (e.g. contaminate, contamination, contaminant)
 - using prefixes and suffixes in combination with root words (e.g. con + junction, where 'con' means 'with' or 'together')
 - using the patterns of other words (microphone, microlight, etc.).
- Acknowledge that not all words need to be memorised, although some will be vital to the vocational area. This would be a useful point to talk about developing a personal glossary (e.g. in an alphabetically indexed note book) to record important words and their meanings.
- Stress that knowing where and how to access information is an important skill.
- Demonstrate dividing words into parts in order to pronounce them, for example path/o/gen, con/tam/in/a/tion.
- You may want to make some cards of names of bacteria that are divided into parts for learners to put together to form complete names.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	1GEN1	C1.2
Rw/L1.1	1GEN4.3	
Rw/L1.2		
Rw/L1.3		

Task 1

With the knowledge that ‘-cide’ means killing, work out the meanings of other words with the same ending

Rw/L1.3

- Ask learners to look at the words in the list. What do they have in common? (the ending ‘-cide’) The meaning of this suffix could be checked in a dictionary, but you could explain that it means ‘killing’, so most words that end in ‘-cide’ are to do with killing something.
- Ask for examples of words ending in ‘-cide’. Use the example of biocide, which is something to do with killing living things (bio = relating to life).
- Learners work out meanings for each word, based on an understanding of the ‘-cide’ ending.
- You might want to extend this task to think about other words ending in ‘-cide’, to complete the picture.
- Once the task is completed, stress how important it is to distinguish these words. Getting it wrong could be disastrous.

If the learner has difficulty

- Discuss how the learner can work out the obvious examples first and, if necessary, check the meanings in a glossary or dictionary. They may need help to do this.
- ESOL learners may find it more difficult to work out meanings of words from root words (e.g. ‘fungi-’), depending on whether their first language has a common source with English. More support may be needed.
- Write the word ending on one card and root words on a series of other cards. Ask the learner to match a root word with the word ending and pronounce the word. Ask if they can think of any other words that sound like the root word (e.g. fungi-, fungus).
- Encourage learners to keep a notebook of useful terminology or a personal glossary.

Extension

Ask learners to think about the word ‘hospitality’ and find other words in the same ‘family’, such as hospital, hospitable, hospice. Use reference sources and discussion to find the origins of the word and decide what all these words have in common.

Task 2

Use a dictionary to check the meaning of words Rw/L1.1

- Remind learners that some words have different meanings depending on the context in which they are used.
- The words in the task are used in a specialist way in food hygiene but have additional meanings/uses that are not appropriate in this context.
- Explain that a dictionary will have all the meanings of words, making it necessary to decide which meaning is appropriate for a situation.
- If appropriate, look up some words in a dictionary and decide on the appropriate definition in the context of food hygiene.
- To complete this task, use the definitions provided with the task.
- Ensure learners try out their chosen definition to check for sense.

If the learner has difficulty

- Some learners may need help to access and use reference materials (dictionary and/or glossary).
- Learners may also need help extracting an appropriate meaning from a dictionary.
- Encourage learners to keep a notebook of useful terminology or a personal glossary.

Extension

- Repeat the task using words from the food hygiene material.
- Give learners some definitions. Ask them to find the correct word in the food hygiene material.

Task 3

Use the context/own knowledge to work out the meaning of words

Rw/L1.2

- Remind learners that they can often predict meaning by understanding and using the context.
- Encourage learners to find these words in the food hygiene materials. Can they work out what the words mean by using context clues (i.e. does the sentence or paragraph in which the word occurs give a clue as to the meaning)?
- It would be useful to note the 'good guesses' at this stage. This could be done orally.
- Learners should now look up the words in a dictionary. Note: dictionaries will give a range of meanings and the learner will need to select the meaning that matches the context in the label.
- Finally use the glossary. This should confirm the appropriate meaning. Confirm that it is a good idea to keep a personal glossary to ensure that you are clear about technical words.

If the learner has difficulty

- Provide a range of meanings to match with the words. This could be done using cards and could be developed into a game.
- Ensure words are entered into the learner's personal glossary.

Extension

Use the techniques in this task to work out the meaning of a section of the food hygiene materials.

Theme assessment

Learners can simplify relevant extracts from the Source material or training materials using techniques practised in the tasks. Present the simplified results for the group to compare with the original.

What does it mean?

Focus

When you are dealing with a new subject, you will probably come across words that you are not familiar with. There are several strategies that you can use to work out their **meanings**.

Ask somebody else to explain the word.

Look the word up in a dictionary.

Look the word up in a glossary.

Use the other words around the word or other words like it to work out the meaning.

Look the word up on a specialist website on the Internet.

Do a combination of any or all of these!

A dictionary is an alphabetical list of all the different meanings of words.

borne – carried

Food-borne illness is illness that is carried by food.

Once you understand the meaning of a specialist word, try to use it.

What's contamination?

It's when food has got germs or something else in it that shouldn't be there.

Right, so cross-contamination is when the germs are moved from one food to another, and contaminants are the things that do the contaminating?

That's it.

Food hygiene

During this course you will learn about the **pathogens** that cause food-borne illness and the effect that they have on food.

You will gain some knowledge of the characteristics of food-borne illness, incubation times and the number of **micro**-organisms needed to cause illness.

You will learn about the growth requirements of bacteria and the importance of toxins and spores. You will also find out about the main food-poisoning bacteria – *Bacillus cereus*, *Campylobacter*, *Escherichia coli*, *Salmonella* and *Staphylococcus aureus* – and their requirements for growth. The sources of food-poisoning bacteria and the ways **contamination** and **cross-contamination** occur will be studied in conjunction with contamination vehicles and routes.

The way physical and chemical **contaminants** can enter food is another area of study, as is naturally poisonous food.

A glossary is an alphabetical list of specialist words and their meanings.

pathogens

– very small forms of life that cause illnesses

... you will learn about the very small forms of life that cause illness that is carried by food.

micro – small

You may find parts of some words in lots of similar words.

microbe

microchip

microlight

microscope

microwave

Once you know that micro means small, you can take a guess that a **micro**-organism is a small organism.

Find out the meaning of a word from a dictionary, glossary or by asking someone else, then try putting it into your own words or explaining it to someone else to check that you've got the right meaning.

PAGES 4:7–4:8

Food law

Occupational setting

To achieve a food hygiene certificate, a lot of complex text must be read and understood. This might include reading course books, Powerpoint presentations or information on the Internet. A range of reading techniques can help understanding of difficult texts. These include scanning to locate information, using headings and understanding critical or key words. These reading techniques will also be useful in other aspects of the learners' work, particularly in relation to health and safety.

This theme concentrates on The Food Safety (General Food Hygiene) Regulations 1995, but the reading techniques practised can be transferred to any difficult text.

Materials

Food hygiene regulations from the Source material (0:34–0:35)

Other similar relevant text

Learning outcomes

- 1 To understand that there are a number of strategies for tackling complex text (focus page)
- 2 To use scanning to locate information (focus page, Task 1)
- 3 To use text features to understand text and locate information (focus page, Task 2)
- 4 To use key words to locate and understand information in text (focus page, Task 3)

Introduction

- Discuss the laws involved in food safety and why there is a need for this legislation.
- Discuss legal language and any experience learners have of it (e.g. the 'small print' in car insurance documents). Is it easy to understand? Why is it so complicated? Confirm that everyone finds this kind of language difficult and that it is so complex because it needs to cover all legal possibilities. You might want to

illustrate this by reading out a section from an insurance form or one of the food safety regulations.

- Discuss learners' existing strategies for reading difficult texts (e.g. reading several times, asking someone what it means). Discuss the risks involved in avoiding complex reading tasks (e.g. in car insurance, it is the 'small print' that sometimes catches you out). Look at the section from the Food safety regulations from the Source material. What does it mean?
- Point out that there is no magic solution to reading difficult text and that it will take effort. However, knowing about and exploring different techniques can help find methods that will make it easier.
- Point out that, once mastered and practised, technical terminology provides a quick and accurate way of explaining precisely what is meant. If you learn the right technical term, you will be using proper, professional language.

Focus page

- Go through the strategies outlined on the focus page:
 - understanding technical language
 - using text features to help find your way around
 - scanning for the information you need.
- **Technical language.** Acknowledge that some language can appear daunting, especially when entering a new field of work. Looking up or asking about words, phrases and abbreviations you do not know or understand can help you to understand complex text. Try this out with some of the words on the focus page, e.g. 'regulation' (in the glossary) or 'application' (in a dictionary). Try out the alternative meanings given to see if this helps to make the text easier to understand.
- **Text features.** Use the text on the page to discuss how knowing about format (e.g. bullet points, headings) can help you find your way around a difficult text and aid understanding. Look at other texts to confirm this.

- Look at the use of brackets as a way of including extra information in a title, phrase or sentence.
- Long, complicated texts need to be tackled a bit at a time. Explore the following strategies, using the text from the focus page, which is from the Food hygiene regulations from the Source material:
 - finding the part of the text that is needed by scanning for a key word
 - reading a whole piece of text for gist – what is it about?
 - reading chunks of the text a bit at a time, sentence by sentence or even phrase by phrase
 - looking up any unfamiliar words and replacing them in the text – does this make it easier to understand?
 - reading each bit aloud sometimes makes text easier to understand
 - explaining what has been read to a colleague. Does he/she understand it? Does it make sense?
- If necessary, repeat the above using a page from another appropriate part of the regulations.
- Finally, emphasise the importance of asking if something is not understood. Food hygiene is surrounded by legislation and ultimately the user is responsible for what he/she does.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.5	1GEN1	C2.2
Rw/L1.1	1GEN4.3	
Rw/L1.2		

Task 1

Scan the list to see how many times the word 'food' is mentioned

Rt/L1.5

Tell learners they are only looking briefly at the titles at this point, without lingering for long or reading any details. This can be likened to scanning a crowd of people to see if there is someone you know.

If the learner has difficulty

- Suggest to the learner that they move their finger along the titles and highlight the word 'food' every time they see it. Encourage them not to read every title.

- Encourage learners to develop a visual memory for words, especially those with a strong 'word shape' such as 'food'. Ask learners to try to see the word in their heads.

Extension

Ask the learner to scan Food hygiene regulations or another appropriate section of the regulations for a particular word or phrase. Learners who are quite competent at this skill can make a game of scanning and compete to find words or titles quickly.

Task 2

Comprehension based on the Food hygiene regulations from the Source material

Rt/L2.7

- Remind learners that on some occasions it is vital to have a complete understanding of what has been read. Give examples of this.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- Remind learners of techniques of scanning for the information you need and then reading in detail.

If the learner has difficulty

- Refer to *Skills for Life* materials for extra reading activities.
- A clear understanding of what each question is asking is important. Work on identifying the key words in each question. Does this help to locate the correct part of the schedule?
- Work with the learner to read and understand the text sentence by sentence. Explain complex language.
- Learners who are unable to cope with this level of reading may need additional support to build reading confidence.

Extension

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on other workplace documents.

Task 3

Put part of the regulations into your own words
Rt/L2.8

- Discuss with learners that understanding the law can lead to a clearer understanding of their role in the team.
- Putting text into your own words can clarify understanding. One way to do this is by explaining it to a colleague.
- Learners should rehearse their versions and make notes before sharing them with colleagues. An agreed version of the text could be written up for all to share. Check that this covers all the points in the text.
- Words such as ‘engaged’ may be understood by using context clues.
- This might be a useful opportunity to talk about responsibilities and penalties.

If the learner has difficulty

- This text explains complex, legally expressed information and learners may need support to understand the detail, especially of terms such as ‘commensurate’. Take each point separately.
- Learners should practise explaining other work instructions in their own words.
- Discuss other strategies for understanding this kind of document (e.g. asking someone else who is able to explain the information clearly and accurately).

Extension

Learners can write their own simplified version of the text in the task/another piece of relevant text.

Theme assessment

- Learners look at a range of important workplace documents (e.g. job descriptions, contracts of employment, procedures), read them carefully and develop a presentation for colleagues to explain what they are about.

Food law

Focus

To know how the law regarding food affects **you**, you might have to read about and understand any of these laws about food hygiene and safety.

Use a glossary or dictionary to look up words you may not have come across before. Try out the meaning in your own words to see if it is clearer.

Regulations = rules (rules to do with temperature control)

The Food Safety Act 1990
 The Food Premises (Registration) Regulations 1991
 The Food Labelling Regulations 1996
 The Fresh Meat (Hygiene and Inspection) Regulations 1995
 The Meat Products (Hygiene) Regulations 1994
 The Food Safety (Temperature Control) Regulations 1995
 The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)
 The Ice-cream (Heat Treatment) Regulations 1959 (as amended)
 The Egg Product Regulations 1993 (as amended)
 The Food Standards Act 1999
 The Food Safety (General Food Hygiene) Regulations 1995
 The Minced Meat and Meat Preparations (Hygiene) Regulations 1995
 The Control of Substances Hazardous to Health Regulations 1994 (COSHH)

Use the **headings** and **subheadings** to find the part you want to read. You can spot them because they stand out in some way. They may have a different **colour**, **size** or **print**. They may be **bold** or in **CAPITAL LETTERS**.

The Food Safety (General Food Hygiene) Regulations 1995

Made	12th July 1995
Laid before Parliament	12th July 1995
Coming into force	15th September 1995

ARRANGEMENT OF REGULATIONS

SCHEDULES

1. Rules of hygiene
 - Chapter I General requirements for food premises
 - Chapter II Specific requirements in room where foodstuffs are prepared, treated or processed

RULES OF HYGIENE

Chapter I

General requirements for food premises (other than those specified in Chapter III)

1. Food premises must be kept clean and maintained in good repair and condition.

The text may be divided into smaller chunks.

Bullet points may be used. There are many different styles:

- 1 2 3 4
- a b c d
- i ii iii iv
- I II III IV

Combinations might also be used:

- 1.2a
- 2.3iii
- 5(3)

You can find the part you need to read by scanning the text for **key words**.

Read long pieces of writing a bit at a time.

- Read each bit out loud.
- Read it more than once.

To check that you have understood it:

- put each bit in your own words
- explain what you have read to somebody else.

*If you can't find out about something you don't understand – ask somebody who might know! **You** are responsible for what **you** do!*

Food law

Task

Task 1

Scan this list for the word 'food'. How many times does it appear?

The Food Safety Act 1990
 The Food Premises (Registration) Regulations 1991
 The Food Labelling Regulations 1996
 The Fresh Meat (Hygiene and Inspection) Regulations 1995
 The Meat Products (Hygiene) Regulations 1994
 The Minced Meat and Meat Preparations (Hygiene) Regulations 1995
 The Dairy Products (Hygiene) Regulations 1995 (as amended 1996)
 The Ice-cream (Heat Treatment) Regulations 1959 (as amended)
 The Egg Product Regulations 1993 (as amended)
 The Food Standards Act 1999
 The Food Safety (General Food Hygiene) Regulations 1995
 The Food Safety (Temperature Control) Regulations 1995
 The Control of Substances Hazardous to Health Regulations 1994 (COSHH)

Tip

Let your eyes wander over the page as if you are looking for a familiar face in a crowd.

Task 2

Use the Food hygiene regulations from the Source material to answer these questions.

- 1 What will you find information about in Chapter 8?
- 2 In which chapter would you find information about transport of food?
- 3 Where would you look for information about a mobile canteen?
- 4 What part of the regulations does Schedule 1 apply to?
- 5 What is regulation 4 about?
- 6 How would you say this in your own words?
- 7 What is the first word of Chapter 1 section 2(d)?
- 8 Washbasins only need hot water. True / False
- 9 A pest is an external source of contamination. True / False

Tip

The Roman numerals I, II, III, IV, V, VI, VII, VIII, IX, X represent the numbers from 1 to 10.

Task 3

Put this part of the regulations into your own words. Explain it to a friend.

Training

1. The proprietor of a food business shall ensure that food handlers engaged in the food business are supervised and instructed and/or trained in food hygiene matters commensurate with their work activities.

PAGES 4:9–4:10

Food labels

Occupational setting

Many hospitality and catering establishments use ready-prepared foodstuffs. By law, these must be labelled with a variety of information. From a food safety point of view, the storage and cooking instructions are important, as are the 'Use By' and 'Best Before' dates.

This theme sets out what to look for on food labels and develops ways of finding this information quickly.

Materials

A selection of different types of label from the workplace

Selection of 'Best Before' and 'Use By' dates

Quo-burgers food label from the Source material (0:36)

A list of the requirements for a label from The Food Labelling Regulations 1996

Cards or food labels showing dates in different formats for ordering

Learning outcomes

- 1 To understand some key features of labels according to The Food Labelling Regulations 1996 (focus page)
- 2 To use the layout of a label to locate information quickly (focus page, Task 1)
- 3 To recognise the meaning of symbols on products from own workplace (focus page)
- 4 To read and understand date codes in a range of presentations (focus page, Task 2)

Introduction

- Give out a range of labels to pairs or small groups of learners. Ask them to list the information that they would expect to find on any food label. Share the information as a group and put their thoughts on the flipchart/board.
- Make sure everyone can find the different types of information on a range of labels and discuss points of interest – allergy advice, Best Before dates, calorific value, etc.
- Give pairs of learners a product label. Ask one person to be the 'customer' and to ask a question about them, taken from the list on the board (e.g. Is this product suitable for someone with an allergy to nuts? I'm on a fat-free diet. Is this suitable for me to eat?) The other person tries to find the answer from the label. Then swop roles.
- As a whole group, discuss what was easy or difficult about finding the information.
- Introduce the idea of format – labels are set out in a particular way to help you find information quickly when a customer wants advice.
- Prepare a set of cards (or food labels) with different dates in a variety of formats. Ask learners (who can work in pairs) to take one card at a time and to lay it on the table so that the cards are in date order, with the 'oldest' at the front (i.e. nearest the learner). As the task progresses, encourage learners to confer with others. This could provide reinforcing opportunities for anyone who is uncertain how to match dates that are the same, whilst at the same time introducing the idea of stock rotation.
- Question learners about the strategy they used to sort the dates:
 - Did they find that sorting by the day proved unhelpful?
 - Did they find that they had to sort by year if applicable and then by month and finally by day?
 - Did they have any difficulty knowing how many days are in each month?
 - Did they have any difficulty knowing the order and number of the months (e.g. 08 is the eighth month – August)?
- Note: this activity may cause difficulty for some dyslexic learners with sequencing difficulties. It may be useful to produce a simple chart of the names of the months, the number of days in each month and the number of the month (e.g. August, 31 days, 08; November, 30 days, 11).

- ESOL learners may need additional work on the vocabulary of ordinal numbers (e.g. eighth month, second month, etc.).
- Summarise the activity by inviting volunteers to write a date that you give them verbally on the board in as many formats as possible.
- Write on the board 'Use By' and 'Best Before' and ask learners to explain the subtle difference between these.

Focus page

- Explain that different labels are set out in different ways but there are particular features to look out for. Highlight the different styles of subheading on the focus page label.
- Go through the text boxes in any order, thinking of examples from learners' own workplace products, or using actual workplace product labels for comparison. Make sure abbreviations and specialised used words are explained. Demonstrate how abbreviations are constructed and give some examples. Some learners may need to keep a personal glossary or word bank with their own definitions of specialist words.
- Refer to the labels that must be put on food that is produced in-house and then stored. How is this labelled?
- With each question:
 - Discuss where this information can be found on the label.
 - Consider how you found the information (e.g. looking for a particular word; using the subheadings; working out the meaning from the symbol).
 - Give out examples of workplace products or labels. Discuss scenarios based on these. For example: *Where would you look on the label if a customer wanted to know how many calories are in the product?* This should confirm the use of subheadings, symbols and other features of format particular to the labels.
 - Look at legal aspects of dates. This does not necessarily mean more reading for learners but encourages more understanding and discussion of teacher explanations of, for example, decisions about stock rejection based on product knowledge and law.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.3	1GEN1	N/A
N1/E2.1	2GEN7	
N1/E3.1		
Rt/L1.3		
Rt/L1.4		
Rt/L1.5		

Task 1

Use the layout of a product label to find information quickly

Rt/L1.4

Rt/L1.5

- Make sure learners each have a copy of the Quo-burgers label from the Source material.
- Explain that the purpose of the task is to find information from a product label.
- Point out that all the information they need is on the two parts of the label, but they might need to look up some words. Remind them to use headings and text features to locate information without reading the whole label.

If the learner has difficulty

- Have a general look at the label first with the learner. Pick out features and headings. Support learners who have difficulty scanning for headings or key words by helping them to identify the key word or heading they may need to locate the information (e.g. microwave in question 1).
- Encourage learners to look for things that stand out, such as bold, capitals, numbers, lists and symbols and to take each section separately.

Extension

Ask learners to make a list of the things you must not do, as explained on the package (overcook, use beyond the Best Before date, refreeze after defrosting). They can discuss each one and decide why these have been included on the package (food safety).

Task 2

Read dates to decide when food should be discarded

MSS1/E3.3

To compare dates, it helps to work backwards (i.e. to look at the year, then the month, then the day). It is important that the learners are confident with this method – discuss this as a group.

If the learner has difficulty

Write the dates on individual pieces of card/paper and using the months chart, ask the learner to put them into order by year, month, day and then by date. This 'hands-on' approach is helpful for learners who need a more kinaesthetic way to learn. Dyslexic learners would also find this helpful.

Extension

Ask the learner to devise a version of this task – with the correct answers – for use by a colleague. If possible use actual date labels.

Theme assessment

Ask learners to check in the store cupboard/freezer/fridge that all stock is within its 'Use By' or 'Best Before' date.

Food labels

Focus

You can find certain information quickly from the label of any product. You may need to check for Use By dates or storage requirements.



Get me the vegetable soup from the fridge. Is it still OK to use it?

You can find the information by looking out for:

Subheadings
These might be written in:
CAPITAL LETTERS
bold
italics or
Underlined

Information set out in different ways – it could be in a list or a table

Negative information – NO, not, NEVER

Instructions
words that tell you what you **should** do: heat, stir

WARNINGS
These are often in capital letters and might include words such as 'NOT'.

Symbols
These are useful as a quick reference but may also have an additional explanation.

Labels on food delivered to catering establishments should have:

Information about what is in the product (ingredients and additives) – this is important for people who have allergies

Some information about nutritional values and special features of the food

Instructions for safe preparation of the product

Instructions for safe storage of the product

Date marks and Use By or Best Before dates

FRESH VEGETABLE SOUP
made with real vegetables

INGREDIENTS

Water, Vegetables (44%), (Potatoes, Carrots, Onion, Green beans, Leeks), Crème fraiche, Modified maize starch, Salt, Yeast extract, Vitamin C, Folic acid, Vitamin B6.

NUTRITIONAL INFORMATION	
Typical values	per 100 g
Energy	221 KJ (53 kcal)
Protein	0.9 g
Carbohydrate	4.3 g
(of which sugars)	1.4 g
Fat	3.7 g
(of which saturates)	0.3 g
Fibre	0.2 g
Sodium	0.4 g

NO ARTIFICIAL COLOURS

To hob cook
Heat the soup thoroughly in a saucepan, stirring gently.
TAKE CARE NOT TO BOIL.

NOT SUITABLE FOR MICROWAVE COOKING

Storing instructions
KEEP REFRIGERATED

Best before: 02 JUL 06
E 39 11:43

425g e

SUITABLE FOR VEGETARIANS

Food labels

Task

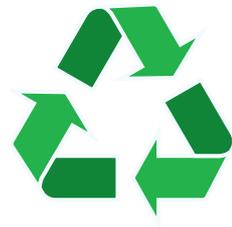
Use the Quo-burgers label from the Source material to answer the questions.

Task 1

- Can you microwave these burgers?
- What does the word 'non-metallic' mean?
- How many calories are there in a 100 g serving?
- How long can the burgers be kept in a food freezer?
- What does the symbol on the right mean? Tick your answer.
 - The burgers should be turned whilst cooking.
 - The packet is made of recyclable cardboard.
 - The packaging is made of cardboard.
 - Turn the packet round to read the information.
- Today is Monday. What date dot labels should be put on the burgers if they are to be kept in the fridge?
- Circle the people that the product is suitable for:
 - vegetarians
 - people with nut allergies
 - people with wheat allergies
- How much fibre does 100 g of the food contain?
- Can you refreeze the burgers once they have thawed out?
- Does the product contain yeast?

Tip

- Use the layout of the label to help you go straight to the information you need without having to read it all.
- Look up any unfamiliar words.



Task 2

The date today is 8th July 2006.

Tick the products that are safe to use.

- | 1 | Best before:
JUL08 <input type="checkbox"/> | 2 | Use by:
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07JUL <input type="checkbox"/> | <table border="1"> <thead> <tr> <th colspan="7">JULY 2006</th> </tr> <tr> <th>M</th> <th>T</th> <th>W</th> <th>T</th> <th>F</th> <th>S</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | JULY 2006 | | | | | | | M | T | W | T | F | S | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | |
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PAGES 4:11–4:12

It's all down to you

Occupational setting

It is the legal responsibility of all staff involved with handling food to:

- follow the established food safety rules of the employer
- protect food from contamination
- report possible hazards or problems to the management.

Understanding and following the instructions and procedures of a food establishment is a requirement for every hospitality employee. Employees are also expected to respond to new procedures that accompany new legislation. Instructions and procedures ensure that everyone is following the same set of standards and can respond to situations in the same way. This is designed to reduce risks to health and safety, improve the hospitality worker's own working practices and allow them to act in ways that promote confidence in themselves and their organisation.

Materials

Any company guidelines that staff should be aware of

Other examples of hand-washing guidelines

Learning outcomes

- 1 To recognise key features of instructions such as imperatives and conditionals and use them to interpret and follow written instructions quickly and easily (focus page, Task 2)
- 2 To understand that pictures can enhance written instructions or even replace them by illustrating a point or process visually (Task 1)

Introduction

- As a group, discuss the problems that may occur because of familiarity with an issue such as hand washing. *We all know how to wash our hands, don't we?*

- Discuss the legal responsibilities of a food handler and the penalties that may be incurred should they fail to comply with company guidelines and good practice. What penalties might they incur themselves? Discuss the role of the Environmental Health Officer. Discuss 'due diligence'.
- What types of guidelines do learners come across at work?

Focus page

- Look at each point in turn and find other examples in the text (it is not necessary to use the grammatical terms):
 - imperatives (words that describe and infer action) – remember, use, dry
 - conjunctions (words used to join sentences or phrases) – but, because, and
 - commas – for lists (how many things are in this list?)
 - adverbs – always, never; point out the different ways that adverbs are used to give positive or negative instructions – do or do not
 - conditionals – if, when
 - prepositions – before, as well as, on, above.
- Point out that the guidelines on the page are about *when* you should wash your hands. Ask pairs of learners to discuss how to wash your hands properly and describe the process. Again, pick out features such as imperatives, conditionals, negative and positive instructions.
- ESOL learners may need help with the passive 'hands should be washed' meaning 'you must wash your hands'.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	1GEN1	C1.2
Rt/L1.2	1GEN4.3	
Rt/L1.3		
Rt/L1.5		
Rs/L1.1		
Rs/L1.2		
Rw/L1.2		

Task 1

Show understanding of written instructions by matching instructions to an illustration

Rt/L1.3

- Discuss the importance of good hand-washing technique.
- Remind learners that pictures or any form of graphic can be an enormous help when it comes to interpreting the meaning of particular instructions. Many people welcome graphics. However, this can mean that little or no attention is paid to the writing on or surrounding the instructions. If writing is ignored then critical information may be missed.
- Ask learners to identify the additional written instructions in the task.
- Refer learners to imperatives and prepositions, as discussed on the focus page.
- Check learners understand words such as 'interlocked', 'clasping', 'interlaced', 'running water', 'vice versa' and 'rotational'.
- Remind them that it is a good strategy to match the most obvious instructions first and then spend time 'unpicking' the trickier ones by looking carefully at key words.

If the learner has difficulty

- This task requires a good understanding of positional language (e.g. 'over the back of ...'; 'folded inwards ...') and good spatial/directional skills – working out left/right hand positions. This could prove particularly difficult for the dyslexic learner. Suggest that the learner labels the hands on the pictures with L for left hand and R for right.
- If ESOL learners have specific vocabulary difficulties then ask them to model what they are seeing to show understanding and then focus on reading and understanding key words like 'rubbing', 'grabbing' and 'clasping', matching the words to the actions in the picture. Model specific parts of the hands and wrists to ensure that learners understand words such as palm and wrist.

Extension

- Provide another set of jumbled-up illustrations for a particular set of instructions (first aid books are a good source for instructions that use pictures or illustrations) and ask learners to order them and write a short description for each one. Learners can check against the

original that his or her interpretation mirrors the main points.

- Use a digital camera to record someone following a set of instructions (e.g. a work procedure). Use these as the basis for matching instructions to what actually happens, or writing a new set of instructions.

Task 2

Show understanding of features of instructions, by answering questions

Rt/L1.1

Rt/L1.2

Rt/L1.5

Rs/L1.1

Rw/L1.2

- This section about hair is a continuation of the text on the focus page.
- Remind learners of language features discussed on the focus page. Can learners spot some of the things already discussed?
- Answers can be given verbally to a teacher or within a group.

If the learner has difficulty

- Support learners to read through the text if they find this difficult.
- Ask the learner to highlight any words they find difficult, discuss them and suggest they think of alternative ways of saying the same thing. Remind learners to use the dictionary or glossary for help.

Extension

- In pairs, ask learners to give instructions to another learner for completing an everyday task at work, such as preparing a food service area, putting away glasses, cleaning the bar or tables. Start with the bare bones of the job and then add additional information such as imperatives and conditionals so that safety issues have been covered.
- Find other instructions from the workplace that do not make use of graphics. Ask learners to design some graphics to illustrate the instructions, rewriting the words if necessary.

Theme assessment

Ask learners to look in their own induction material for a page of instructions or procedures and to analyse it using the features discussed on the focus page. Explain it to a colleague.

It's all down to you

Focus

One of **your** responsibilities under the law is to protect food from contamination. One way to do this is to keep your hands clean. You may need to follow the guidelines from your employer.

Look out for direct orders.

Wash hands after touching raw food, cooked food or food waste.

Look out for more than one thing in a sentence.

Wash hands after touching raw food, cooked food **or** food waste.

Of course they should always be washed after visiting the toilet, blowing your nose, touching your hair, eating, drinking **or** smoking.

Look out for 'dos' and 'don'ts'.

Always wash your hands in a personal wash basin.
Never dry your hands on a tea towel.

Know what each sentence is about.

Dry **your hands** using a clean disposable towel.
Never dry **them** on a tea towel or service cloth.

Look out for things that must be done if something else happens.

If you touch rubbish or bins or cleaning chemicals and their containers, hands should also be washed.

Look out for the order things must be done in.

Of course they should always be washed **after** visiting the toilet.

We rely on **you** to maintain your own standards of personal hygiene.

Hands

Remember that hands can become contaminated with harmful bacteria but clean, dry hands are less of a risk factor. Hands should be washed frequently throughout the work period. This will reduce the number of harmful food-poisoning bacteria present and will help prevent cross-contamination.

Wash hands after touching raw food, cooked food or food waste. If you touch rubbish or bins or cleaning chemicals and their containers, hands should also be washed. Of course they should always be washed after visiting the toilet, blowing your nose, touching your hair, eating, drinking or smoking.

Wash your hands using clean, hot water. Use liquid soap because your hands can become contaminated with bacteria by using a bar of soap that has already been used.

Dry your hands using a clean disposable towel. Never dry them on a tea towel or service cloth as you could cause contamination.

Always wash your hands in the personal wash basin provided. Do not wash them in a sink.

Do not test food with your fingers and do not lick your finger tips to help make it easier to pick something up.

Please follow the hand-washing technique instructions above every personal wash basin.

Hair

Food Safety Act 1990

Section 35

A Crown Court may impose a prison sentence of up to 2 years and/or unlimited fines. Magistrates Courts may impose a fine of up to £5000 and sentence of up to six months ...

Section 36

Someone in authority ... is liable for pr where they have acted negligently.....

Find out about the penalties for breaking the law.

It's all down to you

Task

Task 1

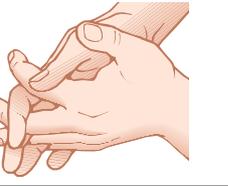
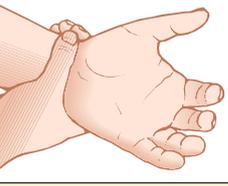
These instructions match the pictures. Put the picture number in the box by each instruction.

- Rub left palm with clasped fingers of right hand and vice versa.
- Wet hands under running water.
- Rub right hand over back of left and vice versa.
- Rotational rubbing of right thumb clasped in left hand and vice versa.
- Work soap into hands, palm to palm.
- Rub back of left fingers into right palms and vice versa.
- Clasp and rub left wrist with right hand and vice versa.
- Rub palm to palm with fingers now interlaced.

Preventing the spread of infection in community settings and services

Hand-washing technique

Each step consists of 5 strokes rubbing forwards and backwards.

1		2	
3		4	
5		6	
7		8	

Rinse hands under running water and dry thoroughly.

Task 2

Use the guidelines about hair to answer these questions.

- 1 What should you do if instructed by the management?
- 2 When should you put on your head covering?
- 3 What does 'it' refer to in the sentence, 'It should cover as much of your hair as possible'?
- 4 How many instructions are there in the sentence, 'Keep your hair as clean as possible and always wash your hands after touching your hair'?
- 5 What should you never do?

Hair

Wear a head covering such as a hat or net at all times while in a food area. It should cover as much of your hair as possible.

Put on your head covering before you put on any other protective clothing to prevent the dropping of hairs.

Keep your head covering washed and laundered.

Beards and moustaches may also need to be covered if instructed by the management.

Never brush or comb your hair in a food area and always tie back long hair so that it can not hang loose.

Keep your hair as clean as possible and always wash your hands after touching your hair.

PAGES 4:13–4:14

Temperature and time

Occupational setting

The part that temperature and time play in the control of bacteria is essential information for food handlers. This theme gives a general background to reading and recording temperature, and touches on time in relation to temperature.

Materials

Temperature probe

Cards showing a range of temperatures (some below zero) for ordering exercise

Learning outcomes

- 1 To understand temperature and the scales and instruments used in measuring it (focus page)
- 2 To become familiar with the language of temperature (focus page)
- 3 To read and compare temperature (Tasks 1, 2)
- 4 To calculate using time (focus page, Task 3)

Introduction

- Ask learners where temperature control is important.
 - Have they measured temperatures themselves, or seen someone else doing it? What instruments were used (e.g. infrared thermometer, digital thermometer, temperature sensor, fridge/freezer thermometer, oven thermometer, temperature probe)?
 - Where have they seen/taken temperatures (e.g. display, cooking, storage, delivery)?
 - Check knowledge of vocabulary associated with scales of temperature – ‘Celsius’ and ‘Fahrenheit’ – and other language such as ‘gas regulo’ and ‘degree’.
 - Ensure learners are familiar with the symbol for degree (°).
 - Check knowledge of scales of temperature. Water always boils and freezes at the same temperature whatever the scale used to measure it, so 0°C is the same temperature as 32°F.
- Relate to other uses of temperature (e.g. weather forecasting). *Is it a hot day when the temperature is 30°C? What would you wear outside if the temperature was 5°C?*
- Ask if they've seen and/or used a temperature probe – pass the probe round and for fun suggest they take the temperature of some acceptable part belonging to the person sitting next to them (e.g. palm, underarm, crooked elbow, their bag!). Record the temperatures they call out from the probe.
 - Ask learners to write down the temperatures in order – highest temperature at the top of the list. Ask them what the highest temperature is; what the lowest is. Check knowledge of the language of temperature – degree, maximum, minimum, etc. To ensure that learners understand words like ‘minimum’, pose questions such: *What is the maximum temperature shown here on the list? What is the minimum? If food had to be displayed at a minimum temperature of 50°C, would any of these temperatures on the list be OK? If I have a product that has a maximum storage temperature of 5°C, where can it be stored?*
 - Further test learners' concept of temperature by asking questions like: *If a cooked chicken has an inside/internal temperature of 82°C recorded by the probe, do you think you could burn your finger at this temperature? (Yes! 100°C is boiling point.)*
 - Give everyone in the group a card showing a temperature (some below zero) and ask them as a group to put the temperatures into order, hottest at the top of the table, coldest at the bottom.
 - Put a blue line at the zero point to show where the positive and negative temperatures begin.
 - Ask the group what they notice about the numbers below zero (freezing point). (They have the minus sign with the number; the number grows larger the colder it is.)
 - Ask each person in turn to name one produce item they work with that needs some temperature control and to say which of the temperatures on the table would be best for their item. Remind them of the danger zone (explained on the focus page).

- Discuss with learners the role of time in food hygiene – how is it measured, calculated and recorded in the workplace?

Focus page

- Revisit the points discussed so far in the context of the photographs and graphics on the page. Ask learners to contribute their own experiences of the different scenarios in the photographs and explain the legal requirements.
- In some workplaces it may be necessary to record temperature (due diligence). Discuss how and where the temperature is written and what the learner should do if the recorded temperature does not meet the required standard.
- What methods do learners use to calculate time? Explain the counting-on method as one way to calculate when food should be withdrawn from display. *It can be displayed below 63°C for up to 2 hours. It's 6:30 now, so it must be removed from display by 6:30, 7:30, 8:30. It can be kept out of chill temperature for up to 4 hours. It's 20 past 8 now, so that's 20 past 9, 20 past 10, 20 past 11, 20 past 12.*
- In some workplaces it may be necessary to record time. Discuss how and where time is written. If necessary, exemplify the different ways of writing time (12- and 24-hour clock).
- Encourage the use of the analogue clock, as it is much easier to calculate time with it than with a digital display (digital clocks/watches/displays are very useful for telling the time as it is happening but are less useful when calculating time).

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.9	1GEN1	N1.1c
MSS1/L1.3	2GEN7	

Task 1

Read and compare temperatures
MSS1/E3.9

Remind learners of danger zone temperatures and work done on the focus page.

If the learner has difficulty

Provide the learner with a scale on which is marked the danger zone and temperatures above and below it, including minus temperatures, together with a number of temperatures written on cards. Ask the learner to match the cards with the scale. Which temperatures are above the danger zone and which are below it? Which temperatures are unsafe?

Extension

Ask learners to use a digital probe to take the temperatures of a number of objects and record them from highest to lowest.

Task 2

Investigate temperature
MSS1/E3.9

- Remind learners that they already have shown knowledge of temperatures for storing products when they named items in the opening exercise; this task extends that knowledge.
- Question learners about where they will look for the information required for the task. Remind them if necessary by looking at examples of storage labels.

If the learner has difficulty

- Limit the number of items to one for each temperature range.
- Provide the learner with storage labels and do one or two together in class.

Extension

Learners ask the hospitality manager for examples of reasons for rejecting items at point of delivery. They then report back at the next session.

Task 3

Work out when food should be removed from display

MSS1/ L1.3

- Check knowledge of time limits for displaying food out of temperature controlled areas.
- Remind learners to use the technique they find most helpful for adding on time.

If the learner has difficulty

Use an analogue clock with moveable hands to demonstrate the passage of time.

Extension

Apply to other time-/temperature-related calculations, e.g. cooked chicken must reach 10°C or cooler (ideally 5°C or cooler) within 90 minutes; chicken must have a core temperature of 70°C for 2 minutes during cooking; reheated food must have a core temperature of 70°C for 2 minutes.

Theme assessment

Ask learners to complete a daily temperature record for a delivery/display.

Temperature and time

Focus

Micro-organisms thrive at temperatures between 8°C and 63°C.

To prevent the growth of bacteria:

- Food must be stored at the correct temperature.
- Food must be cooked at the correct temperature.
- Food must be cooked for the correct amount of time.
- Food must be stored for the correct amount of time.

Keep hot food at a temperature of more than 63°C.



Do not keep food in the danger zone for longer than absolutely necessary.



Food that will be served hot can be kept below 63°C for up to 2 hours for service or display.



Refrigerated stores should operate at temperatures between 0°C and 4°C.



To kill bacteria, subject them to a temperature of 77°C for 30 seconds or more.



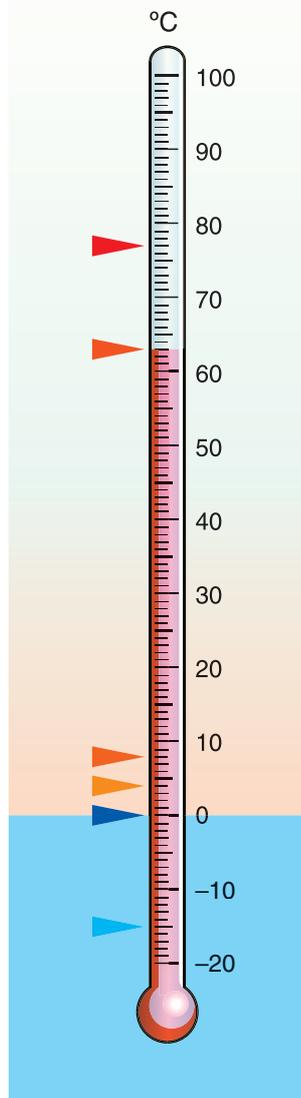
Chilled foods must be stored at or below 8°C.



Food for service or display can be kept out of chill temperature for up to 4 hours.



Any frozen food delivered at a temperature above -15°C should be rejected.



What instruments are used to measure temperature in your workplace?

How do you know how long food has been stored?

How do you know how long food has been on display?

Temperature and time

Task

Task 1

Which of these digital temperature probe readings fall in the danger zone? Tick the acceptable readings. Cross the unacceptable readings.

Hot at or above 63°C

Cold at or below 8°C

1 	2 	3 	
4 	5 	6 	7 

Task 2

Go into your workplace and find out which products have these temperature limits. Copy this table and use it to record your findings.

Maximum temperature -15°C	Maximum temperature 8°C	Minimum temperature 63°C	No temperature limit

Task 3

At what times should these items be removed from display?

1 	2 	3 	4 	5 
<i>coleslaw</i>	<i>cooked chicken</i>	<i>cold cooked meat</i>	<i>fresh milk</i>	<i>cooked bacon</i>

Item	Put on display	Remove from display
1	2:45	
2	10 past 8	
3	1:25	
4	six o'clock	
5	7:15	

PAGES 4:15–4:16

Hazard analysis critical control points (HACCP)

Occupational setting

HACCP was developed to systematically identify food hazards and take action to prevent, minimise or remedy them. It should be carried out by a qualified person. Understanding of the process ensures cooperation from employees in implementing the system.

Materials

Picture showing relevant hazards

Hazard analysis flow chart from the Source material (0:37)

Cards matching the titles on the Hazard analysis flow chart from the Source material

Hazard analysis critical control points from the Source material (0:38–0:39)

Learning outcomes

- 1 To understand flow charts (focus page, Task 1)
- 2 To use keys to locate further information (focus page)
- 3 To read and understand information and use it to prepare a list (focus page, Tasks 1–3)
- 4 To evaluate own role in the HACCP process (focus page, Task 4)

Introduction

- Assess existing knowledge of the HACCP process. Explain if necessary.
- How is the HACCP process implemented in their workplace? What is their role in the process? What are their responsibilities?
- Provide a picture from which several hazards can be identified. Ask learners to identify the hazard and say what could be done to control it.
- Provide an example of a critical control point (e.g. chilling food) and ask learners to identify the hazards that may occur at this stage of the process and what controls could be implemented to overcome them.

Focus page

- Ask the questions on the page verbally. Ask learners to write the answers in their own words.
- Ask learners in small groups to construct a flow chart using the cards.
- Ask learners to identify where they can find out about the hazards and controls mentioned on the flow chart. Direct them to the key.
- Introduce the pages from the Source material that exemplify the HACCP process in more detail.
- Discuss with learners their role in implementing the controls.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	2GEN7	C1.2
Wt/L1.5	1GEN1	
Rt/L1.4		
Wt/L1.2		

Task 1

Make a flow chart of the stages involved in a process

Rt/L1.4
Wt/L1.2
Wt/L1.5

- The following activities take the learners through all the stages needed to complete the tasks on this page.
- Ask learners to think about the stages involved in boiling an egg. Use the flow chart from the Source material to help pick out the stages.
- Exemplify making a flow chart on the board/flipchart.
- What are the potential hazards? Use the flow chart on the flipchart/board and the lists from the Source material to identify and list the potential hazards.
- What controls can be put in place to overcome the hazards? Use the previous list of hazards and materials from the Source material to identify and list controls.

- What is the learner's role in overcoming the hazards? Ask learners for their suggestions and personal experience.
- Introduce learners to tasks on the page, which go through the same stages using the same Source material.

If the learner has difficulty

- Refer the learner to the flow chart in the Source material to help with the headings.
- Produce cards/sticky notes of each stage of the process for the learner to order.
- Ask the learner to write the stages on cards/sticky notes and order them before committing them to paper.
- ESOL learners may find it useful to discuss the meaning of some of the language in the Source material, such as 'ensure'.

Extension

Check the accuracy of the flow chart and move on to the next task.

Task 2

Make a list of possible hazards

Rt/L1.4

Wt/L1.2

Wt/L1.5

- Remind learners of the exercise involving the boiled egg.
- Remind learners about the use of keys to find further information.

If the learner has difficulty

- Refer learner to the Source material and model using the key to find the information required.
- Ask learners what could happen at each stage.

Extension

Check the accuracy of the list and then move on to the next task.

Task 3

Make a list of the controls to overcome identified hazards

Rt/L1.4

Wt/L1.2

Wt/L1.5

- Remind learners of the exercise involving the boiled egg.

If the learner has difficulty

- Refer the learner to the Source material and model using the key to find the information required.
- Ask learners to refer to each hazard from the previous task, one at a time, and think of a way of overcoming it.

Extension

Check the accuracy of the list and then move on to the next task.

Task 4

List the things a food handler can do to overcome the hazards identified

Rt/L1.4

Wt/L1.2

Wt/L1.5

- Remind learners of the exercise involving the boiled egg.
- What part in the process does the learner have control over? What can be done to ensure hazards are controlled at this stage/s?

If the learner has difficulty

Ask the learner to think carefully about his/her job and identify accurately where in the process it falls.

Extension

Check the accuracy of the list and then move on to the Theme assessment.

Theme assessment

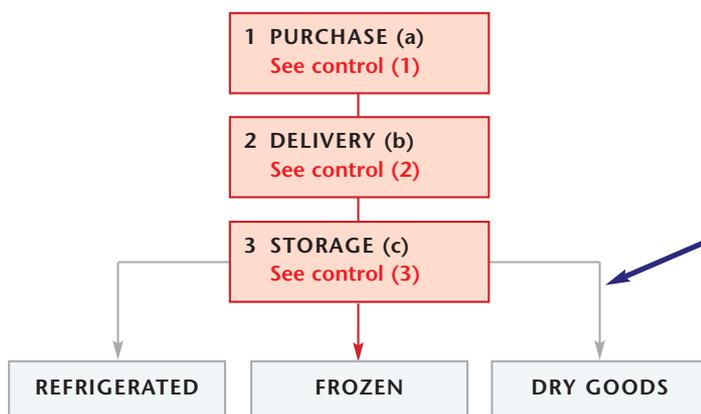
Ask learners to repeat the activity using a different food example.

Hazard analysis critical control points (HACCP)

What is a hazard? What is a critical control point (CCP)?
Why is hazard analysis important?

The information you need to make sure that hazards are reduced to a minimum may be in a flow chart.

Hazard analysis flow chart



Check the title to see that you are looking at the chart with the information you need.

Follow the arrows to read everything in a logical sequence.

Look for clues that **extra information** may be elsewhere in the book or leaflet.

HAZARDS
(a) Purchase – food contaminated with food-poisoning bacteria or toxins
(b) Delivery – food contaminated with food-poisoning bacteria or toxins
(c) Storage
• Refrigerated
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
• Frozen
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
• Dry Goods
– Growth of food-poisoning bacteria or toxins
– Further contamination and cross-contamination
(d) Preparation
• Cooking – Survival of

The **extra information** is about:

- the hazards present at each stage (controls or steps to be taken to overcome the hazards that may be present at each stage).

CONTROLS
1 Purchase
1.1 Always use approved suppliers.
2 Delivery
2.1 Check foods on arrival.
3 Storage
3.1 Store immediately.
3.2 Rotate stock.
3.3 Keep raw meats separate from all cooked foods.
3.4 Service refrigerators regularly.
3.5 Check temperatures of fridges regularly (must be below 5°C)
3.6 Always use approved suppliers. (See 1.)

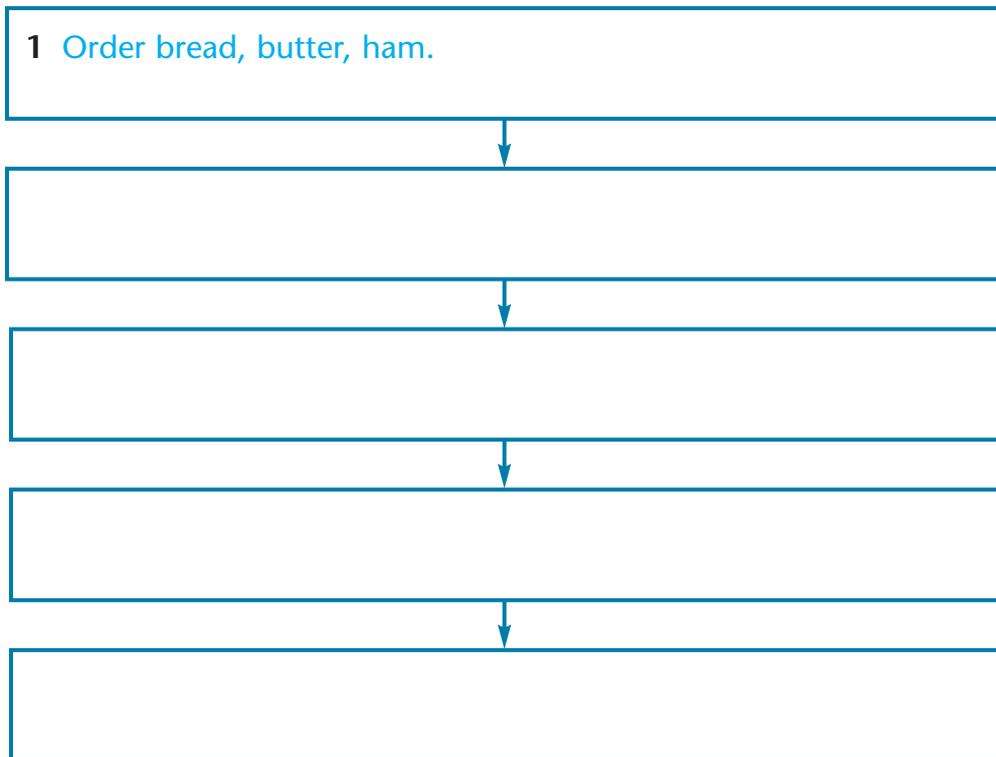
What is **your** role? How can **you** check that the controls are carried out?

Hazard analysis critical control points (HACCP)

Task

Task 1

Make a flow chart of the stages involved in making a ham sandwich. Use the Critical control points information in the Hazard analysis flow chart from the Source material to help you.



Task 2

List the hazards that might occur at each stage of making the ham sandwich.

Task 3

List the controls that should be taken at each stage of making the ham sandwich.

Task 4

List the things that you can do to monitor the controls at each stage.



PAGES 4:17–4:18

Pests

Occupational setting

Information for the Food Hygiene Certificate is often found in tables. The certificate itself consists of multiple choice questions. This focus combines practice for both obtaining information from a table and answering multiple choice questions.

Materials

Pest identification chart from the Source material (0:40–0:41)

Other tables relevant to the learner

Learning outcomes

- 1 To understand how to find information from a table (focus page, Tasks 1 and 2)
- 2 To understand how to answer multiple choice questions (Tasks 1 and 2)

Introduction

Discuss information that is found in a table (e.g. a bus or rail timetable). What are the advantages of information being presented in this way? What information is presented in a table in the course material?

Focus page

- Introduce the language of tables – columns and rows.
- Discuss the headings of rows and columns.
- Demonstrate how to locate the appropriate part of the table to answer the question posed on the page. Learners write their answer in their own words.
- Provide further practice of finding information from the table.
- Write on the board/flipchart a multiple choice question that can be answered from the table (e.g. The pharaoh ant is: a) brown, b) black, c) yellow, d) red). Discuss the way the question is posed and ways of tackling it (e.g. read instructions for answering the questions, read whole question through, consider all the possible answers).

- Discuss how to decide which column and row to look in.
- Discuss how to record the answer. (This may be different according to which certificate is being studied.)

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	1GEN1	
Wt/L1.5	1GEN4.3	

Task 1

Use a table to answer some multiple choice questions

Rt/L1.4

- Remind learners of the table on the focus page, which is an extract from the Pest identification chart in the Source material.
- Stress the importance of reading the whole question and the instructions for answering it before selecting an answer.
- What does 'all of the above' mean?

If the learner has difficulty

The learners may benefit from using an inverted-L card, a ruler or other straight edge to extract information from the table.

Extension

Go on to Task 2.

Task 2

Make up some questions about information found in a table

Rt/L1.4

Wt/L1.5

Give learners some strategies for composing questions (e.g. first find the information then think of four possible answers, one of which is correct and if possible at least one other that is possibly correct).

If the learner has difficulty

Limit answers to two choices.

Extension

Move on to the Theme assessment.

Theme assessment

- Provide learners with a different relevant table and a series of questions to answer.
- Ask learners to develop their own questions, as in Task 2.

Pests

Focus

The information you need may be in a table.

You do not have to read all of the table. Use the titles of the **rows** and **columns** to find what you want.

The titles are different in some way. They may be **bold**, bigger or a **different colour**.

Look across the rows. 

Look down the columns. 

Pest	Identification	Characteristics	Hazards	Signs of infestation
Ant (black)		Also known as garden ants Feed on sweet food	<ul style="list-style-type: none"> • Spread pathogenic organisms • Dead bodies may contaminate food 	<ul style="list-style-type: none"> • Live insects in and around food • Dead insects in and around food • Nests
Ant (pharaoh)		Pale yellow; smaller than black ants Feed on sweet foods and high protein foods such as meat	See black ant	See black ant
Fly – bluebottle		Feed by regurgitating substances onto food and then sucking it up Feed on rubbish, human and animal faeces and foodstuffs	<ul style="list-style-type: none"> • Carry pathogens on their bodies • Defecate on food as they eat • Regurgitate food that could be contaminated • Lay eggs on food • Maggots hatch from eggs • Die in food 	<ul style="list-style-type: none"> • Live insects in and around food • Dead insects in and around food • Maggots on food
Fly – fruit fly		See bluebottle	See bluebottle	See bluebottle
Fly – greenbottle		What are the hazards of bluebottles?	See bluebottle	See bluebottle
Fly – house		See bluebottle	See bluebottle	The hazards of bluebottles are that they ...

Pests

Task

Task 1

Use the Pest identification chart in the Source material to answer these questions. Tick your choices.

1 The brown rat is:

- | | |
|---|---|
| <input type="checkbox"/> a larger than a black rat | <input type="checkbox"/> b smaller than a black rat |
| <input type="checkbox"/> c the same size as a black rat | <input type="checkbox"/> d all of the above |

2 Oriental cockroaches are:

- | | |
|--|--|
| <input type="checkbox"/> a 10 mm in length | <input type="checkbox"/> b 15 mm in length |
| <input type="checkbox"/> c 20 mm in length | <input type="checkbox"/> d 25 mm in length |

3 One of the hazards of oriental cockroaches is that they:

- | | |
|--|--|
| <input type="checkbox"/> a do not contaminate food directly but can fall into food | <input type="checkbox"/> b carry pathogenic organisms, including <i>Salmonella</i> |
| <input type="checkbox"/> c cause panic among the staff | <input type="checkbox"/> d deposit fur in food |

4 The two types of bird that most often cause problems in food premises are:

- | | |
|--|---|
| <input type="checkbox"/> a eagle and pigeon | <input type="checkbox"/> b sparrow and pigeon |
| <input type="checkbox"/> c parrot and pigeon | <input type="checkbox"/> d parrot and sparrow |

5 The signs of infestation from the house mouse are:

- | | |
|---|---|
| <input type="checkbox"/> a droppings and urine smears | <input type="checkbox"/> b smell from nests |
| <input type="checkbox"/> c footprints and tail marks | <input type="checkbox"/> d all of the above |

6 Grain weevils infest:

- | | |
|--|---|
| <input type="checkbox"/> a sweet foods | <input type="checkbox"/> b high-protein foods |
| <input type="checkbox"/> c pasta and flour | <input type="checkbox"/> d waste food |

Task 2

Use the chart from the Source material or one from your workplace to invent some questions of your own.

Try them out on a colleague.

Check it

Please note that copies of the following pages are needed:
0:40–0:41 (question 10)
4:13 (question 8)

- 1 In her notes, Myra has written 'There r 7 principles 2 HACCP approach'. What does she mean?
- A There are seven principles to the Hazard Analysis Critical Control Point approach.
 - B There are seven principles to the Hazard Analysis Cleaning Control Point approach.
 - C There are seven principles to the Hazard Assessment Crucial Catering People approach.
 - D There are seven principles to the Hazard Analysis Critical Clearing of Pests approach.

Rs/L1.1; Rw/L1.2

- 2 What does the word 'indefinitely' mean in this sentence?

No method of preservation will allow food to be kept indefinitely.

- A confidently
- B forever
- C uncertainly
- D hygienically

Rw/L1.2

All food handlers are liable to safeguard food from contamination, adhere to all the food protection conventions instituted by their employer and convey information about all potential hazards.

- 3 Which of these sentences sums up all of this information?
- A Food handlers must do as they are told by their employers and tell them if anything goes wrong.
 - B It is part of a food handler's job to report things they see that are against the law.
 - C The most important thing is to keep food clean.
 - D By law, all food handlers must protect food from contamination, follow all the food safety rules laid down by their employer and report anything that may possibly be dangerous.

Rt/L2.8

2. The layout, design, construction and size of food premises shall:
- (a) permit adequate cleaning and/or disinfection;
 - (b) be such as to protect against the accumulation of dirt, contact with toxic materials, the shedding of particles into food and the formation of condensation or undesirable mould on surfaces;
 - (c) permit good food hygiene practices, including protection against cross contamination between and during operations, by foodstuffs, equipment, materials, water, air supply or personnel and external sources of contamination such as pests; and
 - (d) provide, where necessary, suitable temperature conditions for hygienic processing and storage of products.

4 Which subsection of the Food hygiene regulations above has information about the temperature of food premises?

- A 2 (a)
- B 2 (b)
- C 2 (c)
- D 2 (d)

Rt/L1.4

5 How many times does the word 'contamination' appear in the text?

- A 2
- B 3
- C 4
- D 5

Rt/L1.5

- Resist any temptation to smoke, eat, drink or chew gum in food areas.
- Clean and disinfect all food contact surfaces after every task involving food.

6 How many things in these instructions must you do?

- A 2
- B 3
- C 4
- D 5

Rs/L1.1; Rs/L1.2

7 How many things in the same instructions must you not do?

- A 2
- B 3
- C 4
- D 5

Rs/L1.1; Rs/L1.2

8 Look at the focus page on temperature and time (4:13). Some coleslaw is put on display at 10.30 am. What time should it be removed from display?

- A 4:30 pm
- B 2:30 pm
- C 2:30 am
- D 12:30 pm

MSS1/L1.3

9 Which of these digital probe readings falls in the danger zone?



Hot at or above 63°C

Cold at or below 8°C

MSS1/E3.9

10 Look at the 'Pest identification' table from the Source material (0:40-0:41). Which of these pests have a smell as a sign of infestation?

- A German cockroach
- B Wasps
- C Grain weevils
- D Birds

Rt/L1.4; Rt/L1.5

Audio

PAGE 4:2

Taking notes in training

Task 3 22

OK are we all here? Good. There are some general points about **food storage** that you should remember before you start. First of all you should always **read** storage instructions to make sure you store food correctly. Next, ask yourself if you are putting it in the right **place**. If so, ask yourself whether it is being stored at the right **temperature** and finally ask yourself how long it can be stored for. So that's **place, temperature and time** to think about.

Task 3 23

You may think that you know how to wash your hands, but do you do it thoroughly?

Firstly, always use warm water. It is better to wet hands **before** applying soap as this prevents irritation.

Then rub your hands together for about 15 seconds – front and back. Don't forget around the thumbs, between each finger and under your nails. OK?

Next rinse off the soap with clean water.

Germs spread more easily if hands are wet so **finally** dry them thoroughly. Use a clean, dry paper towel or air dryer; it doesn't matter which.

Right, let's all have a go at that.

PAGE 4:3

Listening to training

Focus page 24

It is estimated that as many as 5.5 million people every year in the UK suffer from **food-borne illnesses** – that's 1 in 10 people. As workers in the food industry, it is your responsibility to try to prevent occurrences of **food poisoning**. I'm going to be talking about what food poisoning is and also describing some of the most common **germs** that cause it, such as *Salmonella* and *Escherichia coli*.

Task 1 25

Most of us will have first-hand experience of harmful bacteria in our food! Bacteria multiply best between 5 and 63 degrees Celsius but are **killed** at temperatures of **70 degrees and above**. At **below** 5 degrees Celsius, most bacteria multiply **very slowly, if at all**. At **very low** temperatures some bacteria will **die**, but many survive and can start to multiply again if **warm** conditions return. That is why proper **cooking** and **chilling** of food can help reduce the risk of food poisoning.

Task 2 26

Sometimes these bacteria are spread from one food to another, for example via hands, kitchen utensils or poor storage conditions and this can cause illness when these foods are eaten. This is known as cross-contamination.

Task 3 27

Now we come to *Salmonella* – perhaps the one we hear about most often and the second most common form of food poisoning. The **sources** of *Salmonella* bacteria are varied. It has been found in raw meat, eggs and poultry, unwashed raw vegetables, unpasteurised milk and dairy products and many other types of food. It is found in the gut and faeces of both humans and animals.

Salmonella **does** survive refrigeration, but cooking **and** pasteurisation stop it multiplying. **Usually** a large number of bacteria are needed to cause an infection **but** outbreaks have been reported where a low number of bacteria are responsible.

It **normally** takes 12 to 48 hours for symptoms to develop. The **symptoms** can be **very** severe and **can** cause death. Usually they involve fever, abdominal pain, diarrhoea and vomiting. It is **particularly** likely to cause severe illness in the very young and the very old. The symptoms can last up to 3 weeks and there **may** be complications such as reactive arthritis.

Answers

PAGES 4:1–4:2

Taking notes in training

Focus page

e.g. means 'for example' (from the Latin *exempli gratia*).

i.e. means 'that is' (from the Latin *id est*).

etc. means 'and the rest' (from the Latin *et cetera*).

Task 1

There are no right answers. As long as you can read your notes back they are OK. You may have written something like this:

1

Most serious types food poisoning – bacteria.

Right conditions: 1 bacterium multiply → 4 million – 8 hours.

More bacteria in food – more likely to cause food poisoning.

2

Bacteria multiply fast if they have enough:

- moisture
- food
- time
- warmth.

3

Safety measures that can be taken to prevent bacterial contamination and cross-contamination include good standards of personal hygiene, particularly when it comes to hand washing.

4

The list should have bullet points because all items have equal importance and do not depend on a particular order.

Hands should be washed:

- after handling raw food
- before handling cooked foods
- after handling waste
- after visiting the toilet.

Task 2

You may have written something like this:

General controls – bacterial risks

Most serious types food poisoning due to bacteria.

Right conditions – 1 bacterium can multiply to 4 million – 8 hrs.

More bacteria in food → more likely cause food poisoning.

Bacteria multiply fast if enough:

- moisture
- food
- time
- warmth

Safety measures to prevent bacterial contamination and cross-contamination include good standards of personal hygiene, particularly with hand washing.

Hands washed:

- after handling raw food
- before handling cooked food
- after handling waste
- after visiting toilet.

Task 3

As long as you can read your notes back and all the information in them is correct, you have done a good job. You may have written something like this:

1 Food storage

- Read storage instructions
- Right place?
- Right temperature?
- Right time?

2

Numbers are a good idea for this list because you have to do the actions in a particular order. Bullet points can be used for the list of things to remember. Highlight the important parts.

1 wet hands (warm) water

2 apply soap

- 3 rub hands tog (15 secs)
 - thumbs
 - between fingers
 - under nails
- 4 rinse (clean) water
- 5 dry
 - clean paper towel
 - air dryer

PAGES 4:3–4:4

Listening to training

Task 1

3

Task 2

Bacteria can be passed from one food to another by:

- hands
- kitchen utensils
- poor storage conditions.

Task 3

You may have written something like this.

Salmonella		
Sources	Features	Symptoms
Contracted through: <ul style="list-style-type: none"> ■ raw meat ■ eggs ■ poultry ■ unwashed raw vegetables ■ unpasteurised milk ■ unpasteurised dairy products Found in human + animal <ul style="list-style-type: none"> ■ gut ■ faeces 	1 Survives refrigeration 2 Cooking + pasteurisation stop it multiplying 3 lge no. bacteria needed to cause infection Takes 12–24 hrs to develop. Can b fatal.	<ul style="list-style-type: none"> ■ fever ■ abdominal pain ■ diarrhoea ■ vomiting Old/young at risk. Lasts ↑ 3 weeks Complications – reactive arthritis

Task 4

Here is an example of the sort of things you might want to ask:

What is reactive arthritis?

What is the treatment for Salmonella poisoning?

How many people die from contracting Salmonella poisoning?

What is the most common bacteria that causes food poisoning?

Did you say that one in ten people get Salmonella poisoning?

Am I right in thinking that Salmonella is a bacteria found in the stomachs of people and animals?

PAGES 4:5–4:6

What does it mean?

Task 1

biocide – a substance used to kill living organisms

bactericide – a substance used to kill bacteria

fungicide – a substance used to kill fungi

germicide – a substance used to kill germs (micro-organisms)

pesticide – a substance used to kill pests (of plants or animals)

Task 2

a the immediate surroundings

b measures that satisfy a legal requirement

c vital to the success or failure of something

Task 3

incubation – development (especially a disease), often without outward signs (incubation period – the time it takes for a disease to develop)

Salmonella – bacteria that occur mainly in the gut and can cause food poisoning

spore – a small single-celled unit from a plant or fungi that is capable of developing into a new organism

toxin – a poison produced by some bacteria and moulds

vehicle of contamination – an object, person or animal on which micro-organisms can move from one place to another

PAGES 4:7–4:8**Food law****Task 1**

7

Task 2

- 1 Personal hygiene
- 2 Chapter IV (4)
- 3 Chapter III (3)
- 4 Regulation 4(2)
- 5 Obligations upon proprietors of food businesses
- 6 What the owners of food businesses must do
- 7 provide
- 8 false
- 9 true

Task 3

You may have written something like this:

The owner of a food business must make sure that their employees who handle food have been taught or trained in aspects of food hygiene relevant to their work, and that they are supervised.

PAGES 4:9–4:10**Food labels****Task 1**

- 1 Yes
- 2 Not made of metal
- 3 109
- 4 Until Best Before date (end October 05)
- 5 b
- 6 Tuesday
- 7 a
- 8 4.9 g
- 9 No
- 10 No

Task 2

The following are safe to use: 1, 2, 5, 6, 7

PAGES 4:11–4:12**It's all down to you****Task 1**

- 7 Rub left palm with clasped fingers of right hand and vice versa.
- 1 Wet hands under running water.
- 3 Rub right hand over back of left and vice versa.
- 6 Rotational rubbing of right thumb clasped in left hand and vice versa.
- 2 Work soap into hands, palm to palm.
- 5 Rub back of left fingers into right palms and vice versa.
- 8 Clasp and rub left wrist with right hand and vice versa.
- 4 Rub palm to palm with fingers now interlaced.

Task 2

- 1 Cover beards and moustaches
- 2 Before you put on any other protective clothing
- 3 A head covering (hat or net)
- 4 2
- 5 Never brush or comb your hair in a food area

PAGES 4:13–4:14**Temperature and time****Task 1**

- 1 ✗
- 2 ✗
- 3 ✓
- 4 ✓
- 5 ✓
- 6 ✗
- 7 ✓

Task 2

Show your completed table to your teacher.

Task 3

Item	Remove from display
1	6:45
2	10 past 10
3	5:25
4	10 o'clock
5	9:15

PAGES 4:15–4:16**Hazard analysis critical control points (HACCP)****Focus page**

A hazard is anything that could cause harm. Usually divided into biological, physical or chemical hazards.

A Critical Control Point (CCP) is the step in the preparation of food that has to be carried out correctly to make sure that a hazard is got rid of or reduced to a safe level.

Hazard analysis is important in identifying areas of risk in food preparation and minimising or controlling them in order to protect the public. It is also a legal requirement.

Task 1

- 1 Order bread, butter, ham.
- 2 Deliver bread, butter, ham.
- 3 Store bread, butter, ham.
- 4 Prepare sandwich.
- 5 Serve sandwich.

Task 2

- 1 Bread, butter, ham could be contaminated with bacteria, mould or foreign bodies.
- 2 Ham and butter could be at wrong temperature.
Contamination could occur during delivery.
- 3 Contamination could occur during storage.
Cross-contamination could occur during storage.
- 4 Contamination or cross-contamination could take place from utensils, equipment, food handler or other foods.

- 5 Contamination or cross-contamination could take place.

Task 3

- 1 Use reputable suppliers.
- 2 Check goods for damage.
Check goods feel, smell and look right.
Check temperature of butter and ham is right.
- 3 Store bread wrapped and in a suitable container
Store butter on top shelf of fridge. Store ham on middle shelf of fridge.
Keep ham and butter separate from raw meat.
Use proper stock rotation – first in, first out.
- 4 Food handlers must be properly trained.
Food handlers must have good personal hygiene.
Do not handle food more than necessary.
All surfaces and utensils must be clean.
Separate utensils and surfaces must be used for cutting ham and buttering bread.
Ham must not be cut on surfaces used for cutting raw meat.
- 5 Plates and utensils used for serving must be clean.
The sandwich must be served immediately or covered and kept in a cool place.
Serving staff must have good personal hygiene.

Task 4

- 1 Purchase is normally done by a manager.
- 2 Check delivery vehicles.
Check date marks.
Check temperatures.
Check condition of food.
- 3 Check storage temperatures.
Check storage conditions.
- 4 Make sure personal hygiene rules are obeyed.
Make sure food areas and utensils are kept clean.
Make sure food hygiene rules are obeyed.
- 5 Make sure all serving utensils used are clean.
Make sure food hygiene rules are obeyed.
Serve food immediately or store correctly.

PAGES 4:17–4:18**Pests****Focus page**

The hazards of bluebottles are that they can carry pathogens on their bodies, defecate on the food as they eat it, regurgitate food that could be contaminated, lay eggs on food which can hatch into maggots, or die in food.

Task 1

- 1 a
- 2 d
- 3 b
- 4 b
- 5 d
- 6 c

Check it

- 1 A
- 2 B
- 3 D
- 4 D
- 5 A
- 6 A
- 7 C
- 8 B
- 9 C
- 10 A

