

Kitchen Safety & Sanitation Unit

Smaller class sizes have the ability to incorporate more objectives in one day. This 10 day schedule is purely suggested, Typically five days works well, that's without the foodborne illness research and presentation assignment.

Day 1: play Kahoot!

- Start with a fun introduction to the safety test or safety vocabulary.
- Or use other forms of games of your choice (quiz bowl or Jeopardy style.)
- Afterwards, conduct a whole group discussion over the questions and answers.
- Use displays in the kitchen as demonstrations for certain questions.

Day 2: Handwashing

- Start with a fun [black light hand washing experiment](#) (can be found on Amazon, Quill, etc.)
- Demonstrate the proper handwashing techniques.
 - *WHO: How to hand-wash?*
<https://www.youtube.com/watch?v=3PmVJQUCm4E>
 - *How Soap Kills Viruses...* <https://www.youtube.com/watch?v=-LKVUarhtvE>
- Choose up to 3 controlled experiments (1 group “washes” hands with cold water only, 1 group “washes” hands with lukewarm water only maybe 10 seconds, 1 group washes hands with warm, soapy water for 20 seconds, students use the black light kit again to compare...)
- Have all students practice the proper technique themselves.
- Time should allow for class to use the blacklight experiment again, hoping students washed their hands properly.
- Give participation lab points for this exercise.



Day 3: Kitchen-Cooking Safety & Sanitation (use the Google Slides and video clips to cover the following and students take notes on)

- 5 Keys to Food Safety
- How cross contamination happens
- Food borne illnesses
- The danger zone
- How to properly thaw foods
- Dish cloth vs sponge
- Clean vs sanitize
- How to wash dishes
- End the lesson with the *What not to do in the kitchen - Jamie Oliver*
<https://www.youtube.com/watch?v=IA8IW5abQTg>
 - have students write down as many errors they can see from the video
 - guide them through, as there are many...
 - this is a fun way to discuss as a whole group on what not to do
- **Students quickly complete an individual quiz (notes optional) for a grade.**

Day 4: Kitchen Fire Safety (use the Google Slides to cover the following and students take notes on)

- Safety in the domestic kitchen: preventing burns and scalds
<https://www.youtube.com/watch?v=JsjoKCJ3Hxl>
- How to treat contact burns
- Types of fires
- Smothering methods
- Other types of fires (non grease fires)
- Fire extinguishers and fire blankets
 - Show the location of the classroom fire extinguisher and blanket, and demonstrate how to use the fire blanket.
- **Students quickly complete an individual quiz (notes optional) for a grade.**

Day 5: Kitchen Crime Scene! (set the kitchens as a hazardous “crime scene”)

- Show this video clip, [Safety in the domestic kitchen](#)
- This is a great introduction to the day’s lesson and a nice visual review!
- Have students either work as an individual or small groups, exploring the kitchen(s) taking notes on all the safety issues they see...
- Invite the whole class to discuss their findings.
- **Mystery Substance:** display a number of unlabeled, white substances. Have students try to explore through smell and sight what these substances are. This exercise is to express the importance of labeling all food and cleaning supplies.

Day 6: Preventing Choking, Falls, and Cuts in the Kitchen (use the Google Slides which have more demonstration videos to cover the following and students take notes on)

- What to do when someone is choking.
- Preventing falls in a working kitchen.
- Preventing knife cuts in a working kitchen.
- How to master knife skills.
- **Students quickly complete an individual quiz (notes optional) for a grade.**
- If time permits, demonstrate knife skills, making a veggie/fruit salad for the class.
- Note, knife skills can be practiced during another unit.

Day 7-9: Test Day and “Fight BAC!” Foodborne Illness Presentation

- **Students take the test!**
- **IF you schedule this test earlier in the week, it gives students more time to retake the test (if needed) in order to pass with a 100%.**
- After the test, assign the **Fight BAC! Foodborne Illness Presentation (give 2-3 days to research and create Slides or display boards.**

(This research and presentation assignment can be scheduled before the test or after. I like using Thursdays and Fridays for presentation days.)

- Scenario: Help us fight bac(terial)! The FBI (Food Borne Illness) team needs your help creating a presentation (slides or display board) about an unwanted foodborne illness. The FBI wants to catch this villain and put it away for a long time. Your job is to help us spread the word about the dangers and to inform the public about ways to avoid this nasty villain. Be factual! Be creative!
- Your presentation must have a minimum of 7 slides or display board pages of the following...
 - The Alias (nickname) - Most scientific pathogens have nicknames that are easier to pronounce. Who is your “criminal”?
 - Mugshot - Provide an accurate, printed image or drawing of the pathogen.
 - Hideouts - Identify typical sources and methods of transmission (where the pathogen is usually found).
 - Crimes - Identify the symptoms, when they appear, and how long they last.
 - Prevention - List at least 5 steps to avoid this foodborne illness.
 - Fun Fact - Include something interesting you learned while researching the topic.

- Sources - Must list a number of authoritative sources you used throughout researching this topic.
- Create a rubric to evaluate students' research and creativity of their Slides or board display.
- Give students 2-3 days to complete their Slides or display board (3 days for students who might need more time...)

Day 10: Presentation Days! Make this a fun day, the classroom is now the Briefing Room. Encourage students to wear a fake F.B.I badge, wear reader glasses, wear a black tie and jacket, make a sign on the podium that says "F.B.I Briefing", etc.

- Have students present their research to the class.
- Use a different rubric (FCCLA STAR Events oral presentation rubric) to evaluate their speaking skills or make this a good speaking practice for bonus points, whatever you feel is best.
- If display boards were made, display them for the student body to look over in your commons area, library, etc.
- A student example of her Google Slides is available.

Think about FCCLA STAR Events categories! Use the foodborne illness presentation as a good base for Professional Presentation or Focus on Children. **You will need to add to the preliminary documents and planning process. Read through that category rubric!** But you have already incorporated FCCLA in the classroom (with the entire class) by implementing research and oral presentation. Choose a student to represent your chapter at the STAR Event and encourage them to compete.