

Food Safety Session Plan– Food preparation hazards and food poisoning & how to prevent them

TARGET GROUP: Settlement Workers and Volunteers

SCOPE: Hazards associated with food and its preparation which may be encountered by refugees soon after arrival in Australia.

OVERALL GOAL: Settlement workers and volunteers will have adequate, relevant skills and knowledge regarding hazards associated with food and its preparation in order to fulfil their role in settling refugees.

SESSION OBJECTIVES:

1. Settlement workers and volunteers will have adequate ability to identify hazards associated with food and its preparation.
2. Settlement workers and volunteers will gain adequate knowledge of the technical causes of food poisoning so that they can identify common behaviours which may cause such problems.
3. Settlement workers and volunteers will be familiar with the key messages of food safety
4. Participants will be able to identify food safety issues inherent in different scenarios
5. Participants will be able to identify points in which they can intervene in the settlement process to educate refugees about food safety.
6. Participants will be able to communicate food safety messages in a role-play situation.
7. Participants will become familiar with the new food safety resources.

METHODS OF ASSESSING COMPETENCIES:

1. Settlement workers and volunteers will be asked to identify or share potential hazards or food safety threats they have identified in their observations of refugees' food behaviours during the presentation.
2. Settlement workers and volunteers will participate in a verbal quiz following the presentation, concerning behaviours which may lead to food poisoning, high risk foods, food safety messages and when to intervene.
3. Participants will participate in role-plays and activities where they will identify at least one hazard or food safety issue in a certain scenario and ways to minimise the risk of food poisoning in this situation. (eg. Kitchen safety, shopping, storage of food, preparation of food, consuming leftovers, packing school lunches or packing food for a picnic) .
4. Participants will be asked to complete worksheets during the session, which will be collected and quickly checked, before being returned to the participant.

Time in session	Objective	Content	Teaching Strategy	Presentation Method	Assessment and appropriate levels
0 -5 minutes		Introduction			
5-20 minutes	1. Settlement workers and volunteers will have adequate ability to recognise hazards associated with food and its preparation	What are we talking about – hazards associated with food preparation, food poisoning. Importance of food safety issues with young children, pregnant women – a lot of these people come through Also increased severity in malnourished people or people with low immunity	Discussion – what potential hazards can you identify in a kitchen? What is food poisoning and its symptoms? Group to share personal food poisoning experiences with person sitting beside them	PowerPoint slides: one picture of a kitchen, one concerning food poisoning symptoms	Group responses – the group will collectively suggest at least 4 dangers in the kitchen
20-35 minutes	2. Settlement workers and volunteers will gain adequate knowledge of the technical causes of food poisoning so that they can identify common behaviours which may cause such problems	Causes of food poisoning: cross-contamination, high-risk foods, temperature danger zone concepts.	Lecture, ask class to contribute any behaviours they have noticed which may lead to food poisoning	PowerPoint slides, followed by group discussion	Observations of each group member’s participation and contribution. Role plays: participants will identify appropriate food safety issues in their scenarios.

Time in session	Objective	Content	Teaching Strategy	Presentation Method	Assessment and appropriate levels
35-50 minutes	3. Settlement workers and volunteers will be familiar with the key messages of food safety	Ways of minimising risk of food poisoning – food safety messages: cook high-risk food thoroughly, handle food safety, keep cold food cold and hot food hot, keep kitchen clean and free of pests, keep hands and nails clean.	Lecture, use questioning about previous teachings in order to build relationships between causes and behaviours.	PowerPoint presentation, ask group to suggest the links between the messages and the concepts mentioned previously	Try to get a link between each concept and a food safety message.
50-85 minutes	4. Participants will be able to identify food safety issues inherent in different situations; 5. Participants will be able to identify points in which they can intervene in the settlement process to educate refugees about food safety; 6. Participants will be able to communicate food safety messages in a role-play situation; 7. Participants will become familiar with the new food safety resources	Activity sheets	Small group activities – developing role plays	Group activity	<i>Speaker to spend time visiting each group and observing levels of contribution by all attendees.</i> Presentations to the class. Criteria: correct assessment of problem in context, accuracy of message, use of appropriate resource, subtle/ sensitive education methods

Time in session	Objective	Content	Teaching Strategy	Presentation Method	Assessment and appropriate levels
85-90 minutes	Objectives 4 and 5	Recap of activity points		PowerPoint slides	
90-95 minutes	Objectives 1, 2 and 3	Recap of key points		PowerPoint slides	Class will be able to provide one comment about each of the key points discussed today
95-105 minutes	Objectives 1,2 and 3	Review quiz	Quiz on slides, verbal questions	Informal, verbal question, verbal answer and show of hands to multiple choice options	Observation of class response: All attendees will attempt an answer to all questions by raising their hands
105-115 minutes		Question time, collect worksheets			Worksheets: all participates will be able to answer every question with at least one point